

# Information, Guidance & Resources

14 October 2025

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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.
- The figures are published as **official statistics in development** to give an indicative figure for the absence rate during the 2025/26 academic year from 8 September 2025.
- National level figures for the week commencing 1 September 2024 are included in underlying data of the [academic year's first publication](#). Full 2024/25 academic year and termly pupil absence data, including by characteristics, can be found in this [historical publication](#).
- This release covers the week ending 26 September 2025.
- The [pupil attendance dashboard](#) will be updated fortnightly, providing aggregate metrics on overall absence and reasons for absence estimated at national, regional and local authority level only. Due to the timeliness of the data, and that they are based on a subset of schools, figures are estimates that are expected to change as registers are adjusted. The data should be viewed as an early indicator for the more detailed but less frequent [Accredited Official Statistics on pupil absence](#).
- 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.
- The attendance rate (proportion of possible sessions attended) was 93.98% across all schools in the week commencing 22 September 2025 (absence rate 6.02%). During this period the authorised absence rate was 4.10% and the unauthorised absence rate was 1.92%
- The attendance rate across the 2025/26 academic year to 26 September 2025 was 94.48% (absence rate 5.52%)
- Absence was 0.03 percentage points higher across all schools when compared to the equivalent week in the last academic year ([week commencing 23 September 2024](#)). This has been driven by a 0.09 percentage point decrease in authorised absence and a 0.06 percentage point decrease in unauthorised absence.

School Type	Absence Rate (w/c 22/09/2025)	Absence Rate (2025/26 academic year to 26/09/2025)
State funded primary	4.42% (3.13% authorised and 1.29% unauthorised)	4.24% (2.91% authorised and 1.33% unauthorised)
State funded secondary	7.56% (4.97% authorised and 2.59% unauthorised)	6.71% (4.24% authorised and 2.47% unauthorised)
State funded special	12.42% (9.19% authorised and 3.23% unauthorised)	11.52% (8.35% authorised and 3.17% unauthorised)

## Key stage 2 attainment (provisional)

- Provisional data for KS2 national curriculum assessments in England (extending the [KS2: National headlines](#) published in July) can be found [here](#).
- It includes results for pupils in schools in England broken down at national, regional & local authority level by a range of pupil and school characteristics.
- The statistics cover the attainment of year 6 pupils who took assessments in summer 2025. These pupils experienced disruption to their learning during the pandemic, particularly at the end of year 1 and in year 2. Attainment in all subjects, other than reading, has not returned to pre-pandemic levels.
- Progress measures will not be published for the 2023/24 and 2024/25 academic years as KS2 pupils in these years did not have KS1 assessments due to the COVID-19 pandemic.

<p><b>Expected standard reading, writing and maths (combined)</b></p> <p><b>62%</b> of pupils, up from 61% in 2024</p>	<p><b>Higher standard reading, writing and maths (combined)</b></p> <p><b>8%</b> of pupils, unchanged since 2023 and 2024</p>	<p><b>Disadvantage gap index</b></p> <p><b>3.14</b> up from 3.13 in 2024</p>
<p><b>Expected standard reading</b></p> <p><b>75%</b> of pupils, up from 74% in 2024</p>	<p><b>Expected standard writing</b></p> <p><b>72%</b> of pupils, unchanged from 2024</p>	<p><b>Expected standard maths</b></p> <p><b>74%</b> of pupils, up from 73% in 2024</p>

### Headline Facts :

- Attainment in all of reading, writing and maths (combined) has increased since 2024.
- In all of reading, writing and maths (combined), 62% of pupils met the expected standard, up from 61% in 2024.
- In individual subjects, attainment increased in all subjects compared to 2024.
- In reading, 75% of pupils met the expected standard, up from 74% in 2024.
- In maths, 74% of pupils met the expected standard, up from 73% in 2024.
- In writing, 72% of pupils met the expected standard, an increase of 0.5 percentage points from 72% (rounded) in 2024.
- In grammar, punctuation and spelling, 73% of pupils met the expected standard, up from 72% in 2024.
- In science, 82% of pupils met the expected standard, up from 81% in 2024.
- Girls continue to outperform boys at the expected standard in all subjects except maths, where boys outperformed girls by 1 ppt.
- The disadvantage gap index has remained stable with a slight increase from 3.13 in 2024 to 3.14 in 2025.
- The statistics about disadvantage are provisional and do not include pupils in the care of a local authority - unless they were eligible for free school meals during the last 6 years or ceased to be looked-after in the last year. These pupils will be included in revised disadvantage statistics in December. This is expected to have a small impact on the disadvantage gap index (an increase of around 0.02 in the gap index in recent years).

