

# Information, Guidance & Resources

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**9 September 2025**

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# Information, Guidance & Resources

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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 9 September 2024.
- National level figures for the week commencing 2 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 28 July 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 93.1% across all schools for the full academic year (i.e., up to week ending 18 July 2025). The absence rate was, therefore, 6.9% across all schools which is a 0.3 percentage point decrease compared to last academic year.
- This decrease in absence is equivalent to approximately 5.31 million more days in school compared to the 2023/24 academic year, assuming pupil numbers are equal across years.
- The rate of persistent absence across the academic year was 18.7%, which is a decrease of 2.0 percentage points compared to the previous academic year.

School Type	Absence Rate	Persistent absence
State funded primary	5.2% (3.7% authorised and 1.5% unauthorised)	13.5%
State funded secondary	8.6% (5.3% authorised and 3.3% unauthorised)	24.3%
State funded special	12.9% (9.5% authorised and 3.4% unauthorised)	35.8%

- By pupil characteristics, the absence rates across the 2024/25 academic year were:
  - **Free school meals:** 10.6% for pupils eligible & 5.4% not eligible
  - **EHCP:** 13.7% for pupils with an EHCP, 10.6% with SEN support & 6.0% with no identified SEN
  - **Gender:** 6.9% for female pupils and 6.8% for male pupils.

# Admission appeals in England: reporting year 2025

- See [here](#) for statistics providing information about appeals made following the refusal of a school place application (via the annual coordinated admissions process), as well as other transfers at the start of the school year. Appeals relating to ‘in-year’ admissions are not included.
- Appeals relating to community and voluntary controlled schools are collected as aggregated totals by local authorities. Academy, foundation and voluntary aided schools provide school level appeal figures via the spring school census.
- The data covers appeals relating to admissions at the start of the 2024/25 academic year. The appeals must have been lodged with the appropriate admissions authority by 1 Sept 2024.
- The figures detail the number of appeals lodged, heard (by an appeals panel) and successful. Rates for appeals lodged and heard are calculated against an estimate of the total number of relevant new admissions based on school census data. The rate of successful appeals is calculated as the number successful divided by the number heard.
- The figures are provided by school phase, with primary schools split into infant and other primary classes. The data is also presented by school governance type and at national, regional and local authority level.

### Headline Facts :

- 8,999 appeals were heard relating to primary school places for entry in 2025, representing 1.2% of new admissions. This rate has remained stable in recent years while the number of admissions has fallen from 780k to approximately 755k between 2024 & 2025. Both the number of admissions and the number of appeals are the lowest since the series began in 2016.
- 1,595 primary appeals were successful, representing 17.7% of those heard. The success rate has varied year on year since the series began, between a low of 16.2% in 2021 and a high of 19.7% in 2019 with no overall trend.
- 29,640 appeals were heard relating to secondary school places for 2025, representing 3.9% of new admissions. This was a decrease from 2024, when 32,107 (4.2% of new admissions) appeals were heard. The total number of secondary admissions remained virtually unchanged at approximately 757k in 2024 & 2025.
- 5,903 secondary appeals were successful, representing 19.9% of those heard. There has been a trend for secondary appeals to be less successful over time, with the success rate declining from 26.3% in 2016 to 19.9% in 2025.

<p><b>Primary appeals heard by an appeals panel</b>  <b>1.2%</b>          Slightly down from 1.3% in 2024, and a return to 2023 level, representing 8,999 appeals heard</p>	<p><b>Primary successful appeals</b>  <b>17.7%</b>          Down from 18.1% in 2024 but higher than 16.4% in 2023</p>	<p><b>Secondary appeals heard by an appeals panel</b>  <b>3.9%</b>          Down from 4.2% in 2024 and 4.1% in 2023, representing 29,640 appeals heard</p>	<p><b>Secondary successful appeals</b>  <b>19.9%</b>          Down from 20.7% in 2024 and 20.9% in 2023</p>
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## Funded early education & childcare

- Annual statistics reported on children under 5 registered for government funded entitlements in England and on providers and staff delivering them have been published [here](#).
- NB: this information was previously published under the heading, 'Education provision: children under 5 years of age'; the content published, however, remains unchanged.

