

# Information, Guidance & Resources

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24 March 2026

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# DfE Published Statistics - Pupil Attendance in Schools

- These figures are derived from regular data automatically submitted to the DfE by participating schools on a daily basis.
- Figures relate to the attendance of 5 to 15 year old (i.e. compulsory school age) pupils in state-funded primary, secondary and special schools in England.
- The figures are published as Official Statistics to give an indicative figure for the absence rate during the 2025/26 academic year, from the 08 September 2025. For the full 2024/25 academic year and termly pupil absence data, including by characteristics please see this [historical publication](#).
- This release covers the period 8 September 2025 to 6 March 2026.
- Use the '[Compare your attendance](#)' dashboard to compare with other schools in the local authority. This has been updated to show data for this current academic year. Use it to compare absence and unauthorised absence, as well as special educational needs and free school meals pupils.
- See [here](#) for the full data set
- The attendance rate (proportion of possible sessions attended) was 94.10% across all schools in the week commencing 2 March 2026 (absence rate 5.9%).
- Absence was 0.08 percentage points lower across all schools when compared to the equivalent week in the last academic year ([week commencing 3 March 2025](#)). This has been driven by a 0.19 percentage point decrease in authorised absence and a 0.12 percentage point increase in unauthorised absence.
- The data shows that the attendance rate across the 2025/26 academic year to date was 93.39%. The absence rate was, therefore, 6.61% across all schools. The rate of authorised absence 4.47%, unauthorised absence 2.13% and persistent absence 18.19%.

School Type	Absence Rate (w/c 2 March 2026)	Absence Rate (2025/26 academic year to date)
State funded primary	4.08% (2.98% authorised and 1.11% unauthorised)	5.12% (3.74% authorised and 1.38% unauthorised)
State funded secondary	7.69% (4.51% authorised and 3.18% unauthorised)	8.04% (5.09% authorised and 2.95% unauthorised)
State funded special	12.08% (8.63% authorised and 3.45% unauthorised)	12.89% (9.49% authorised and 3.41% unauthorised)

## NEET age 16-24

- This statistical release is based on estimates from the Labour Force Survey (LFS) of young people not in education, employment or training (NEET) in England.
- In recent years the Office for National Statistics (ONS) have faced challenges around the falling number of responses to the LFS, which has led to increased sampling variability. Although there have been improvements, users should remain mindful of the uncertainty in these estimates, and we would advise caution when interpreting short-term changes.
- LFS data has been reweighted from January 2019 onwards which has led to revisions in previously published estimates and a discontinuity in the timeseries. Comparisons of levels prior to the discontinuity should be viewed with caution. Full details of the reweighting can be found here: [Impact of reweighting on LFS key indicators](#). Due to the reweighting users should not go back to earlier versions of the release.
- There have been some improvements in LFS response rates in recent years. However, LFS statistics remain badged as "official statistics in development" until further review.
- See [here](#) for the full data set and more detailed analysis of the headline facts and figures.

### Headline Facts :

- **Aged 16 to 24**
  - The latest Labour Force Survey (LFS) estimates for England show 839,900 16 to 24-year-olds (based on academic age) were not in education, employment or training (NEET) between October and December 2025 – i.e., 13.3%, over 1 in 8 young people in that age range.
  - The latest estimate shows an annual decrease in the NEET rate of 0.3 percentage points.
- **Aged 16 to 17**
  - The overall NEET rate for the 16 to 17 age group has decreased by 0.5 percentage points in the latest year. There are now 56,800 16 and 17 year olds estimated to be NEET (an estimated annual decrease of 5,700).
- **Aged 18 to 24**
  - The age 18 to 24 NEET rate at the end of 2025 was 16.0% (783,100). Many of the 18 to 24 age group are no longer in education and are instead in the labour market.

<b>16 to 24 year olds NEET</b> <b>13.3%</b> Down 0.3 percentage points compared to 2024	<b>16 to 17 year olds NEET</b> <b>4.0%</b> Down 0.5 percentage points compared to 2024	<b>18 to 24 year olds NEET</b> <b>16.0%</b> Down 0.2 percentage points compared to 2024
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# Provisional T Level results: academic year 2024/25

- See [here](#) for a summary of outcomes achieved by students in receipt of T Level results for the academic year 2024/25, as reported to the DfE.
- This interim release updates 2024/25 provisional T Level results from August 2025 to data as recorded on 7 November 2025. Revised data for 2024/25 will be published in August 2026, alongside 2025/26 provisional results.
- Additionally, this release has been updated to include a wider range of student characteristic breakdowns of the overall T Level results for the 2024/25 cohort.
- Also available in the underlying data for transparency are 2024/25 T Level results for individual providers, for their T Level students overall, and by T Level pathway.
- These are official statistics in development and users should exercise caution when drawing conclusions as T Levels are still in the roll out phase with new subjects being added each year.