# Phonic screening check attainment: England 2025

- This publication provides the [attainment of pupils in England in the 2025 phonics screening check](#), broken down at:
- It includes statistics for pupils in schools in England:
  - national level by sex, disadvantage, FSM eligibility, ethnicity, SEN status, first language and month of birth;
  - national level by school type, phase and religious character;
  - regional and local authority level by sex, disadvantage, FSM eligibility, ethnicity, SEN status and first language
- The screening check was not administered in 2020 and 2021 due to the COVID-19 pandemic.
- This publication previously included the results of end of KS1 assessments. These became non-statutory from the 2023/24 academic year onwards. Optional assessments were still offered but the results of these are not collected and statistics will not be published.
- In 2024, the methodology for identifying eligible pupils taking the phonics screening check at the end of year 2 changed, and is no longer directly comparable to previous years. This is because the previous methodology used key stage 1 data that is no longer available as the tests are now non-statutory.
- This does not impact the headline metric of pupils taking the screening check in year 1.

## Headline Facts :

- These statistics cover the attainment of year 1 and year 2 pupils who took the phonics screening check in summer 2025.
- Attainment in the phonics screening check has remained the same compared to 2024.
- 80% of pupils met the expected standard in the phonics screening check in year 1, unchanged from 2024.
- 89% of pupils met the expected standard in the phonics screening check by the end of year 2, unchanged from 2024.
- Disadvantaged pupils performed less well in the phonics screening check than other pupils, and the gap has increased this year by 1 percentage point. 67% of disadvantaged pupils met the expected standard in the phonics screening check in year 1, down from 68% in 2024.
- London is the highest performing region, where 82% of pupils met the expected standard in the phonics screening check in year 1; the lowest performing regions were the North East and North West with 78%. The gap between the highest and lowest attaining region is 4 percentage points.

**Pupils meeting the expected standard in year 1**

**80%**

Unchanged from 2024

**Disadvantaged pupils meeting the expected standard in year 1**

**67%**

Down from 68% in 2024

**The gap between the highest and lowest attaining region**

**4 ppt**

Up from 3 ppt in 2024

# Ofsted Published Information & Data

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

- Management information aggregated and published monthly, and publications of inspections and outcomes from 2005-15 and 2015-19 can be found [here](#). This now includes published management information as at 31 August 2025.

## Joint targeted area inspections: child sexual abuse in the family environment

- Ofsted, Care Quality Commission (CQC), HM Inspectorate of Constabulary and Fire & Rescue Services (HMICFRS) and HM Inspectorate of Probation (HMIP) undertake a regular programme of joint targeted area inspections (JTAs) looking at a local area's multi agency response to identified thematic areas.
- Starting in the autumn of 2025, inspections will consider local areas' multi-agency responses to child sexual abuse in the family environment.
- Read the [inspection guidance](#) and supporting [press release](#).

## Registering and inspecting school-based provision

- Guidance on [registering and inspecting school-based early years and childcare provision](#) with Ofsted has been updated to clarify definitions and provide up-to-date examples to help schools understand whether any of their early years or childcare provision may be exempt from registration with Ofsted.

## Local authority inspection outcomes as at 31 March 2025

- Statistics from Ofsted on inspections of local authority children's services in England are published [here](#).

## Responses to post-inspection surveys: inspections and visits between 1 April 2024 and 31 March 2025

- See [here](#) for summary data of the survey responses Ofsted received following inspections and visits of state-funded schools, independent schools, further education and skills providers, early years providers and social care providers between 1 April 2024 and 31 March 2025

## Martyn Oliver's speech at the Childcare and Education Expo

- Sir Martyn Oliver, Ofsted's Chief Inspector, spoke at the 2025 Childcare & Education Expo in Coventry on 26 September. IN his speech he stated that every baby, every child deserves the very best start in life and that childcare is a unique profession. He then went on to outline the renewed inspection framework and that inclusion is at the heart of this.
- Read the full speech [here](#).

## Letter from Sir Martyn Oliver to education leaders

- Read the [open letter](#) from Chief Inspector, Sir Martyn Oliver, where he thanks education leaders across England.

## Initial teacher education thematic monitoring visits

- See [here](#) for an overview report outlining findings from 78 thematic monitoring visits looking at the implementation of initial teacher education statutory guidance and other relevant themes.

# Government Consultations, Calls for Evidence & Surveys

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## School accountability reform

- Earlier this year, the DfE sought views on school accountability principles, school profiles and a stronger approach to school improvement through intervention for state schools across England. The response to this consultation has now been published [here](#). The response document sets out the government's response and next steps against the areas of focus (accountability in the state funded school system, school profiles and intervention).
- An [equality impact assessment](#) has also been published setting out the government's assessment of the potential impact of proposed reforms to school accountability on individuals with protected characteristics under the Equality Act 2010.