<b>Total: eligible children registered</b> <b>1.7 million</b> Up 34% or 431,700 from 2024 and highest in the series	<b>Universal: % of 3 &amp; 4-year-olds registered</b> <b>93%</b> Down 0.5 %age points - the lowest in the series	<b>Universal: 3 &amp; 4-year-olds registered</b> <b>1.2 million</b> Down 1.2% (14,200) from 2024 and lowest in the series
<b>WP: % of eligible 9 month to 2-year-olds registered</b> <b>73%</b> Covers new expanded entitlements	<b>WP: eligible 9 month to 2-year-olds registered</b> <b>467,000</b> Covers new expanded entitlements	<b>WP: % of eligible 3 &amp; 4-year-olds registered</b> <b>91%</b> Up 5 %age points from 2024 and highest in the series
<b>WP: eligible 3 &amp; 4-year-olds registered</b> <b>379,000</b> Up 5% or 17,200 from 2024 & highest in the series	<b>FRAS: % of eligible 2-year-olds registered</b> <b>65%</b> Down 10 %age points from 2024	<b>FRAS: eligible 2-year-olds registered</b> <b>95,000</b> Down 18% or 20,800 from 2024 & lowest in the series

### Headline Facts :

- In 2025, 1.7 million children were registered for government funded entitlements. This represents the highest figure in the series (started 2011) and is driven by children aged 9 months to 2 years registered for the expanded working parent entitlement.
- **Universal entitlement for all 3 & 4-year-olds** - In 2025, the estimated %age of 3 & 4-year-olds registered for the universal entitlement fell slightly to the lowest in the series. Both the estimated population of all 3 & 4-year-olds and the number of 3 & 4-year-olds registered for the universal entitlement fell to the lowest in the series.
- **Working parent entitlement for eligible children aged 9 months to 2 years** - Just under half a million eligible children aged 9 months to 2 years were registered for the expanded working parent entitlement in 2025, with an estimated 7 in 10 eligible children registered. NB: treat this figure with caution as it includes some 2-year-olds who should have been recorded under the FRAS entitlement.
- **Working parent entitlement for eligible 3 & 4-year-olds** - In 2025, an estimated 9 in 10 eligible 3 & 4-year-olds were registered for the working parent entitlement. Both the estimated percentage and number of 3 & 4-year-olds registered represented the series peaks, continuing the upward trend since the series started in 2018.
- **Families receiving additional support entitlement (FRAS) for eligible 2-year-olds** – NB: contrary to statutory guidance, some children eligible for both the working parent and FRAS entitlement were registered for the former and not the latter. This figure should be treated with caution whilst further analysis is undertaken.

# National pupil projections

- This annual release providing national projections for the number of pupils in schools in England by type of school and age can be found [here](#).
- These statistics are calculated based on the Office for National Statistics (ONS) population estimates and projections, monthly birth registration data up to and including 2023, and school census data up to and including January 2025.
- All projections are subject to uncertainty as they depend on the information available at any given moment in time and cannot allow for future changes in demographic behaviour.
- Due to the increased uncertainty in long-term net migration assumptions, pupil projections in this release are published up to 2030, rather than up to 2035 as would be the standard. The previous model published in 2024 only projected to 2028 due to increased uncertainty in longer term fertility assumptions at that time, therefore there are some references to 2028 in this publication when making comparisons.

## Number of pupils

**4,205,117**

in nursery & primary schools by 2030, an expected fall of 300,000 from the population in 2025

## Number of pupils

**3,135,086**

in secondary schools by 2030, an expected fall of 97,000 from the population in 2025

## Headline Facts :

- The population attending primary and nursery schools peaked in 2019 and the figures have been gradually falling since then. This is primarily due to the number of births generally falling since 2012.
- Since 2018, the population in secondary schools had been steadily increasing by around 2% a year until 2023 where it then slowed down to a 1.3% increase in 2024. The latest census shows a 0.1% decrease in 2025. Projections data indicate that the secondary school population is likely to have plateaued between 2024 and 2025, will remain at a similar level until 2026, and is then projected to start declining slowly. This is two years earlier than the peak projected last year but may be subject to change if pupil numbers bounce back, fluctuate, or plateau for a few years.
- The population in state-funded special schools has seen year on year increase of 6% between 2018 and 2022 and 5% since 2023. Projections data indicate that numbers are expected to peak in 2026 - 2027.
- The number of children in alternative provision schools dropped substantially in 2021 (by 18%) and 2022 (by a further 9%) as the pandemic reduced the opportunities to refer children. Figures returned to the approximate pre-pandemic levels in 2024 and increased a further 5% in 2025. Projected figures are expected to peak in 2026 – 2027 then gradually fall. However, the level of change seen in 2021 and 2022 that is used in the modelling means that this projection is more uncertain than usual.