## Headline Facts :

- There are 11,981 students with an overall T Level result across 18 pathways. 7,435 were awarded last year (revised data for 2023/24, covering 16 pathways).
- 11,148 (93.0%) of the 11,981 students achieved a Pass or above in their overall T level result across all T Level pathways. For female students, this was 96.4% and for male students, this was 90.2%.
- Two-thirds (66.0%) of students achieved a Merit or above.
- Of the 11,981 students with an overall result in 2024/25: 98.4% of students achieved a grade E or above in the core component; 95.2% achieved a Pass or above in their Occupational Specialism; 97.9% completed their Industry Placement (includes completed with special consideration).
- The pass rate across the 18 pathways awarded this year ranged from 97.8% (Legal Services & Education and Early years) to 81.1% (Design and Development for Engineering and Manufacturing).

Students in receipt of T Level results <b>11,981</b>	Students awarded Pass or above for their overall T Level <b>93%</b>	Students awarded E or above in core component <b>98.4%</b>	Students awarded Pass or above in occupational specialism <b>95.2%</b>	Students who completed an industry placement <b>97.9%</b>
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# School capacity: academic year 2024/25

- This [release](#) includes information as reported by local authorities as of 1 May 2025 on:
  - Primary & secondary state-funded school places
  - Sixth form capacity
  - Unfilled school places & pupil places exceed school capacity
- It also provides:
  - Local authorities' pupil forecasts up to 2029-30 at primary level and 2031-32 at secondary level
  - Local authorities' planned changes to school places up to 2027-28
  - The DfE's modelled estimates of the future number of school places needed to meet predicted demand
  - Specialist provision capacity
  - The capacity of special educational needs unit and resourced provision in mainstream schools
  - Local authority forecast demand for specialist provision

## Headline Facts :

- There were 9.1 million state-funded school places reported in 2024/25: 5 million primary places and 4.1 million secondary places.
- The number of primary places increased by 1,300 (0.03%) between May 2024 and May 2025. Since May 2021, primary places have increased very little due to the decline in pupil numbers which began in 2018/19.
- The number of secondary places increased by 64,000 between May 2024 and May 2025. This is a larger change than last year as it will reflect places being added to accommodate the recent peak in school age population which is moving through the secondary phase, and additional capacity revealed by the net capacity assessment programme.
- 15% of state-funded schools were at or in excess of capacity in 2024/25.

**Net change in the number of school places since 2009/10**

**1,278,797**

Of which, increases of 726,068 primary and 552,729 secondary places

**Net change in the number of school places since 2023/24**

**64,858**

Of which, increases of 1,259 primary and 63,599 secondary places. This includes additional capacity revealed by the net capacity assessment programme.

**Primary schools at or over capacity in 2024/25**

**14%**

Down from 16% in 2023/24 and down from a high of 23% in 2016/17

**Secondary schools at or over capacity in 2024/25**

**19%**

Down from 24% in 2023/24 and up from a low of 14% in 2015/16. This will be affected by the capacity revealed by the net capacity assessment programme.

# Ofsted Published Information & Data

## Data on Ofsted inspections and visits: deferring, pausing and gathering additional evidence

- Providers can request that Ofsted defer or pause an inspection or visit. This [dataset](#) shows how many requests to defer or pause were accepted and how many were declined between 1 April 2024 and 31 March 2025.

## Complaints about schools data

- See [here](#) for a breakdown of complaints about schools received and closed by Ofsted between 1 April 2025 and 31 March 2025 and for the previous financial year.
- For further details read Ofsted's [blog on complaints about schools](#).

## Inspecting Local Authority Children's Services (ILACS)

- Ofsted's [framework and guidance for inspecting local authority services for children \(ILACS\)](#) in need of help and protection, children in care and care leavers has been updated.
- See the [summary of framework changes](#) (March 2026) for a breakdown of updates made. See also the [supporting press release](#) for overview of changes made.