## Government response to the report 'Victims in their own right?'

- The report '[Victims in their Own Right? Babies, children & young people's experience of domestic abuse](#)' was published in April 2025 by the [Domestic Abuse Commissioner for England & Wales](#).
- This is the [government's response](#) to the recommendations in the report.

## Understanding the school role in supporting school improvement

- The DfE schools' digital team is researching how schools and governing bodies identify and evaluate support and strategies that drive school improvement.
- This research will inform the development of the regional improvement in standards and excellence (RISE) universal support offer for all schools.
- Please [complete this short sign-up form](#) to take part.

## DfE user research - staff retention in schools

- The DfE's supporting and rewarding school staff division develops policies and initiatives to improve staff retention in schools. This includes work on staff wellbeing, reducing workload, promoting diversity, and enabling flexible working.
- School leaders are invited to help test new resources and policy ideas aimed at supporting staff retention. Current opportunities include:
  - teacher diversity resources
  - a staff retention data overview – a prototype tool for comparing your school's retention data with others
  - additional initiatives to be tested across the academic year
- Feedback will help understand how effective these resources are and ensure they meet the needs of school staff. Interested school leaders should sign up to take part [here](#).

# News & Updates to National Guidance

## Education Secretary message on supporting communities

- Following the terrorist attack on the Heaton Park Hebrew Congregation Synagogue in Crumpsall, the Education Secretary issued a message on tackling hatred and extremism and supporting communities. Read the letter [here](#).

## Speeches made by the Secretary of State for Education

- This month the Secretary of State for Education has spoken at a number of different conferences & launches. See below for more information and links to the full speech script:
  - [Speech to TUC conference, 2025](#)
  - [Speech at National Parent Survey launch](#) – this event was hosted by The Times and ParentKind to launch the charity's annual report.
  - [Speech at launch of The Children's Plan](#).
  - [Speech to North East Chamber of Commerce](#)
  - [Speech at RISE attainment conference \(SW region\)](#)

## Martyn's Law for education settings

- Information about the [Terrorism \(Protection of Premises\) Act 2025](#) and how it will affect early years and education settings has been updated to remove references to capacity. Security tiers now reference the expected number of people (staff & learners) in attendance. It also now clarifies that settings with under 200 people are exempt, but encouraged to plan.
- Schools should also note that this is a policy paper – formal guidance will follow before the 2027 implementation.

## Education Practice Insight Creator (EPIC) self-assessment tool

- The [Youth Endowment Fund \(YEF\)](#) recently launched the Education Practice Insight Creator (EPIC), free [digital self-assessment tool](#). The tool is designed with and for education leaders, to help understand how well their current practice aligns with the evidence on preventing children's involvement in violence.
- The free tool allows senior education leaders to:
  - reflect on their setting's current practice across five key areas
  - receive tailored evidence-informed insights to help you improve practice
  - identify priority areas and anonymously benchmark against similar settings
  - access links to relevant guidance and practical resources
  - track progress and practice changes over time
- YEF recommend completing it on an annual basis to support reflection and improvement planning or alongside your own review periods.

## National curriculum assessments guidance for local authorities

- The latest guidance for the academic year 2025-26 onwards has recently been added to published information for local authorities to use when carrying out statutory activities for the national curriculum assessments. See [here](#) for more detail.

# News & Updates to National Guidance

## Regional improvement for standards and excellence (RISE): school support

- The range of school improvement support available through the RISE programme is set out [here](#). Recent additions and updates to the published information includes the following:
  - [RISE support for improving attendance in schools](#) – How schools can improve attendance using RISE resources.
  - [RISE programme: lists of advisers and targeted schools](#) – new schools added to the ‘*List of schools in the RISE targeted intervention programme*’.
  - [RISE support for improving attainment in schools](#) – How schools can improve attainment using RISE resources.
  - [RISE support for inclusive mainstream education](#) – RISE support and professional development for improving inclusivity in mainstream schools.
  - [RISE school improvement resources: London](#) – The RISE programme, director, support, networks, hubs and education advisers for the London region.
  - [Regional improvement for standards and excellence](#) – A link to ‘(RISE): school support’ has been added to the published information about the eligibility criteria for targeted intervention, the national priorities for the universal service, funding and RISE advisers.
- In addition, the [RISE programme: lists of advisers & targeted schools](#) has been updated to show the second cohort of advisers in the list of RISE advisers

## Support and intervention in schools

- Statutory guidance on the responsibilities of local authorities and regional directors relating to schools and pupil referral units that require support or intervention can be found [here](#).
- This guidance providing information about regional improvement in standards and excellence (RISE) teams has recently been updated. It includes the universal service and targeted intervention, how the DfE will mandate RISE interventions, where necessary, and the policy on ‘stuck’ schools, as defined in the Coasting Schools (England) Regulations 2022.
- Additionally, see [here](#) for information on data on numbers and types of schools that are potentially eligible for improvement intervention. NB, this has been updated to include more detail on eligible schools.