# Participation in education, training and NEET age 16 to 17 by local authority – 2024-25

- Data showing the proportions of 16- and 17-year-olds in education and training and an estimate of those not in education, employment or training (NEET) can be found [here](#).
- Information for the 2024/25 academic year have recently been added.
- Data informing the release is collected using the National Client Caseload Information System (NCCIS), which draws together local databases used to support young people to engage in education and training and plan services that meet young people's needs.
- Caution should, however, be taken when using figures due to the estimates being based on management information data. There is considerable variation at local authority level in how well 16 & 17 year olds are tracked, and hence 'activity not known' proportions can impact on the estimates of the proportion NEET.
- The release includes an [interactive scorecard](#) (dashboard) to enable local authorities (LAs) to compare their performance with other LAs. The scorecard aims to put the headline measures into context by presenting it alongside other measures related to attainment and attendance.

## Headline Facts :

### Participation in education and training, ages 16 and 17 by local authority

- Participation rates in March 2025 ranged from 82.2% in Dudley to 100% in City of London.
- In the latest year,
  - 64 local authorities had relatively stable participation in education and training rates when compared to the same period of the previous year (within 0.5 percentage points)
  - 45 improved (increased by at least 0.5 percentage points)
  - 43 had lower proportions participating than in the previous year (decreased by at least 0.5 percentage points)

### Not in education, employment or training (NEET) or activity not known, ages 16 and 17 by local authority

- NEET/not known rates at the end of 2024/start of 2025 ranged from 0.0% City of London to 21.5% in Dudley. Dudley's rate includes 2.4% NEET and 19.1% activity not known.
- In the latest year,
  - 79 local authorities had relatively stable NEET/not known rates when compared to the same period of the previous year (within 0.5 percentage points)
  - 30 improved (decreased by at least 0.5 percentage points)
  - 44 had higher proportions NEET/not known than the previous year (increased by at least 0.5 percentage points).

## Provisional T Level results

- 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 through the [Manage T Level results service](#).
- Results in 2024/25 include 2 new subject areas, along with the 16 awarded last year.
- These are official statistics in development and, as such, caution should be exercised when drawing conclusions from these numbers, especially as T Levels are still in the roll out phase, with new subjects being added each year. Comparisons over time should not be made for pass rates as the timeseries data features a mixture of provisional results for those who have completed this year at the end of their second year of study, and revised / final results, where students have had subsequent attempts at assessments or completed the industry placement after their second year.

### Headline Facts :

- There are 11,909 students with an overall T Level result across 18 pathways. 7,435 were awarded last year (revised data for 2023/24, covering 16 pathways).
- 10,888 (91.4%) of the 11,909 students achieved a Pass or above in their overall T level result across all T Level pathways. For female students this was 95.1% and for male students 88.3%.
- Almost two-thirds (65.3%) of students achieved a Merit or above.
- Of the 11,909 students with an overall result in 2024/25: 98.4% of students achieved a grade E or above in the core component; 95.0% achieved a Pass or above in their Occupational Specialism; 96.3% completed their Industry Placement (includes completed with special consideration).
- The pass rate in the 18 pathways awarded this year ranged from 97.8% (Legal Services) to 70.9% (Digital Business Services).

Students in receipt of T Level results <b>11,909</b>	Students awarded Pass or above for their overall T Level <b>91.4%</b>	Students awarded E or above in core component <b>98.4%</b>	Students awarded Pass or above in occupational specialism <b>95.0%</b>	Students who completed an industry placement <b>96.3%</b>
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# Ofsted Published Information & Data

## Education Inspection & new look report cards

- On 9 September, Ofsted set out a renewed approach to education inspection which aims to give parents better & more detailed information, be fairer on professionals, and will help raise standards for all children.
- The following information & documentation has been published to support the new approach:
  - [Education Inspection Framework \(EIF\)](#) – The new EIF sets out Ofsted's inspection principles and the grades that inspectors give. It will replace the current framework from November 2025.
  - [School inspection: toolkit, operating guide & information](#) – Guidance for inspectors and schools on inspecting maintained schools and academies in England under the renewed education inspection framework, available for use from 10 November 2025.
  - [Early years inspection: toolkit, operating guide & information](#) – Guidance for inspectors and providers on inspecting registered early years settings in England under the renewed education inspection framework, available for use from 10 November 2025.
  - [Consultation outcome documents](#) – alongside the consultation response documents, Ofsted have also published [a methodology statement](#) and [supporting research & evidence](#).
  - [Glossary: education inspection terminology](#) – A glossary of terms used across Ofsted's education inspection information and guidance.
- Press releases from [Ofsted](#) and the [DfE](#) also provide more information about the new framework.