## School inspection data summary report (IDSR) guide

- The [IDSR guide](#) provides an overview of the inspection data summary report for primary & secondary schools, including schools with a sixth form, and gives guidance on how to interpret the data.
- The guidance has been updated to reflect the addition of new daily attendance data for all schools and the latest pupil movement data. New format summary tables have been introduced and the methodology underpinning the gap trend has also been updated. The IDSR guidance has been updated to reflect these changes

## State-funded school inspections and outcomes: management information

- Management information (as at 28 February 2026) aggregated and published monthly, and publications of inspections and outcomes from 2005-15 and 2015-19 can be found [here](#).

## Ofsted Parent View: management information

- Parent View management information management information is published 3 times a year in the interests of transparency. See [here](#) for management information as 5 January 2026.

# Government Consultations, Calls for Evidence & Surveys

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## Support for pupils with medical conditions at school

- The DfE is consulting on proposed updates to the statutory guidance on [supporting pupils with medical conditions at school](#).
- The consultation seeks views on proposals to strengthen the way children and young people with medical conditions and allergy are supported and kept safe, by:
  - requiring every setting to have a published medical conditions policy
  - strengthening Individual Healthcare Plans (IHPs)
  - strengthening recording, reporting and learning from serious incidents and 'near misses'
  - introducing a new requirement for a separate, published allergy safety policy, including training and the use of adrenaline devices
- Responses will help to finalise revised guidance for schools and inform wider work to improve safety, consistency and inclusion for children & young people with medical conditions and allergies.
- See [here](#) for more information and to provide your views by **1 May 2026**
- Read the supporting press release [here](#).

## Identifying students at risk of becoming not in education, employment or training

- The DfE are inviting secondary schools to share their insights into their involvement in identifying students at risk of becoming not in education, employment or training (NEET).
- This research will look at:
  - how schools contribute to the process of identifying young people who may be at risk of NEET; and
  - what data and indicators schools consider meaningful and where there may be constraints on sharing certain characteristics or indicators.
- School's insight and experience will help understanding of what works well, what challenges exist and where improvements could better support young people as they move into post-16 education or training.
- If you would like to take part in the research, please complete this short [sign-up form](#) and a researcher will be in contact to arrange a session.

## 16 to 19 level 1 English and maths qualifications

- The DfE are seeking views on the design & delivery of proposed new level 1 English and maths qualifications for 16 to 19 year olds with prior GCSE attainment at grade 2 or below.
- It covers the cohort of students who will take the qualifications, qualification structure, content and proposals for achievement & grading
- See [here](#) for more information and to share your views by **2 June 2026**.

# Government Consultations, Calls for Evidence & Surveys

## Smoke-free, heated tobacco-free and vape-free places

- The Department of Health and Social Care has launched a consultation on proposals to extend smoke-free places and introduce heated tobacco-free and vape-free places in England.
- Proposals include areas outside most education settings, such as childminders, nurseries, schools and sixth form colleges. Universities or settings with many aged 18 years and over are not included.
- Read and provide comment on the consultation [here](#).
- The consultation is open for 12 weeks and closes at **11:59pm on Friday 8 May 2026**

## Working Lives of teachers & leaders survey – wave 5

- The fifth wave of the [Working Lives of Teachers & Leaders](#) survey was launched on 27 January 2026 and **will run until the first week of May 2026**.
- The survey collects vital evidence for understanding the experiences of teachers and school leaders. Whilst participation is voluntary, it is an opportunity for you to share your own personal experiences and views..
- Schools should look out for an invitation (received by email or telephone) from IFF Research to take part.
- For more information about the survey, including participant anonymity, data linking, GDPR and other FAQs, please visit the [survey website](#) or email [workinglives.teachers-leaders@education.gov.uk](mailto:workinglives.teachers-leaders@education.gov.uk).

## Keeping children safe in education: 2026 proposed revisions

- The DfE is seeking views on proposed changes to the statutory guidance Keeping children safe in education (KCSIE), including a range of updates to ensure the guidance remains current and relevant.
- Share your views [here](#).
- The consultation closes on **Wednesday, 22 April 2026** at 11.59pm .