## Pupils to benefit from more specialist teachers in classrooms

- The government have announced that talented people with the potential to become brilliant teachers are to be offered bursaries and scholarships worth up to £31,000 to train to teach in subjects including chemistry, maths, physics, and computing that will help boost outcomes for young people across the country.
- Read the full press release [here](#).

## Primary school accountability

- Technical guidance for 2025 on primary school accountability measures can be found [here](#). The guide is for all primary schools and sets out how the DfE calculates primary school accountability measures.

# News & Updates to National Guidance

## Primary assessments: future dates

- See [here](#) for future assessment dates in primary schools. This information will assist schools with their forward planning.
- The information has been updated to include a detailed timetable for the key stage 2 tests in 2026 and 2 new downloadable calendars with important dates for key stage 1 and key stage 2 assessments in the academic year 2025-26. Assessment dates for 2027-28 have also been added.

## Net Capacity Assessment tool

- The [NCA tool](#) measures net pupil capacity in schools, with guidance on the methodology. Changes have been made to the tool to improve its layout, adding a new 'Key information' tab. There are no changes to the calculations or 'Room details' tab. The NCA guidance document has been updated to reference the tool's new layout.

## Net capacity assessment programme for primary schools

- From September 2025, the DfE's NCA programme will ensure that accurate and up-to-date information on pupil capacity is available for government-funded primary schools in England.
- The Valuation Office Agency (VOA) will visit primary schools to collect data on pupil capacity.
- More information on the programme, including when school site visits will take place is published [here](#). This information also includes an updated the tranche list, NCA programme guide and guidance for mainstream schools on how to read your NCA report.

## Overseas teachers' guidance

- **Recruiting teachers from overseas** – Information about what schools need to do to employ teachers who are non-UK citizens is published [here](#). Please note that updates have been made to the costs and requirements for obtaining a skilled worker visa for teachers and clarified the qualification requirements for overseas teachers.
- **Apply for QTS in England** – Information on how some overseas trained teachers can apply for qualified teacher status (QTS), using the apply for QTS in England service can be found [here](#). This information has been updated for teachers who trained in Gibraltar, as well as information about approved providers & tests for English language proficiency being added.
- **International relocation payments** – Guidance for schools for schools about international relocation payments (IRP) for teachers of languages & physics from outside the UK can be found [here](#). Following the end of the pilot, the application guidance for teachers who are part of the IRP pilot has been updated.

## 16-18 English & maths progress measure qualifications

- A list of qualifications included in the English and maths progress measures for 16 to 18 performance tables are published [here](#). These measures show achievements by students who did not achieve 9 to 4 in English & maths at the end of key stage 4
- Please note that English & maths progress measure qualifications for 2024-25 have recently been added.

# News & Updates to National Guidance

## Report the death or serious harm of a child or care leaver

- For information, what and how local authorities should report incidents to the DfE, Ofsted and Child Safeguarding Practice Review Panel is published [here](#).
- The '*Serious incident notification: guide for local authorities*' has recently been updated with a new section, '*Known issues with this service*'.

## Data protection in schools

- The policies and processes schools and multi-academy trusts need to protect personal data and respond effectively to a personal data breach are published [here](#).
- Updates have been made to the Generative artificial intelligence (AI) & data protection in schools section to add a link to Local Government Association guidance to help local authorities meet their responsibilities under data protection law and the Public Sector Equality Duty (PSED) when buying AI-based technologies.
- Additionally, the '*Special educational needs and disabilities (SEND)*' row has been removed from the pupil records table in the record keeping & management section. There are no specific statutory duties on retention related to SEND and all broader statutory duties still apply.
- Links have also been added to video resources under the section, '*Resources to support data protection in schools*'.
- [Privacy notice model documents](#) – latest versions of suggested privacy notices for schools and local authorities to issue to staff, parents and pupils about the collection of data have been. Please ensure you are working with the most current version/

## Disinformation & misinformation online

- [Disinformation & misinformation](#) can spread rapidly on social media and can cause concern & distrust. Where parents raise concerns, fuelled by disinformation & misinformation, DfE advise that schools acknowledge concerns, direct parents to trusted resources, and consider proportionate communications to avoid unnecessary alarm or amplification.
- For credible threats, call 999. Stay informed through trusted channels including the [Protective Security Guidance](#) and the [ACT for Education e-learning](#).