## Education inspection framework: engagement programme

- Details of Ofsted's programme of webinars to help familiarise providers with the November 2025 education inspection framework changes can be found [here](#).
- This includes dates and times of all webinars – NB: additional webinar dates have been added for nurseries, pre-schools & other registered early years settings, as well as for state funded primary schools.

## State funded school inspections and outcomes: management information

- Management information aggregated and published monthly, and publications of inspections and outcomes from 2005 to 2015 and 2015 to 2019 can be found [here](#).
- This has recently been updated with published management information as at 31 July 2025.

## Publication of outcome summaries

- Ofsted publish [outcome summaries](#) when they, or the setting, need to take action to ensure they are meeting the requirements for registration.
- Guidance has recently been updated to clarify that they publish an outcome summary when they, or the provider, take action due to a breach of the requirements for registration.

# Ofsted Published Information & Data

## Area SEND inspections and outcomes: management information 2024 to 2025

- Ofsted and CQC jointly inspect local area partnerships to see how well they work together to improve the experiences and outcomes of children and young people with SEND.
- Management information, showing inspection outcomes for the 2024/25 academic year and all inspection outcomes up to 31 August 2025, can be viewed [here](#).

## Getting it right from the start

- Listen to Ofsted's latest podcast, '[Getting it right from the start](#)' about their recent research on how early years practitioners work with babies and children. The episode includes discussion with colleagues from the National Day Nurseries Association regarding the [report](#) into the importance of the first two years of a child's life.

## Ofsted corporate annual report & accounts 2024-25

- Ofsted's annual report and accounts for the year ended 31 March 2025 has been published [here](#).

# Government Consultations, Calls for Evidence & Surveys

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## Out-of-school settings safeguarding – deadline extension

- At the end of May, the DfE opened a consultation calling for evidence to help shape future safeguarding policy for the Out of School Settings (OOSS) sector. This diverse sector includes providers such as tuition centres, sports and arts clubs, youth groups (e.g. Scouts and Brownies), holiday camps/activity centres, and faith-based education settings.
- Input & insights are sought on the following
  - Existing safeguarding practices in OOSS
  - Potential options to strengthen safeguarding across the sector
  - How parents, carers, and organisations currently assure themselves
  - Challenges to providing consistent safeguarding practices
  - Further support or action needed to improve safety in OOSS
- Please note that the closing date for evidence has been extended and will now close at **11.59pm on 21 September 2025**.
- See [here](#) to provide information contributing to the consultation.

## Banning the sale of high-caffeine energy drinks to children

- A consultation has opened on the proposal to ban the sale of high-caffeine energy drinks to children under the age of 16 years in England. Proposals include:
  - the minimum age of sale for high-caffeine energy drinks
  - the products and businesses in scope of the ban
  - how the ban will apply in vending machines
  - the length of time that businesses and enforcement authorities need to implement the ban
  - how the ban would be enforced
- See [here](#) for the consultation document (which outlines the background on high-caffeine energy drinks and why government is concerned about children consuming them) and the consultation impact assessment (setting out the government's provisional assessment of the impact of the proposals).
- This consultation closes at **11:59pm on 26 November 2025**.
- Read the supporting press release [here](#).

# Government Consultations, Calls for Evidence & Surveys

## Expanding the information sharing powers of the Digital Economy Act

- The Department for Science, Innovation and Technology launched a consultation on 29 July 2025, setting out proposals to make changes affecting powers in the Digital Economy Act 2017. This includes to enable information sharing to support the delivery of passported benefits such as free school meals, 16-19 bursary fund, pupil premium and the schools national funding formula deprivation factor.
- See [here](#) for supporting information and a link to the online response document. The consultation closes at **11.59pm on 23 September 2025**.

## Research on recording needs for children with SEND

- The DfE is exploring how mainstream primary and secondary schools identify, record, monitor and share SEND needs, provision and progress.
- They are looking to conduct half-day school visits to observe this in practice and speak to staff involved and have invited schools to take part.
- [Register your interest](#) by **Friday 12 September 2025**. NB – by registering your interest, you are letting the DfE know you are happy to be contacted with further details, but does not commit you to taking part.

