

Information, Guidance & Resources

21 April 2026

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DfE Published Statistics - Pupil Attendance in Schools

- These figures are derived from regular data automatically submitted to the DfE by participating schools on a daily basis.
- Figures relate to the attendance of 5 to 15 year old (i.e. compulsory school age) pupils in state-funded primary, secondary and special schools in England.
- The figures are published as Official Statistics to give an indicative figure for the absence rate during the 2025/26 academic year, from the 08 September 2025. For the full 2024/25 academic year and termly pupil absence data, including by characteristics please see this [historical publication](#).
- This release covers the period [8 September 2025 to 3 April 2026](#). The publication, however, focuses on the week commencing 23 March 2026 (week 13) because the majority of local authorities were expected to observe the first week of the Easter break in the week commencing 30 March 2026. Data for the week commencing 30 March 2026 is available in the underlying data files. Data is not available for 03 April 2026 as this coincided with the Good Friday Bank Holiday.
- 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 92.60% across all schools in the week commencing 23 March 2026 (absence rate 7.4%).
- Absence was 2.37 percentage points lower across all schools when compared to the equivalent week in the last academic year ([week commencing 31 March 2025](#)). This has been driven by a 1.90 percentage point decrease in authorised absence and a 0.46 percentage point decrease in unauthorised absence.
- The data shows that the attendance rate across the 2025/26 academic year to date was 93.29%. The absence rate was, therefore, 6.71% across all schools. The rate of authorised absence 4.54%, unauthorised absence 2.16% and persistent absence 18.19%.

School Type	Absence Rate (w/c 23 March 2026)	Absence Rate (2025/26 academic year to date)
State funded primary	5.56% (3.77% authorised and 1.78% unauthorised)	5.18% (3.80% authorised and 1.38% unauthorised)
State funded secondary	9.22% (5.33% authorised and 3.90% unauthorised)	8.17% (5.16% authorised and 3.02% unauthorised)
State funded special	13.49% (9.57% authorised and 3.92% unauthorised)	12.97% (9.54% authorised and 3.42% unauthorised)

Pupil absence in schools in England: 2024-25

- Statistics on the levels of overall, authorised and unauthorised absence in state-funded schools are published [here](#).
- The release has information on the levels of overall, authorised and unauthorised absence in state-funded primary & secondary schools and special schools
- It includes reasons for absence, absence by pupil characteristic and rates of persistent & severe absence
- It also has separate information on levels of absence in state-funded alternative provision, including pupil referral units.
- The release uses pupil-level absence data collected in the school census.

Headline Facts :

- Overall and persistent absence decreased from 2023/24 to 2024/25, while severe absence increased.
- Across 2024/25, the overall absence rate was 6.78%, a reduction from 7.15% in 2023/24, but higher than pre-pandemic rates (4.73% in 2018/19).
- The overall absence rate increased throughout the year, from 6.38% in autumn term, to 6.92% in spring and to 7.15% in summer.
- The majority of absence was due to illness, accounting for 3.22% of possible sessions in 2024/25.
- 18.14% of pupils were persistently absent in 2024/25 (i.e. missed 10% or more sessions), a decrease compared to the previous year when it was 19.95%. In 2018/19, 10.86% of pupils were persistently absent.
- The percentage of severely absent pupils (i.e. missing 50% or more sessions) was 2.39% in 2024/25, an increase from 2.30% in 2023/24. In 2018/19, 0.85% of pupils were severely absent

Overall absence rate

6.78%

in 2024/25 academic year - down from 7.15% in 2023/24

Percentage of persistent absentees (10% or more missed)

18.14%

in 2024/25 academic year - down from 19.95% in 2023/24

Percentage of severe absentees (50% or more missed)

2.39%

in 2024/25 academic year, up from 2.30% in 2023/24

A level and other 16-18 results: 2025 (revised)

- Attainment data for A level and other qualifications for pupils aged 16 to 18 in England, including region, institution type, characteristics and subject is published [here](#).
- This statistical release focuses on the A level and other results of students at the end of 16-18 study in 2024/25 in schools and colleges in England. This revised release includes student characteristic breakdowns such as disadvantage status, Special Educational Needs status and ethnicity.
- Comparisons are made to revised data for 2023/24.
- Additionally, see [16-18 school & college performance data in England \(2024-25\)](#) for attainment of students at the end of their 16-18 study. This information has been updated with retention data for mainstream schools and colleges