## Online Safety Act

- New laws under the Online Safety Act are now in force. See the [Department for Science, Innovation & Technology toolkit](#) for resources explaining the new Child Safety Duties
- Technology companies must prioritise children's safety, providing stronger protection against harmful content including self-harm, eating disorders, pornography and grooming, plus implement age verification. Ofcom can penalise non-compliant platforms.
- Find more information at [online safety explainer](#) and [online safety campaign](#).

## Key stage 4 qualifications, discount codes & point scores

- Approved key stage 4 qualifications, discount codes and point scores for reporting in the 2014 to 2027 school and college performance tables are published [here](#). Available information has recently been updated with '*Key stage 4 discounting and early entry guidance (2025)*'.

# News & Updates to National Guidance

## GCSE French, German and Spanish subject content

- Subject content, aims and learning objectives for French, German & Spanish GCSEs from 2024 is published [here](#).
- Updates have recently been made as follows:
  - The subject content has been updated to include the plural forms of reflexive verbs to align with grammar content.
  - The vocabulary list has been expanded to include reflexive emphatic pronouns.
  - Clarification setting out that derived forms must be listed in the vocabulary list unless clearly recognisable to students.

## National language competition for year 9 pupils

- Government Communications Headquarters (GCHQ), one of the UK's intelligence agencies, is running its annual [National Language Competition](#) (NLC) from Monday, 17 November 2025 to Friday, 21 November 2025. All year 9 pupils are welcome to take part.
- Schools can enter multiple teams of up to four. Over the course of five days, teams will compete to score points by tackling a variety of fun, immersive, language-themed challenges of varying difficulty levels hosted on a virtual platform.
- No prior knowledge is required, only a keenness for languages. The aim of the challenge is to inspire language learning among students.
- The winning team with the most points at the end of the competition will be invited to GCHQ's headquarters in Cheltenham, to be presented with their trophy.
- To register, email [nlc@gchq.gov.uk](mailto:nlc@gchq.gov.uk).

## 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. Live course providers for September 2025 have recently been added (replacing files for June 2025).

## Apply for a national professional qualification (NPQ)

- Steps to start an NPQ or the early headship coaching offer can be found [here](#). Information now shows that the service to register for a national professional qualification is currently open.

## Major dental health drive

- The government have announced a major dental health drive which will see hundreds of thousands of 3 to 5-year-olds in deprived areas of England receive over two million toothbrushes and toothpastes. See the full [press release](#) for more information.

## Parkrun primary programme

- A new parkrun initiative aimed at getting school children more active and better connected with their communities has just launched.
- [Parkrun primary](#) will match schools with their local junior parkrun events. Schools will be able to take part in a five-step programme, running parkrun primary school assemblies and taster events before becoming an official parkrun primary school partner with their local junior parkrun event. See [here](#) to register as a parkrun primary.

# News & Updates to National Guidance

## Daily school attendance data

- From the start of the 2024-25 academic year, schools have a duty to provide the information in this guidance to the DfE on request. See [here](#) for more detail about the information which schools must provide
- **Access updated attendance reports** - updated tailored attendance reports can be accessed in the Monitor your school attendance tool. These are:
  - similar schools' comparison report - a summary of your pupils' attendance, compared to 20 similar schools
  - attendance summary report - a summary of your pupils' attendance, compared to national averages
- The reports cover the 2024-25 academic year. The first report for the 2025-26 academic year will be released in November 2025.
- Log into [View your education data \(VYED\)](#) to access your reports. If you do not have access, go to [access your school attendance data](#) for more information.

## Attendance & behaviour hubs programme

- The [attendance & behaviour hubs programme](#) is a DfE initiative aimed at supporting senior leaders in schools to improve attendance & behaviour.
- If your school is interested in receiving support from an attendance & behaviour hub, or if you would like to join attendance & behaviour focussed open day at one of the lead schools in November 2025 or December 2025, please [register your interest](#).
- Schools on the programme will be offered either enhanced support (10 days of intensive support from a lead school to develop and implement an improvement plan) or regional support (access to a structured continuing professional development offer and termly events with a group of other schools).
- Sign-ups will be prioritised on a on a first come first served basis

# News & Updates to National Guidance

## Early years foundation stage profile handbook

- Guidance on completing the early years foundation stage (EYFS) profile assessment can be found [here](#). This includes a revised 'Early years foundation stage profile (EYFSP) handbook' which has been updated to clarify guidance and reflect new uses of the EYFSP data.