## Revised RSHE guidance – Outcome report

- A consultation seeking views on changes to the relationships, sex and health education statutory guidance was held in the summer term 2024.
- The government's response to this consultation, an analysis of responses received and next steps has been published [here](#). This webpage also includes an [equality impact assessment](#) on the implementation of revised RSHE guidance and updated guidance on [Relationships Education, Relationships & Sex Education \(RSE\) and Health Education](#) for introduction on 1 September 2026.

## Strengthening protections in unregistered alternative provision – consultation response

- Between May and June 2025, the DfE sought views on the introduction of new national standards and a quality assurance framework for unregistered alternative provision. The consultation response, '*Strengthening protections in non-school alternative provision: government consultation response*' has now been published and can be read [here](#).

## Narrowing the digital divide in schools & colleges – consultation response

- See [here](#) for the response to the recent consultation looking at proposals for narrowing the digital divide in schools & colleges.
- Overall, there was a positive response to the proposals with the majority of schools and colleges stating that they could meet the 6 core digital and technology standards by 2030, and many already meeting them.

# News & Updates to National Guidance

## Giving every child the best start in life

- The government's strategy for improving child development and meeting the ambition that 75% of 5-year-olds in England have a good level of development by 2028 is set out in '[Giving every child the best start in life](#)'
- This strategy sets out that this will be achieved by:
  - improving family services, providing high quality support to parents and children from pregnancy to age 5
  - making it easier and cheaper for families to access early education and care
  - improving the quality of education and care that children receive in early years settings, childminders and reception classes.

## Children missing education

- Updated statutory guidance for local authorities and schools on how they work together to identify and support children missing education (CME) to receive a suitable education has been published [here](#).
- The update aims to address inconsistencies in practice and add clarity, including on schools and local authorities working together to identify and support children missing education. The document is now issued as statutory for schools as well as local authorities. Existing legislation already requires schools to carry out these responsibilities. Revised information also includes a summary of responsibilities and a policy & procedure checklist.

## 2025 Key Stage 2 September checking exercise

- The 2025 Key Stage 2 September checking exercise opened on Monday 8 September and will close on Friday 19 September 2025 at 5pm.
- See here for [guidance](#) available to schools.

## School Teachers' Review Body remit letter for 2026 and 2027

- Read the [Secretary of State's letter to the School Teachers' Review Body \(STRB\) asking for recommendations on teachers' pay and conditions for 2026-27 and 2027-28](#).
- The letter formally commences the next pay round. It also sets out matters for recommendation, matters for STRB to form a view and considerations for which the STRB should have regard.

## School teachers' pay and conditions

- Statutory guidance on [pay and conditions for teachers in England](#) has been updated to include information valid from 1 September 2025 – see 'School teachers' pay and conditions document 2025 and guidance on school teachers' pay and conditions'.

## Relationships & sex education and health education guidance

- The DfE published the revised Relationships Education, relationships and sex education (RSE) and health education (RSHE) [statutory guidance](#) (including the government's [response to the public consultation](#)) in July.
- Please note that schools have a year to amend RSHE provision to align with the new statutory guidance.

# News & Updates to National Guidance

## Martyn's Law for education settings

- The Terrorism (Protection of Premises) Act 2025<sup>1</sup>, also commonly referred to as Martyn's Law, aims to improve protective security & organisational preparedness across the UK by requiring that those responsible for certain premises and events consider how they would respond to a terrorist attack.
- See [here](#) for a DfE policy paper on how Martyn's Law will affect education settings and how you can prepare and protect children and young people on site.

## Keeping children safe in education

- Statutory guidance for schools and colleges on safeguarding children and safer recruitment can be found [here](#).
- The September 2025 version of the keeping children safe in education guidance (previously published in July) is now in force, replacing previous versions.

## Staffing and employment: guidance for schools

- Guidance for managing staff and employment issues is published by the DfE [here](#). The guidance has been updated from 1 September 2025. Please make sure you are referring to the most recent version.