Average A level result

B-

No change in average grade from 2023/24 (35.55 points to 36.09 points)

Average applied general result

Merit+

No change in average grade from 2023/24 (29.17 points to 29.97 points)

Average tech level result

Merit+

No change in average grade from 2023/24 (28.14 points to 28.86 points)

Average technical certificate result

L2Merit-

No change in average grade from 2022/23 (5.63 to 5.60 points)

Headline Facts:

- A level average point score per entry (APS) is slightly higher than 2023/24, however the average grade has remained the same. Across the applied general and tech level cohorts the APS has risen slightly when compared to last year, by 0.8pts and 0.7pts respectively.
- Gaps between disadvantaged and non-disadvantaged students remained broadly unchanged in comparison to last year for the level 3 cohorts.
- Within the A level and applied general cohort, female students continue to achieve higher average point scores (APS) compared to male students, as has been the trend for the past five years.
- The rank order of attainment by ethnicity has remained broadly unchanged at A level for the last five years; the White ethnic group has had the highest APS and the Black or Black British ethnic group has had the lowest APS.
- For students who did not achieve a grade 4 or above at key stage 4, 81.2% of students entered an approved English qualification, and 82.3% of students entered an approved maths qualification during 16-18 study. Of these students, 38.8% and 33.3% of English and maths students respectively improved their point score.

Outcomes for children in need, including children looked after

- This statistical release provides a range of outcome measures at national and local authority level for [children in need \(CIN\)](#), [including children looked after \(CLA\)](#) by local authorities in England.
- The outcome measures cover SEN, EY development, educational attainment, destinations from school, absence from school, suspensions & permanent exclusions, free school meal eligibility and type of school attended.

Headline Facts :

- The latest facts and figures relate to the reporting year ending 31 March 2025 for children in social care. Within this release, comparisons are made with 2023/24 and 2018/19 (pre-COVID-19 pandemic).
- The percentage of pupils in the key social care groups that have a special educational need (SEN) is over twice that for the overall pupil population; with CLA for at least 12 months (61.2%) over three times that of the overall pupil population (19.2%). Pupils with SEN have been recorded to have lower attainment outcomes, on average, compared to the overall population. As such, the higher prevalence of SEN amongst children looked after and children in need accounts for some of the difference in attainment compared to the overall pupil population.
- Children in all key social care groups had a lower percentage with a good level of development than the overall pupil population (68.3%); CPPO had the lowest percentage of children (33.6%) and CLA for at least 12 months, the highest (42.9%).

- The percentage of pupils in most of the key social care groups meeting the expected standard in reading, writing and mathematics (combined) at Key Stage 2 is roughly half that for the overall pupil population where 62% met the expected standard.
- Pupils in the key social care groups have lower attainment, on average, than the overall pupil population across all Key Stage 4 attainment measures.
- CLA in long term care broadly have higher Attainment 8 scores than pupils whose most recent period of care is much shorter.
- The percentage of persistent absentees for CLA for at least 12 months was 20.3%, which was only slightly higher than for the overall pupil population (18.5%). However, as with overall absence, this rate was much higher for the other key social care groups.
- 62.9% of CIN at 31 March were eligible for free school meals. This compares to 25.7% for all pupils.
- Around one in 10 pupils in 2024/25 have been a child in need in the last 6 years. This has been stable since this measure was introduced in the publication in 2019/20.

Average Attainment 8 16.9 for CIN at 31 March	Sustained destination 68% for CIN at 31 March	Persistent Absentees 42.6% for CIN at 31 March
Average Attainment 8 17.3 for CLA 12 months at 31 March	Sustained destination 73% for CLA 12 months at 31 March	Persistent absentees 20.3% for CLA 12 months at 31 March

Ofsted Published Information & Data

Closure of education inspection framework expert groups

- Ofsted has confirmed the formal closure of the 7 expert reference groups set up in 2024 to support the development of the renewed education inspection framework. Read the full press release [here](#).

Ofsted's external reference group members

- Ofsted convenes external reference groups from time to time. Members include external stakeholders with relevant experience in the sectors that Ofsted inspects and regulates. This recently updated [document](#) lists the reference groups that are currently active and their members.