## Early Years Foundation Stage Profile data

- From summer 2026 onwards, Early Years Foundation Stage Profile (EYFSP) data submitted will be shared with Ofsted. This will enable Ofsted inspectors to ask relevant questions about the EYFSP and aims to encourage school and Multi-Academy Trust leaders to recognise the importance of the early years.
- Information added into Analyse School Performance and the Inspection Data Summary Report will communicate key messages about this, including that Ofsted will not be making gradings solely using EYFSP data.
- See the [EYFSP handbook](#) provides further information.

## Establishing school-based nursery provision

- Non-statutory guidance for schools, responsible bodies and childcare providers looking to open or expand school-based nursery provision is published [here](#).
- The final sentence of section 'Land transactions' in 'Establishing school-based nursery provision' has been updated to clarify the criteria for Ofsted registration.

## School-based nursery programme phase 2

- Phase 2 of the school-based nursery capital grant was [launched](#) in September. Phase 2 has an increased focus on supporting families in disadvantaged areas to access early years provision.
- State-funded primary schools and maintained nursery schools can now apply for up to £150,000 of capital funding to create or expand on-site nurseries and offer new childcare places in academic year 2026-27.
- The [online application service](#) opened on Wednesday, 24 September 2025 and is available until Thursday, 11 December 2025 at 5pm.
- Interested and eligible schools should work with their local authority, governing organisations, dioceses, trustees and wider stakeholders, for application support.
- See the phase 2 [applicant guidance](#) for details of the grant process.

# News & Updates to National Guidance

## Teaching internships programme: summer 2026, 2027, 2028

- Information on how schools can apply for funding to deliver the teaching internships programme to potential teachers studying priority subjects is published [here](#).
- This has recently been updated to provide information about the programme reopening for 2026 to 2028 and how schools can participate.

## National Insurance contributions (NICs) grant for 2025 to 2026

- Guidance for schools and local authorities on the National Insurance contributions (NICs) grant for financial year 2025 to 2026 is published [here](#).
- A 'Payments' section has recently been added to the '*National Insurance contributions (NICs) grant for 2025 to 2026*' page to make clear payment timings for both local authorities and academies.

## Initial teacher training reform funding guidance: 2025-26

- Funding available to training providers and placement schools for initial teacher training (ITT) in 2025 to 2026 is published [here](#).
- The guidance is for grants provided in the academic year 2025-26. See [Initial teacher training reform funding guidance: 2024 to 2025](#) for grants provided in 2024 to 2025.

## Pupil premium: allocations and conditions of grant 2025-26

- Published allocations and conditions of grant for the 2025-26 financial year is published [here](#). Information now includes the quarter 2 pupil premium allocations for 2025-26.

## 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 detail.
- Information has recently been updated with dates of the application period to claim back student loan repayments for the financial year 2024-25.

## Teachers: claim back your student loan repayments

- Eligible biology, chemistry, physics, computing and languages teachers can claim back student loan repayments from 2 March 2026 until 31 May 2026. See [here](#) for more detail.
- Information has recently been updated with dates of the application period to claim back student loan repayments for the financial year 2024 to 2025.

## 16-19 funding

- Updates to relevant links have been made to the following funding
  - [16-19 funding for students studying core maths premium](#) – the list of eligible qualifications for the advanced maths premium has been uploaded to published information as an attachment.
  - [Advanced maths premium funding for additional students studying an eligible level 3 maths qualification](#) – the link to the list of eligible qualifications for the advanced maths premium has been updated.

# News & Updates to National Guidance

## T Level funding

- Funding guidance for T Level providers is published [here](#).
- This has recently been updated with more details about the changes that will be made to the funding methodology from academic year 2027-28 onwards.

## PE and sport premium for primary schools

- How much PE and sport premium funding schools will receive for the academic year 2025 to 2026, and guidance on how to spend it is published [here](#).
- Please note that guidance for the 2025-26 academic year has been updated. Schools now get 50% of their funding allocation in the first payment and 50% in the second payment. The DfE have also reformatted the page to make it easier to use, and clarified the duties on schools throughout the guidance.

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

- See [here](#) for the recently published allocations for academic year 2025 to 2026 and the terms and conditions that local authorities, maintained schools and academies must follow.

## Estimating pupil numbers: complete your return 2026-27

- The [estimating pupil numbers \(EPN\) form](#) is now available for schools to provide estimated pupil numbers for the academic year 2026-27, where the funding agreement allows for estimate funding.
- Guidance on how to complete the EPN form for academic year 2026-27 can be found [here](#).
- Forms should be submitted on or before 5:00pm on Friday, 24 October 2025. Final budgets may be delayed if the DfE do not receive pupil number estimates by this deadline.