## Key stage 4 performance measures & targeted RISE extension

- The DfE are seeking views on proposals to improve key stage 4 academic performance measures and to extend school improvement support from the Department's targeted regional improvement for standards and excellence (RISE) service.
- The proposals aim to deliver a strong and fair accountability system, which will improve outcomes for all children, provide reliable information to parents, and support school improvement.
- Views are being sought on:
  - Improving [Progress 8 & Attainment 8 measures](#) through a refreshed Progress 8 curriculum model;
  - A better way to recognise the progress of pupils with low prior attainment as part of improvements to the wider suite of additional performance measures; and
  - Extending targeted RISE support to primary and secondary schools with low achievement
- See more information about RISE [here](#).
- The consultation closes at **11.59pm on Monday, 4 May**

# Government Consultations, Calls for Evidence & Surveys

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## SEND Reform: putting children & young people first

- Consultation on proposals to reform the SEND system was launched on 23 February.
- The [consultation document](#) explains the changes the government plan to make and asks for comments from everyone with an interest including:
  - children, young people and families
  - teachers and leaders
  - schools and trusts
  - The proposals may also be of interest to:
    - early years providers
    - post-16 providers
    - local authorities
    - experts and academic organisations
    - representative groups.
- The changes aim to improve help and support for children and young people with SEND across the [0-25 years system](#).
- [Every child achieving & thriving](#) outlines the reforms to the schools and SEND system in England.
- Shorter, simpler documents that [summarising the schools white paper & SEND consultation](#) have also been written for parents and those working in the sector.
- The consultation closes at **11.59pm on Monday, 18 May**

## Post-16 level 3 and below pathways – consultation outcome

- See [here](#) for the outcome of the consultation which ran between October 2025 and January 2026 looking at the design and implementation of a third, vocational pathway at level 3, alongside two new pathways at level 2 in post-16 education.

# News & Updates to National Guidance

## Speeches delivered by Bridget Phillipson and Sir Martyn Oliver

The Secretary of State for Education and Ofsted's Chief Inspector have delivered the following speeches in the last month:

- [Sir Martyn Oliver's speech at the ASCL Annual Conference 2026](#) in Liverpool on 13 March 2026.
- [Sir Martyn Oliver's speech at Voice 21's speaking Summit 2026](#) on 20 March 2026
- [Bridget Phillipson's speech at ASCL Conference](#) – the Education Secretary set out her vision for a new era of education ASCL conference in Liverpool on 13 March 2026.
- [Bridget Phillipson's speech at the RISE inclusion conference](#) The Education Secretary delivered a key note speech at the South East RISE inclusion conference on 9 March 2026.

## Sir Kevan Collins appointment - Delivery Adviser to the Secretary of State for Education

- Sir Kevan Collins has been appointed as the new Delivery Adviser role to support Schools White Paper delivery, with a focus on SEND reform and local authority engagement.
- He will focus on reviewing how the DfE engages with local authorities to ensure reform programmes are clear & achievable as well as supporting the department's Delivery Unit on SEND reform.
- Read the full press release [here](#).

## Meningitis B in Kent and Medway

- With regard to the ongoing outbreak of meningococcal disease in Kent and Medway, the DfE want to reassure settings in all areas of the country that children and young people can and should continue to attend school or college in person as normal, unless directly advised otherwise by the local health protection team.
- If parents/carers express concern, you may find it helpful to signpost the following information about meningococcal disease and the symptoms to look out for. UKHSA provides regularly updated guidance on the local response, including a blog (FAQs).
- The following trusted resources may also be helpful – and can be shared with families if needed:
  - [Latest UKHSA information on the Kent & Medway outbreak](#)
  - [UKHSA blog explaining symptoms, prevention, & the ongoing response](#)
  - [UKHSA blog explaining who is eligible for the vaccine](#)
  - [NHS guidance on meningitis symptoms](#)
- The DfE will continue to work closely with UKHSA and local partners and will update settings again if the situation changes.

# News & Updates to National Guidance

## Peer networks for inclusion bases

- The DfE are launching new national peer networks for mainstream schools that have, or are interested in setting up inclusion bases specialising in:
  - Speech, language and communication development;
  - Social & emotional development, and/or supporting pupils at risk of exclusion or low attendance.
- Inclusion bases include:
  - Specialist bases (local authority commissioned – e.g. SEN units/resourced provisions)
  - Support bases (school commissioned – e.g. pupil support units or ‘internal alternative provision’ or school-led SEND bases)
- The networks are aimed at individuals responsible for the day-to-day running of the base.
- Benefits of signing up include:
  - collaborative problem-solving with experienced peers
  - access to high-quality resources and sessions led by sector experts
  - focussed discussions on a range of relevant topics, shaped by your priorities and areas of interest
  - opportunity to connect with peers and build professional relationships.
- Sign up [here](#) to join the peer networks.

## Reception networks

- Reception networks are part of the government’s [Best Start in Life](#) strategy and the [regional improvement for standards & excellence \(RISE\)](#) universal offer to help schools improve the quality of reception-year provision. For a guide available to schools to support this.
- See [here](#) for guidance which explains how reception networks will support that ambition.