## 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 August 2025 have recently been added.

## Monitor your school attendance: user guide

- Guidance for schools, academy trusts and local authorities on using the [monitor your school attendance](#) tool has been updated as follows:
  - 2 new documents added – '*Monitor your school attendance: fix common issues*' and '*Monitor your school attendance: technical issues*'.
  - 2 new sections added, '*Leavers in your local authority who have not enrolled at another school in England*' and '*Export attendance and absence codes*'.
  - Updates made to the following sections in the 'Monitor your school attendance: user guide' - '*Attendance and sickness returns*', '*Year-to-date comparison reports*' and '*Attendance data downloads*'.

## Mandarin Excellence Programme

- This programme funds and supports schools to deliver intensive Mandarin study, and to develop teachers and help them increase the number of pupils studying Mandarin. See [here](#) for more information.
- Please note that the sections, '*What you can get*', '*Who can join the programme*', '*How to apply*', and '*Find out more*' have recently been updated.

## Recruiting trainee teachers: recruitment cycle dates

- Dates and deadlines for organisations providing teacher training have recently been updated for the new academic year. See '[Recruiting trainee teachers: recruitment cycle dates](#)'.

# News & Updates to National Guidance

## Recruiting non-UK teachers and trainees

- Information for schools and training providers planning to recruit non-UK teachers and trainees from overseas can be found [here](#).
- Available information has recently been updated to include a new section, '*Overseas trained teachers: apply for qualified teacher status in England*'.
- The section on recruiting teachers from overseas has also been updated to reflect QTS policy changes and guidance about the '*Apply for QTS in England*' service.

## Non-school alternative provision: voluntary national standards

- The DfE have published [non-statutory standards for non-school alternative provision](#) (also known as unregistered alternative provision).
- The standards are intended to inform the local oversight & commissioning of non-school alternative provision and set clear and consistent requirements for providers
- Until the standards become mandatory, local authorities are being encouraged to adopt them voluntarily to support and improve current practice.

## Employer Representative of the Teachers' Pension Scheme Pension Board

- The Secretary of State for Education, Bridget Phillipson, is seeking to appoint a dynamic and inspirational individual to join the Teachers' Pension Scheme Pension Board as an employer representative.
- The role is being advertised on the [Teachers' Pension Website](#) and will close at **midnight Friday 17 October**.

## Registration for national professional qualifications autumn 2025 cohort

- The registration window for applicants interested in applying for the autumn 2025 national professional qualifications (NPQ) cohort opened on 8 September 2025.
- Scholarship funding will be available to [eligible participants](#) who secure a funded place with an NPQ provider. Funded places are limited, so early application is strongly encouraged. Further details on the programmes and how to apply can be found [here](#).

## Early career teacher entitlement

- From 1 Sept 25, the [early career teacher entitlement](#) (ECTE) replaces the early career framework (ECF) based training, induction and mentoring. Guidance for schools and local authorities on funding to support the ECTE can be found [here](#).
- See below for updates to related supporting information
  - **ECTE eligibility & funding** – Information regarding [ECTE eligibility criteria and DfE grant funding](#) for schools, early career teachers & mentors has been updated to reflect the conditions of core school funding and the dedicated schools grant.
  - **Set up and manage the ECTE** - What schools need to do to set up and manage training, support, assessment and changing circumstances for the ECTE has been updated with [links to school-led materials](#) based on the initial teacher training and early career framework.
  - **ECTE grant funding year 2 time off timetable and mentor support** – The document, "[Grant funding for the ECTE year 2 time off timetable and mentor support: conditions of grant for the 2025 to 2026 and 2026 to 2027 academic year \(cohort 2025\)](#)" has recently been added to the supporting information.

# News & Updates to National Guidance

## Funding for national professional qualifications

- Guidance is for teachers and leaders who want to study for national professional qualifications (NPQs) can be found [here](#).
- Information allows individuals to find out if they are eligible for scholarship funding that will pay for NPQ course fees.
- Please note that the 'Scholarship funding for autumn 2025' and 'Early years' sections of the 'Funding for national professional qualifications (NPQs)' guidance have been updated. A section on 'Returning teachers' has also been added.

## Dedicated schools grant (DSG): 2024 to 2025

- Information on how much local authorities receive for DSG funding in the 2024/25 financial year and how it is calculated is published [here](#).
- The 'DSG: pupil number tool 2024/25' document has been updated to take into account final pupil numbers from the October 2023 (schools block and high needs basic entitlement) and combined January 2024 and 2025 (early years block) pupil data collections for DSG.