# Published Research & Evaluations

## Language programmes evaluation: interim report

- See [here](#) for interim findings from an evaluation of the delivery of 4 programmes that support language provision in schools in England.
- The evaluation focuses on the Language Assistants Programme and Language Hubs. There is also consideration for the German Promotion Project and UK-German Connection.
- This work was commissioned to explore the implementation of these programmes, their ongoing delivery and any perceived impact.
- Surveys, interviews and focus groups were conducted with pupils, teachers, language assistants and German expert mentors. Case studies and initial results from this fieldwork are presented and discussed.

## Education and outcomes pathways studies (EOPS)

- Information about the education and outcomes pathways studies (EOPS), including data access and research reports is published [here](#).
- EOPS are a suite of longitudinal studies commissioned by the DfE to build high-quality evidence on children's development, learning and wellbeing. They include 3 studies:
  - early years, also known as [Children of the 2020s](#)
  - primary, also known as [Five to twelve](#)
  - secondary, also known as [Growing up in the 2020s](#)

## Serious youth violence research programme

- The [serious youth violence research programme](#) explores how systems of support may protect young people from, or expose them to, involvement in serious youth violence. The programme is co-led by the DfE and Youth Endowment Fund and aims to better understand how systems of support may protect young people from, or expose them to, involvement in serious youth violence. Two further reports have recently been added:
  - *'Schools' response to knife crime in schools'* explores the strategies and policies that schools have implemented in response to serious youth violence and knife crime, as well as how equipped and supported school staff feel in safeguarding vulnerable children.
  - *'The role of services in children's identity formation, and how this influences children's involvement in violence in England'* explores how children and young people's experiences and interactions with services and systems of support can positively or negatively influence their identity formation and sense of self, and if and how this in turn can influence their vulnerability to violence and offending

# Published Research & Evaluations

## Identifying and supporting the needs of children with SEND in mainstream settings

- Findings from a series of rapid evidence assessments on what works to identify and support the needs of children and young people with SEND in mainstream and early years settings can be found [here](#).
- The published documents aim to support children and young people (aged 0 to 25) with SEND in mainstream educational settings.
- By highlighting effective tools and strategies, the reviews seek to equip educators with practical, research-informed approaches to improve attainment outcomes for these learners.

## School leadership in England: characteristics & trends

- The '*School leadership 2010 to 2020: characteristics and trends – report*' provides a detailed analysis of data available in the school workforce census to improve understanding of school leaders. It includes statistics on the size of the leadership population and the characteristics of leaders in state-funded schools.
- See [here](#) for published information which has recently been updated with a link to ad hoc statistics '*School leadership 2024: retention*'.

## Omnibus surveys for 2024-25

- Findings from regular omnibus surveys 2024-25 for school & college voice and parent, pupil & learner voice have been updated.
  - [School and college teachers & leaders](#) – these surveys gather views within the academic year from senior leaders and classroom teachers in state-funded primary, secondary and special schools, and in colleges. Updates include addition of the 'School and college voice' for April & May 2025, inclusion of the April & May 2025 data to the '*School and college voice data tables: 2024-25 academic year*' zip file and addition of the '*School and college voice technical report: 2024 to 2025 academic year*'.
  - [Parent, pupil & learner voice](#) – these surveys include findings from regular surveys of primary and secondary school pupils' parents or carers, secondary school pupils and 16 to 18 learners. Updates include addition of '*Parent, pupil and learner voice: May 2025*' and an updated version of '*Parent, pupil and learner voice technical report: 2024 to 2025 academic year*'. The '*Parent, pupil and learner voice data tables: 2024 to 2025 academic year*' zip file has also been updated to include May data tables.

# Resources, training & networks

## SEN units & resourced provisions with an autism specialism Networks

- The DfE have launched national peer-to-peer SEN unit and resourced provision (SU/RP) networks. These networks are open to all schools that have a SU/RP with an autism specialism, schools with their own autism provision and schools interested in setting one up. Aimed at those with responsibility for the day-to-day running of the provision, benefits of signing up include:
  - collaborative problem-solving and action learning with experienced peers
  - access to high-quality resources and sessions led by sector experts
  - focused discussions on a range of relevant topics, shaped by your priorities and areas of interest
  - opportunity to connect with peers and build professional relationships
- Click [here](#) to sign up to join the network. Or, if you have any queries, email [support.SURPNETWORKS@education.gov.uk](mailto:support.SURPNETWORKS@education.gov.uk).

## Language networks

- The National Consortium for Languages Education (NCLE) has launched a DfE funded national programme, to strengthen language education in primary and secondary schools, replacing Language Hubs.
- The new programme offers free CPD via Language Educators Online, supported by 14 Strategic Learning Networks and locally responsive National Priority Projects.
- Go to [Language Networks](#) for more information.