## Antisemitism review into schools & colleges

- Sir David Bell has been appointed to lead an [independent review into antisemitic incidents in England’s schools and colleges](#) with recommendations due Autumn 2026.
- The review will cover all schools and colleges in England, including maintained schools, academies, special schools, independent schools, further education colleges and sixth form colleges.
- A call for evidence and programme of engagement will be launched in Spring 2026.
- Read the supporting press release [here](#).

## Key messages from research on child sexual exploitation

- The [Centre of Expertise on Child Sexual Abuse](#) have updated their [key messages on child sexual exploitation](#) paper. This aims to provide succinct, relevant information for frontline practitioners and commissioners.
- The paper brings together the most up-to-date research into an accessible overview, supporting confident provision of the best possible responses to child sexual exploitation

# News & Updates to National Guidance

## Prevent key principles

- Prevent aims to stop people from becoming terrorists or supporting terrorism.
- The Home Office has published the [key principles of Prevent](#) which sets out information to help if you are considering making a Prevent referral.
- The guidance does not introduce new policies or expectations; it clarifies the purpose and remit of Prevent and when you should make a referral if you have genuine concerns that a learner is vulnerable to radicalisation.

## Working together to safeguard children

- Statutory guidance on multi-agency working to help, support and protect children is published [here](#). Information has been updated to include the following documents for 2026:
  - Working together to safeguard children 2026: statutory guidance;
  - Working together to safeguard children 2026: statutory framework; and
  - Working together to safeguard children 2026: summary of changes.
- In addition, [Improving practice with children, young people & families](#) is supporting information for local areas on embedding working together to safeguard children and the children's social care national framework in practice. This guidance has also recently been updated with reflective steps which practitioners, practice supervisors and leaders can take to move their implementation into maturity. The update also reflects changes to related statutory guidance.

## Improving the attendance of children with a social worker

- For information, [this guidance](#) aims to support social workers and other practitioners to improve the attendance of children with a social worker.

## Retain data of relevance to the Grooming Gangs Inquiry

- The [Independent Inquiry into Grooming Gangs](#) has been established in response to recommendation 2 of Baroness Louise Casey's [National Audit on Group-based Child Sexual Exploitation & Abuse](#). The final terms of reference will be agreed and published by 31 March 2026, when the inquiry will be formally established.
- The chair of the inquiry has issued a high-level instruction to retain and preserve any material, digital or physical, that may be relevant to the inquiry. Read the [draft terms of reference](#).
- Please use broad judgement when deciding what is relevant. If there is any doubt, material must be kept.

## Data protection in schools

- A toolkit of policies and processes schools & multi-academy trusts need to protect personal data and respond effectively to a personal data breach can be found [here](#).
- Updates have been made to the section, '*Generative artificial intelligence (AI) and data protection in schools*'.

## Digital Inclusion Action Plan: One Year On

- This [progress report](#) outlines the steps government has taken since the publication of the [Digital Inclusion Action Plan](#) in February 2025, alongside future priorities to continue to ensure that everyone in the UK can participate in, and benefit from, a digital society.

# News & Updates to National Guidance

## GCSE exam support materials

- The Minister for School Standards, Georgia Gould, wrote to Ofqual on 26 February to outline the DfE's decision on arrangements for the current specifications of GCSE maths, physics and combined science. Read the full letter [here](#).

## RISE support for reception improvement

- The DfE offers a range of online and in-person school support and professional development for improving teaching and leadership of reception. See [here](#) for the reception improvement offer, including early years foundation stage profile assessment support and reception networks.

## RISE support for improving attainment in schools

- See [here](#) for information regarding how schools can improve attainment using regional improvement for standards and excellence (RISE) resources.
- This information now includes reference to the RISE Key Stage 3 Alliance which aims to encourage innovation and build the evidence base for what works to improve key stage 3.

## Overseas-trained teachers: qualified teacher status in England

- Guidance on how some overseas-trained teachers can apply for qualified teacher status (QTS), using the apply for QTS in England service is published [here](#).
- Recent updates include improved clarity of information detailed in the guidance sections on, 'Requirements you need to meet' and 'Teaching experience'.

## Early years foundation stage profile – assessment support and profile return

- Information setting out available **EYFS profile assessment support** for school leaders and practitioners is published [here](#). This includes the aims of the support, what it includes, how to access training materials and where to find local support.
- See [here](#) for updated guidance for schools & local authorities submitting **EYFS profile data** for 2026.