Thematic reviews of the SEND local offer

- The Area SEND inspection system includes thematic visits to a small number of areas each year to investigate a particular aspect of the SEND system in depth.
- In 2026, Ofsted and the Care Quality Commission (CQC) will conduct thematic visits to local areas focusing on the education, health and social care provisions available for children & young people with SEND as outlined in the local offer. See [here](#) for more information about the reviews and also see the [press release](#) providing more details

Using Ofsted logos and copyright

- Guidance on using Ofsted's logos, plus copyright information is published [here](#).
- Minor updates have been made to the guidance for clarity as well as adding a new section on using the Ofsted QR code badge, which contains a version of the logo

Big Listen action monitoring reports

- Ofsted's monitoring reports on commitments made in the Big Listen and its response to Dame Christine Gilbert's independent learning review are published [here](#). Information now includes the '*Big Listen action monitoring report: February 2026*'.

Ofsted: areas of research interest

- See [here](#) for a document outlining the research questions and themes that matter most to improving outcomes for children, young people and learners.

School inspection data summary report (IDSR)

- The [IDSR guide](#) provides an overview of the inspection data summary report for primary and secondary schools, including schools with a sixth form, and gives guidance on how to interpret the data. The IDSR for all schools has been updated with the DfE's 2025/26 daily attendance collection up to and including spring part 1 with guidance also being updated to reflect this.

Sir Martyn Oliver's speech at the Early Years Alliance Connect Roadshow

- Sir Martyn Oliver spoke at the EY Alliance Connect Roadshow on 16 April 2026. Read the full transcript of the speech [here](#) where he talked about changes so far made to inspection, ever higher standards, how high standards help create safety, safety & inclusion for all children and a story about what matters.

Government Consultations, Calls for Evidence & Surveys

Support for pupils with medical conditions at school

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

Survey on Erasmus+

- [Erasmus+ provides funding](#) for international placements and partnerships to support learners and staff to travel abroad for learning and training activities.
- A survey seeking views to help shape communications and develop the right support for applicants to the programme has been launched.
- The survey will take 5-10 minutes to complete and is open to anyone who works in schools, academy trusts, early years providers, FE and HE providers or local authorities. You do not need to have taken part in the Erasmus+ programme before.
- [Complete the survey](#) by 1 May 2026 to share your views on Erasmus+.

Working Lives of teachers & leaders survey – wave 5

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

Government Consultations, Calls for Evidence & Surveys

Key stage 4 performance measures & targeted RISE extension

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

SEND Reform: putting children & young people first

- Consultation on proposals to reform the SEND system was launched on 23 February.
- The [consultation document](#) explains the changes the government plan to make and asks for comments from everyone with an interest
- The changes aim to improve help and support for children and young people with SEND across the [0-25 years system](#).
- [Every child achieving & thriving](#) outlines the reforms to the schools and SEND system in England.
- Shorter, simpler documents that [summarising the schools white paper & SEND consultation](#) have also been written for parents and those working in the sector.
- Please note that the Government has recently clarified that it welcomes comments and representations on all aspects of the consultation paper and subjects related to the proposed reforms.
- During April & May 2026, the DfE will be hosting in-person and online engagement events to support our SEND reform consultation, in partnership with the Council for Disabled Children. [Find out more about dates, locations, and how to register](#).
- The consultation closes at **11.59pm on Monday, 18 May**

Government Consultations, Calls for Evidence & Surveys

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

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

16-19 level 1 English and maths qualifications

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

School Food Standards: updating the legislative framework

- The Requirements for School Food Regulations 2014 (known as the School Food Standards) provide the legislative framework to ensure schools in England provide children with healthy food and drink, and to make sure that children have the energy and nutrition they need across the school day.
- The existing standards have been in place for more than 10 years and no longer align with current dietary advice.
- The government is committed to improving children's health, and school food is one important source of nutrition and plays a fundamental role in helping pupils develop healthy eating habits.
- Provide you views via an online survey [here](#)
- The consultation closes at **11.59pm on Friday, 12 June**.

Assistive software funded through Disabled Students' Allowance

- See [here](#) for the consultation document setting out proposals for changes to the way in which assistive software is funded through the Disabled Students Allowance (DSA). It also seeks views on the use of AI in supporting disabled students.
- The consultation closes at **11.59pm on Thursday, 18 June**.