## PE and sport premium expenditure reporting return

- The deadline for submission for the 2024/25 digital expenditure reporting return for the PE and sport premium, has been extended to **5pm on Tuesday 30 September 2025**.
- See [here](#) for information on how primary schools should complete the return to show how they have spent their PE and sport premium funding allocation.

## Grant funding for early career training programme for mentors

- From 1 September 2025 the term 'Early career training programme for mentors (ECTPM)' replaces the term 'Backfill payments for time off timetable for early career framework (ECF) mentor training (national roll-out)'.
- See [here](#) for guidance for schools & local authorities on funding for schools using one of the DfE funded training providers to deliver early career teacher entitlement (ECTE) from 1 Sept 2025.
- The "early career training programme for mentors (ECTPM): conditions of grant for 2025 to 2026 academic year" has recently been added to available information.

## General Initial Teacher Training (ITT) mentors funding 2024/25

- The second and final claim window for funding for general ITT mentors for academic year 2024 to 2025 is now open; closing on **26 September 2025**
- Accredited ITT providers must centrally record your school as a placement for their trainee(s) on the [Register trainee teachers service](#), to verify your eligibility to submit a claim. Schools must have had a mentor complete training this year.
- See the [General Mentor Training additional guidance](#) or contact Service Support [ittmentor.funding@education.gov.uk](mailto:ittmentor.funding@education.gov.uk) if you have any issues

# News & Updates to National Guidance

## School-based Nursery Capital Grant 2025 to 2026

- The School-based Nursery (SBN) Capital Grant for 2025 to 2026 is available for eligible state-funded primary-phase schools and maintained nursery schools to apply for up to £150,000 of capital funding to create or expand a school-based nursery.
- Information for eligible schools on the second phase of the school-based nurseries programme, building on the foundations of phase 1 (SBN Capital Grant 2024 to 2025) has been published [here](#). NB: Phase 2 has an increased focus on supporting disadvantaged families to access early years provision.

## Early years financial incentives

- The [early years financial incentives programme](#) provides new and returning eligible early years workers with a recruitment bonus of £1,000 after tax and National Insurance shortly after they take up post. Information has recently been updated with the document, '*Early years financial incentives 2025/26: toolkit for providers and local authorities participating in the programme*'.

## Experience-based route for early years staff

- Information on how early years providers can implement the experience-based route for staff who do not hold full and relevant qualifications can be found [here](#).
- Please note that following changes to the law on 1 September 2025, the document, '*Experience-based route for early years: non-statutory guidance*' has been updated to reflect current requirements.

## Early years foundation stage (EYFS) statutory framework

- New versions of the standards that school and childcare providers must meet for the learning, development and care of children from birth to 5 have come into force.
- The standards (first published for information in July) can be found [here](#).

## Early years foundation stage: exemplification materials

- Materials to support teachers in making early years foundation stage profile (EYFSP) judgements are published [here](#).
- Please note that updates have been made to the '*supporting information*' for the early years foundation stage (EYFS) case study videos.

## Establishing school-based nursery provision

- Non-statutory guidance for schools, responsible bodies and childcare providers looking to open or expand school-based nursery provision can be found [here](#).
- Please note that this has been updated throughout to reflect recent changes to the EYFS statutory framework. Information about the 'Best start in life' policy, Ofsted requirements and broader policy developments have also been added.

## Early years qualification requirements and standards

- The latest '*Early years qualification requirements and standards*' came into force on 1 September 2025. See [here](#) for more information on the qualifications that staff must hold to be included in the specified staff:child ratios at levels 2, 3 and 6 of the early years foundation stage (EYFS).

# News & Updates to National Guidance

## Early years provision – expansion case studies

- See below for 3 case studies published on .Gov.uk looking at expanding early years provision:
  - [Expanding through a governor-led model](#) – How two primary schools, each with a supportive governing body and local authority, used the School-based Nursery Capital Grant to create early years places.
  - [Expanding through a school-PVI partnership](#) – How a primary academy and an infant school each worked with a private, voluntary and independent (PVI) provider to reap the benefits of their mutual expertise.
  - [Expanding through a school-led model](#) – How the School-based Nursery Capital Grant accelerated one infant school's plan to expand its provision to support local demand and improve transitions into reception.

## Early years employment reference template

- This [employee reference template](#) aims to help early years providers give references for current and former employees. It includes questions about the person's role, safeguarding history, and suitability to work with children.