## Targeted retention incentive payments for school teachers

- Eligible chemistry, computing, mathematics and physics teachers can apply for targeted retention incentive payments from 2 March 2026 **until 31 May 2026**. See [here](#) for more information.

## Teachers: claim back your student loan repayments

- Eligible biology, chemistry, physics, computing and languages teachers can claim back student loan repayments **until 31 May 2026**. See here for more information.
- See [here](#) for more information.

## National Careers Service: course directory

- The [course directory](#) contains information on courses offered by learning providers who are publicly funded to deliver courses in England.
- The following 2 documents have recently been updated with information for February 2026 – 'Live course providers: February 2026' and 'Live courses with regions and venues: February 2026'.

# News & Updates to National Guidance – Finance & Funding

## Teachers' pension scheme employer contribution grant for maintained schools and academies with 16 to 19 provision

- See [here](#) for information & guidance for maintained schools and academies with 16-19 provision regarding the 2026-27 academic year teachers' pension scheme employer contribution grant.

## National Insurance contributions (NICs) grant for 2025-26

- Guidance for schools and local authorities on the NICs grant for the 2025-26 financial year is published [here](#). It sets out the methodology for the NICs grant and includes guidance on how funding for 2025-26 financial year will be allocated for mainstream schools.
- This has recently been updated to include the document, '*National Insurance contributions (NICs) grant: New and growing schools allocations (February 2026)*'.

## Schools budget support grant (SBSG)

- Guidance for schools and local authorities on the schools' budget support grant (SBSG) for the 2025-26 financial year is published [here](#). It sets out the methodology for allocation and the conditions of grant & allocations.
- The document, '*Schools budget support grant (SBSG): new and growing schools allocations (February 2026)*' has been added to the suite of information.

## Schools' costs: technical note

- These [technical notes](#) provide information to help school leaders, governors and academy trusts, researchers and others understand costs for schools in England, at the national level, in the short to medium term.
- Information on Schools' costs: 2024-29 has recently been added.

## PE & sport premium: conditions of grant 2025-26

- See [here](#) for the 2025-26 new and growing schools' allocations for PE & sport premium, alongside the terms & conditions that local authorities, maintained schools and academies must follow.

## School-based Nursery Capital Grant 2027-30

- Information for local authorities about the School-based Nursery Capital Grant 2027-30 can be found [here](#).
- Information includes updated guidance and an updated '*template funding proposal form*'. These updates are for clarification only. The application process has not changed.

## Consistent financial reporting (CFR) framework

- Guidance on the CFR framework to help schools collect information about their income & expenditure is published [here](#).
- The '*Consistent financial reporting framework for 2026 to 2027*' has recently been added to the guidance and archived links have been updated.

## T Level funding

- Funding guidance for T Level providers can be found [here](#).
- Updates have been made to the following 3 guides ready for academic year 2026-27.
  - **T Level funding guide** – find updated rates (including targeted uplifts to some T Levels).
  - **T Level and foundation year programme cost weightings and funding bands** – spreadsheet setting out cost weightings & funding bands.
  - **Record your T Level data correctly** – this guide will ensure you return accurate data and receive accurate funding.

# News & Updates to National Guidance – Finance & Funding

## 16-19 Funding guidance & information

- The following 16-19 guidance & information has recently been added or updated to published information:
  - [16-19 funding: information for 2026-27](#) – Details for 16-19 funded institutions on how funding will work in academic year 2026-27.
  - [16-19 funding: how it works](#) – An overview of 16 to 19 education funding and how it is calculated. Updates have been made to ensure information is ready for academic year 2026-27. Information on high value courses premium for construction and large programme uplift that is relevant from 2026-27 has also been added.
  - [16-19 funding allocations](#) – Information about allocations to 16 to 19 funding to institutions are made. This has been updated with information regarding funding for academic year 2026-27 including the timeline and data sources for funding allocations.
  - [16-19 funding: allocation statement guides](#) – information to explain how 16 to 19 funding allocations are calculated. Guidance to help understand 16-19 funding allocation statements for 2026-27 academic year.
  - [16-19 funding: allocation calculation toolkit guides](#) – Information to explain how 16-19 funding allocations are calculated. New guidance and calculation samples for 2026-27 have been added.
  - [16-19 funding: rates & formula](#) – Information about the funding rates & formula used to calculate the education and skills funding arrangements for 16-19 year olds. This has been updated with 2026-27 rates and formulas.