## Effective governance resources

- New [effective governance resources](#) have been published to support strong and effective governance, and governance recruitment in schools and academy trusts.
- The resources have been developed in collaboration with governance sector experts. They are designed for trustees, governors and governance professionals and shares best practice, guidance and advice about five key themes:
  - working with governance professionals (clerks)
  - governing strategically
  - effective board reporting
  - effective and agile structures
  - recruiting governors and trustees

## Guides to disability duties in the Equality Act

- The Council for Disabled Children recently published [3 new guides to the disability duties in the Equality Act](#) for staff, governors and trustees – 2 guides cover the full range of duties for supporting disabled pupils, and the third is an in-depth look at the accessibility planning duty.
- These guides were commissioned by the DfE to support inclusive practice and to help disabled pupils achieve the best possible educational and other outcomes.

# Resources, training & networks

## Mental Health Resources

- Following World Mental Health Day on Friday, 10 October 2025, please remember that you can find [information & resources to help schools & colleges promote & support mental health and wellbeing](#).
- Mental health leads can access a [dedicated resource hub](#), developed by DfE with mental health experts and education representatives.
- The [targeted support toolkit](#) enables schools & colleges to review and enhance their pastoral offer and choose evidence-based early support for pupils.

## Good Level of Development (GLD) data tool

- The DfE have committed to ensuring schools have access to better data and analysis on Early Years Foundation Stage Profile (EYFSP) data. To support the universal reception offer, a Good Level of Development (GLD) data tool is now available on [View Your Education Data \(VYED\)](#).
- The tool enables schools to compare outcomes, explore trends and identify strengths and areas for improvement. Data and insights will continue to evolve throughout 2025-26.
- See [here](#) for information on how to use the good level of development (GLD) data tool to access the Compare your GLD data report

## Reduce the spread of winter illnesses

- While some winter illnesses are unavoidable, many can be reduced through simple measures that minimise the spread of infections.
- The DfE's [new blog](#) outlines seven practical steps schools can take to minimise the spread of seasonal infections, highlighting how schools can communicate effectively with parents, encourage positive behaviours, and create healthier learning environments. From promoting hand and respiratory hygiene to improving ventilation and supporting vaccination programmes, small actions can have a big impact.
- Schools should continue maintaining high attendance expectations and refer parents to [NHS guidance](#) to know when a child is too ill for school. Pupils shouldn't miss school on a precautionary basis and can normally attend with a mild cough or cold, unless they have a fever or diarrhoea or vomiting.

## Talk Money Week

- The Money and Pensions Service's [Talk Money Week](#) runs from Monday, 3 to Friday, 7 November 2025.
- This year's theme, start the conversation, invites schools and colleges to open up discussions about money with students. From budgeting basics to understanding savings or tax, every conversation counts.
- See the [toolkit full of ideas & resources](#) to help you get involved

# Resources, training & networks

## Peer support to develop flexible working approaches

- This DfE-funded programme offers free peer support from [flexible working ambassador schools](#) to implement and embed flexible working in schools. It offers bespoke, practical advice on designing flexible working policies and overcoming common challenges such as timetabling and budgeting. A range of [webinars & resources](#) are also available, aimed at senior leaders and teachers at every stage of their careers.

## Webinar: Pupil Premium

- Register [here](#) for a pupil premium webinar on **Tuesday, 21 October 2025 (3.45-5pm)**.
- The webinar is for school leaders and disadvantage leads providing an opportunity for you to hear from an expert panel about how to make the best use of the pupil premium grant.

## Webinar: Automating your accounts return 2024 to 2025

- Register [here](#) for the automating your accounts return 2024 to 2025 webinar on **Wednesday, 22 October 2025 at 11am to 12pm**. The webinar will support trusts wishing to use the automation functionality to complete the accounts return.
- Another [webinar](#) is also available on Wednesday, 5 November 2025 at 2pm to 3pm

## Webinar: National Professional Qualifications review

- Register [here](#) for a webinar for school, further education and early years teachers and leaders about the National Professional Qualifications review. The webinar will be held on Wednesday, 19 November 2025 at 4pm to 4:45pm

## Webinar: Importance of the reception year webinars

- Register [here](#) for a series of webinars for senior education leaders focussed on the importance of the reception year and the impact of a good level of development on the overall attainment of pupils. Upcoming webinars include:
  - **Promoting good attendance routines in reception** – Wednesday, 22 October, 4pm GMT + 1hour
  - **The importance of early maths** – Wednesday, 12 November 4pm GMT + 1hour
- Recordings from previous webinars on the below topics can be seen [here](#):
  - The importance of reception & the data available to support leaders
  - Strategic leadership of the early years in school: EEF shares the evidence
  - Key messages from Ofsted's research of strong foundations
  - Embedding a language rich environment & supporting early writing