# Published Research & Evaluations

## School and college voice: omnibus surveys for 2024 to 2025

- The school and college voice is a regular online survey gathering views within the academic year from senior leaders and classroom teachers in state-funded primary, secondary and special schools, and in colleges. Survey findings can be found [here](#).
- Available information has been updated as follows:
  - 'School and college voice' for January, February and March 2025 added;
  - 'School and college voice data tables: 2024 to 2025 academic year' zip file has been updated to include January to March 2025 data;
  - An updated version of 'School and college voice technical report: 2024 to 2025 academic year' added.

## National behaviour survey reports

- Information from survey findings on behaviour in schools, including school behaviour culture and policies, pupil experience, frequency and impact of misbehaviour and response have been updated as follows:
  - [2023-24 academic year](#) – findings from the third national behaviour survey.
  - [2021 & 2022 academic years](#) – the number of teaching minutes lost due to pupil misbehaviour has been updated (pages 9 and 55 of the 'National behaviour survey report: 2022 to 2023 academic year').
- Read the government's press release, [Government to crackdown on bad behaviour and boost attendance](#) which quotes from the latest national behaviour survey report.

## Safety Valve agreements: views on operation and impact

- Safety Valve was a government intervention programme for local authorities in England. Local authorities were invited to participate based on having the highest deficits in their dedicated schools grant (DSG) at the time. No new Safety Valve agreements are now being made.
- See [here](#) for a report exploring the views of stakeholders in local SEND systems about the impact of Safety Valve agreements.

## Early years complaints and notifications data commentary

- Complaints and notifications relating to registered early years providers over the past 5 years can be found [here](#).
- The published commentary explores early years complaints and notifications data from 1 April 2020 to 31 March 2025. It also explains the steps taken by the DfE after receiving a complaint about or notification from a registered early years provider.

## The home learning environment and attainment

- A report identifying that the main factors shaping educational inequalities are socioeconomic background, behavioural factors and the home learning environment has been published [here](#).
- The report examines how young people's attainment of level 2 & 3 qualifications at the age of 19 is linked to their socioeconomic background, behaviour, relationship with parents/carers and perceptions of safety

# Resources & training

## Importance of reception webinars

- [Register 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 on the following dates:
  - **Wednesday 17 September** at 4pm, importance of reception and the data available to support leaders.
  - **Wednesday 24 September** at 4pm, strategic leadership of the early years in school: Education Endowment Foundation (EEF) shares the evidence.
  - **Wednesday 1 October at 4pm**, key messages from Ofsted's research on strong foundations.
  - **Wednesday 15 October at 4pm**, embedding a language rich environment and supporting early writing.
  - **Wednesday 22 October at 4pm**, promoting good attendance routines in reception.
  - **Wednesday 12 November at 4pm**, the importance of early maths

## Regional Prevent education co-ordinators – virtual training

- How regional Prevent education co-ordinators (RPECs) can help education providers with the Prevent duty is published [here](#). This includes information large, virtual training sessions available to anyone working within an education setting in England. The sessions focus on the implementation of Prevent and are designed primarily for those in dedicated safeguarding or Prevent roles. New dates for [virtual training sessions](#) have recently been added to the online information.

## Kinship carers

- A kinship carer is a friend or family member who raises a child when their parents can't. Kinship, the national charity for kinship carers, offers free online and in-person workshops and peer support groups open to all kinship carers, regardless of their legal arrangement.
- The DfE is encouraging schools to promote this support to kinship families by directing them to [Kinship's website](#).

## Ensure your school is allergy safe

- Schools have a legal duty to plan for supporting pupils with medical conditions, including allergies. As such, governing bodies must have regard to the [accompanying statutory guidance](#).
- DfE's [allergy guidance for schools](#) summarises the legal requirements for schools and caterers and details practical advice and resources from other organisations such as the NHS, Anaphylaxis UK, Allergy UK, Benedict Blythe Foundation and more.

## Office for National Statistics data challenge

- The Office for National Statistics (ONS) is challenging students aged 16-18 across England and Wales to engage with real-world data and develop their analytical skills. Students studying Maths, Business Studies, Sociology and Geography can take part in the challenge, discovering how data can be used to make better informed decisions.
- Sign up [here](#) to gain early access.

# Resources & training

## Whole School SEND resources

- The [Whole School SEND](#) website, hosted by nasen, provides free access to information, resources and CPD to support a whole school approach to inclusion.
- Look out for face-to-face events, new for 2025/26 academic year and/ or contact your [regional team](#) to find out what's happening in your area.