## 16-19 Funding guidance & information (.../ continued)

- [16-19 funding: programme cost weighting changes](#) – Guidance about programme cost weightings in the 16-19 funding formula for sector subject areas. There are no planned changes for academic year 2026-27.
- [16-19 funding: maths & English condition of funding](#) – The method for how the maths and English condition of funding is calculated has not changed for 2026-27. Rates in the example calculation have, however, been updated to match the rates for the new academic year.
- [16-19 funding: English and maths funding](#) – Funding to support the delivery of English and maths to those students who have not yet attained a grade 9 to 4 GCSE or equivalent in either or both subjects. There are no planned changes for academic year 2026-27.
- [16-19 funding: core maths premium](#) – There are no planned changes for academic year 2026-27.
- [16-19 funding: high value courses premium](#) – Guidance about additional funding to encourage and support delivery of selected qualifications. Updates have been made to explain HVCP for construction and to confirm links for the qualification lists.

# News & Updates to National Guidance – Premises & Buildings

## Ventilation and air quality in education & childcare settings

- Guidance for schools and other education & childcare providers on how they should monitor and manage ventilation and air quality has been published [here](#).
- It will be of interest to those responsible for overseeing and managing education & childcare settings (including those responsible for the day-to-day running of buildings) and explains how to:
  - monitor air quality in your buildings
  - make sure there is enough ventilation
  - use air cleaning units
- It also explains some of the benefits of ventilating buildings and having good air quality.

## Improve and renew: developing your long-term estates plan

- Guidance to help schools and colleges plan, prioritise and deliver estate improvements that address condition, suitability, resilience and decarbonisation has been published [here](#).
- The guidance includes a 7-step process that will be of use to premises managers and senior leadership teams to prioritise and deliver estate improvements addressing condition, suitability, resilience and decarbonisation.

## Commissioning a condition survey for school & college buildings

- Condition surveys help schools, colleges and their responsible bodies understand the physical state of their buildings and estate.
- See [here](#) for recently published guidance to support schools, colleges or their responsible bodies with commissioning a condition survey and what surveyors should include in the report.

## Manage your education estate

- A service to help you manage your school & college buildings, land and facilities has been launched.
- The service, which requires a DfE Sing-in account, will help responsible individuals:
  - find resources & guidance to help you manage your estate;
  - view data about the condition of your estate;
  - view your funding allocations;
  - explore DfE funding opportunities;
  - read updates about estate management policy, guidance and more.
- See [here](#) for more information.

# Published Research & Evaluations

## Omnibus surveys for 2025 to 2026

- The following Omnibus surveys have recently been published :
  - [Parent, pupil & learner voice](#) – Findings from regular surveys of primary and secondary school pupils’ parents or carers, secondary school pupils and 16-18 learners. This survey was set up to provide robust, rapid research on the experiences of parents, pupils & learners on topical education issues.
  - [School & college voice](#) – Findings from regular surveys of school & college teachers & leaders. The surveys gather views within the academic year from senior leaders and classroom teachers in state-funded primary, secondary & special schools, and in colleges.

## Children of the 2020s: second survey of families at age 2

- Findings from the second wave of the Children of the 2020s (COT20s) longitudinal study is published [here](#).
- Three new documents have been added to the information:
  - COT20s second survey of families at age 2: research report
  - COT20s second survey of families at age 2: research brief; and
  - COT20s wave 2 technical report

## The role & experience of support staff in schools

- See [here](#) for research on the school support staff workforce in England across primary, secondary & special schools.
- This research report aims to provide the DfE with an updated understanding of the support staff workforce landscape across a number of areas.

## English Hubs Programme phonics impact evaluation 2019-25

- The English Hubs Programme, established in 2018, involves 34 hubs working with selected schools in their surrounding areas to help them provide excellent teaching in phonics & early reading.
- Read the [research report](#) looking at the estimated effect of bespoke intensive programme support for phonics teaching on pupils’ phonics attainment.

## How schools and colleges support the academic and personal progress of children in care

- Research on the experiences of children in care in schools and colleges has been published [here](#).
- The research, undertaken during the 2024/2025 academic year, explored how mainstream schools and colleges support the academic progress & personal development of children in the care of local authorities, as well as aiming to understand what good practice looks like and what it is like to be a child in care in school and college settings.
- Ultimately, the report describes the challenges some schools and colleges face in supporting children in care to reach their potential, due to inconsistencies in local authority practice, unclear national expectations, and a lack of training for staff.
- Read the supporting press release [here](#).