Government Consultations, Calls for Evidence & Surveys

Education Endowment Foundation funded research projects

- The Education Endowment Foundation (EEF) is running a range of research projects in early years settings, schools and 16 to 19 providers. These projects aim to improve outcomes for children and young people while strengthening the evidence base on what works in education.
- Participating settings may receive free or heavily subsidised programmes and professional development for staff.
- Programmes currently recruiting cover a range of priorities including [early mathematics](#), [language](#), [reading](#), [mental health](#) and [GCSE English resit attainment](#).
- [Search your setting](#) now to check eligibility and find out which of these projects are available to you.

Research on identifying special educational needs and support

- The DfE are recruiting teachers working in mainstream, primary and secondary schools to participate in research to better understand how special educational needs are currently identified in schools and how support is selected to meet those needs.
- This research will involve a 1-hour Teams call in May 2026 and you will receive a £50 voucher for taking part.
- Anyone interested should complete this [expression of interest form](#). The DfE will then get in touch with more details about booking a session.
- If you have any questions or concerns, contact send.schoolsdigital@education.gov.uk

News & Updates to National Guidance

Early year's screen time & usage call for evidence outcome

- In February 2026, the government ran a call for evidence and commissioned the Early Years Screen Time Advisory Group to prepare an [independent report on screen use by children aged under 5](#), which has now been published.
- The report provided the evidential foundation for the [screen-use advice for parents & carers of under-5s](#), which is available on the Best Start in Life website.

Families First Partnership programme

- Guidance for safeguarding partners on implementing Family Help and multi-agency child protection reforms and increasing support for family networks is published [here](#).
- '*The Families First Partnership (FFP) programme guide*' has been updated with a new version that includes delivery expectations for statutory safeguarding partners in England for year 2 (2026-27).

School-age childcare

- The suite of information, [school-age childcare guidance for school & local authorities](#), which provides guidance for schools and local authorities responsible for securing sufficient childcare for school-aged children has been updated as follows:
 - **School age childcare** - guidance for schools and academy trusts on how to set up and deliver school-age childcare provision and their role in supporting families to access provision during term times and holidays is published [here](#).
 - Advice to schools and academy trusts on maintaining **wraparound school-age childcare** following the conclusion of the National Wraparound Childcare Programme on 31 March 2026.

Getting children ready for reception: supporting effective transition

- See [here](#) for guidance on how schools and early years settings, including childminders, can work with parents and carers to support children's transition into reception. The information contains 2 documents:
 - **Getting children ready for reception** offers guidance on how to support early, joined-up, inclusive transition practice. It includes case studies, with practical examples from both schools and early years settings.
 - **Supporting a smooth transition into reception** is an at-a-glance guide to ensuring effective transitions based on strong relationships with families, all-year-round partnership-working between schools & early years providers and early identification of children's needs
- Also, refer to [RISE support for reception improvement](#) for professional development resources for improving reception-year teaching and leadership.
- Read the full press release regarding this [new practical advice for families to get children school ready](#)

Regional CONTEST co-ordinators

- See [here](#) for information on how regional counter-terrorism strategy (CONTEST) co-ordinators can help education providers with the Prevent duty.
- This information has been updated to reflect the name of role to 'Regional CONTEST co-ordinator' and their responsibilities.
- More Prevent duty virtual training sessions for 2026/27 have also been added.

News & Updates to National Guidance

Potential fraudulent letter purporting to be a DfE “National Regulatory Notice”

- Please be aware of a suspected fraudulent letter received by a few academy trusts which is presented as an official DfE “National Regulatory Notice.”
- The document includes a ministerial signature and instructs recipients to take urgent actions relating to an alleged data breach involving Online SCR / Intradev.
- Whilst the letter is checked, do **not** take any action, share any data or comply with directions in the letter.
- If you receive this letter, please inform your usual DfE contact and follow your usual processes. If you have received letter and the alert has prevented you from acting on this, email Counter.Fraud@education.gov.uk.
- If anyone has taken action based on the communication, notify your IT/security lead immediately, report the incident via your usual reporting process and monitor systems for unusual or suspicious activity
- Click [here](#) to report suspicion of fraud in the education sector or to sign up to receive DfE fraud news & alerts directly.

High needs: allocated place numbers

- A list of allocated high needs place numbers to help collaboration between local authorities and institutions can be found [here](#).
- This now includes lists for 2026-27 academic year and updated lists for 2025-26 academic year.