# Resources, Training & Campaigns

## Online SEND continuous professional development units focused on inclusive practice

- As announced in the [SEND reform: Putting Children & Young People First](#) consultation, the DfE are extending the Universal SEND Services training programme in schools and post-16 for a further year.
- [Universal SEND Services](#) provides free online SEND CPD units focused on inclusive practice, funded by the DfE and delivered by Whole School SEND and the Education Training Foundation.
- The [twenty units](#) address common barriers to learning across a wide range of needs, with practical, evidence-informed guidance for everyday use. Each unit can be completed online in around one hour, supporting professional learning.

## School business professionals: training and development

- See [here](#) for sources of training and development for school business professionals (SBPs) in schools and trusts.
- The information has been updated to reflect application for fully-funded CIPS Procurement Fundamentals training over 10 dates in the summer term is now open. Places are, however, limited.
- Apply for a place using the [DfE-funded CIPS Procurement Fundamentals training: application form](#).

## Focus on SEND reform in early years

- A live online event for those working in early years will take place on **Wednesday 22 April 2026 at 6pm**. The event will feature Olivia Bailey (Early Education Minister), Sue Robb (Best Start in Life Champion) and Sarah Ronan (Executive Director of the Early Education & Childcare Alliance) and will look at the government's plans for the early years sector and what the SEND reforms mean for early years.
- Register for the event [here](#).
- NB: this event has been rescheduled from 23 March.

## Monitor your school attendance - webinar

- On Wednesday 29 April 2026 between 11 and 11.45am, learn how to use Monitor your school attendance to track specific pupil cohorts and put targeted support in place. At this webinar, you will also hear from a primary school sharing how they've used the tools to make a real difference to attendance outcomes.
- Register for a webinar to [here](#)

## Maximising Value for Pupils: Free webinars 2026

- A collection of free, expert led webinars and senior leadership power hours are now open for booking. Designed to support school business managers, leaders and finance managers to get more from every pound spent. Topics include buying energy for schools, reviewing banking arrangements, estates management, integrated finance and curriculum planning, supply staff and more.
- Register for the webinars [here](#).

# Resources, Training & Campaigns

## Equality, diversity & inclusion resources

- New resources to support equality and inclusivity in schools and colleges has been developed by the [Improving Education Together](#) initiative.
- The new resources are:
  - An [outline of schools' & colleges' legal responsibilities in relation to workforce equality](#);
  - New case studies on pregnancy, post-maternity support and menopause in the [improve workload & wellbeing for school staff](#) service; and
  - New studies on [menopause support](#) and [menstrual wellbeing](#) in further education colleges
- Explore the new resources and share them with leaders and HR teams in your school or college.

## Resources on the risks of taking drugs

- The Department of Health & Social Care have launched a new campaign addressing the rising dangers of contaminated THC vapes, Ketamine and Synthetic Opioids. Recent evidence highlights growing concerns about these unregulated products and their health risks. Read the full press release [here](#).
- [New resources](#) and some [short films](#), have been developed by Frank, using behavioural science principles, to help young people make informed decisions about their health & wellbeing. These evidence-based materials are now available to support ongoing prevention efforts across the sector.

## Issue education records to year 11 pupils

- Schools can use the [issue education records service](#) to give pupils access to their record through the education record app. The app is free to download on Apple and Android devices, although you will need to add the appropriate access to your [DfE sign-in](#) account to access the service.
- Year 11 pupils in England can now get, view and share their digital education record if their school has chosen to take part. Each record is created using information from schools and exam bodies, including a pupil's name, date of birth, address, schools attended, official exam results and any support needs.
- Pupils can view their information in the app as soon as it is available. Exam results, including GCSEs, will appear when added to the learning records service.
- Pupils can also share their record when they move to a further education institution or a training provider.
- Read more about education records [here](#).

## Child friendly version of the Child Poverty Strategy

- Aimed at 5 to 11 year olds, the Government has published a [child-friendly version of its Child Poverty Strategy](#). It is written in plain, accessible language with colourful illustrations to spark conversations.
- It aims to support teaching staff and other adults working with children who want to talk about poverty in an honest, age-appropriate and reassuring way.
- Other accessible versions including the full strategy are available - see [Our Children Our Future, Tackling Child Poverty](#)

# Resources, Training & Campaigns

## Case study series spotlighting voices from across education

- The DfE have launched a new case study series on their [Teaching blog](#) and [Train Others in FE](#) websites spotlighting the experiences of teachers and leaders from underrepresented backgrounds in schools and colleges.
- Running until June 2026, the series shares powerful, personal stories that offer honest reflection and practical insight – providing perspectives that can inspire your work and enrich practice in your own setting.