Risk protection arrangement (RPA) for schools

- Information on how public sector schools can join the risk protection arrangement (RPA), an alternative to commercial insurance, which may save time and money can be found [here](#).
- Information on the annual costs for local authority maintained schools has recently been updated.
- Additionally, information for public sector schools that are existing members of the RPA about membership rules and how to make a claim is published [here](#). Please note that the following documents have been replaced with updated versions – please make sure you are using the most current document:
 - Local authority maintained community schools: RPA membership rules;
 - Voluntary aided, foundation and foundation special schools: RPA membership rules; and
 - Voluntary controlled schools: RPA membership rules.

Net capacity assessment

- The [net capacity assessment tool](#) measures net pupil capacity in schools, with guidance on the methodology. Please note the tool and guidance has recently been updated.
- Primary schools can find more information about the net capacity assessment programme for primary schools, when school site visits will take place and how to read your NCA report [here](#). This now includes new information about Valuation Office school visits, a revised NCA programme guide, a new tranche list and special schools document.

News & Updates to National Guidance

Flexible working in schools

- Guidance for employers and staff who want to make arrangements for flexible working can be found [here](#). This includes non-statutory guidance to help employers develop and implement flexible working policies and to support employees who want to request flexible working in education settings. It draws on the latest evidence on flexible working, as well as good practice from education settings.
- Information has been updated to reflect the ending of the current flexible working ambassador multi-academy trusts and schools (FWAMS) delivery programme on 31 March 2026 and the launch of a new programme on 1 April 2026.

Meeting digital & technology standards in schools & colleges

- See [here](#) for information on how schools & colleges can use the right digital infrastructure & technology.
- Please note that the 'Security updates' section of the 'cyber security: core standard' has been updated to clarify that vulnerability fixes include changes other than software patches.
- In addition, the Wireless network: core standard has been updated with the new Wi-Fi 7 requirements. It has also been clarified that schools only need to upgrade their wireless network when it no longer meets their needs.

The Erasmus+ programme

- The Erasmus+ programme provides funding for individuals and groups to take part in learning, training or work activities abroad. See [here](#) for information on how to apply for the programme.
- See also the [consultations section](#) for information regarding a survey seeking views on communications and seeking the right support for those applying to the programme.

News & Updates to National Guidance – Finance & Funding

Section 251: 2026-27

- Information for local authorities, schools and the general public about local authority education funding and expenditure plans for 2026-27 can be found [here](#).
- The 'Section 251 budget guidance: 2026-27' has been updated to reflect the deadline for submitting your service budget statement as well as links to relevant legislation.

School capital funding

- An overview of school capital funding, who it's for, current and past allocations, how it's calculated and spending guidance can be found [here](#).
- Please note that documents relating to 2026-27 condition funding methodology & spend guidance, school capital funding allocations for 2026-27 and condition funding grant determination letter have been updated.

High needs provision capital allocations

- Local authority funding to support the provision of new places and improve existing provision for children with SEND or requiring alternative provision is published [here](#).
- The following High needs provision capital allocations documents have been updated or added:
 - 2021 to 2026 document updated to include 2027.
 - Explanatory note updated
 - Guidance for 2026-27 updated
 - Memorandum of understanding added
 - Grant determination letter financial year 2026-27 added
 - Special & alternative provision free school places: grant determination letter for 2026-27 added

Inclusive funding 2026-27: mainstream & early years

- The following 2026-27 inclusive funding guidance has been published
 - [Inclusive early years fund](#) - guidance for local authorities delivering the government's free early years entitlements programme. This additional funding will be paid to local authorities in 2026/27 financial year to support the early years sector become more inclusive of children with SEND. Local authorities will pay this to early years providers in accordance with the conditions of grant.
 - [Inclusive mainstream fund](#) – Funding for schools and 16-19 providers for 2026-27 to prepare & deliver inclusive practice.

High needs funding arrangements: 2026-27

- Information for local authorities, schools and colleges about high needs funding arrangements for the 2026-27 financial and academic year are published [here](#).
- Following publication of 'Every child achieving and thriving', the '*High needs funding: 2026-27 operational guide*' in the suite of information has been updated. In addition, a '*Legacy funding calculator: 2025/26 CSBG and other legacy funding*' has been added.

16-19 funding

- Guidance on 16-19 education and skills funding rules for the current and previous funding years is published [here](#). This advice has recently been updated for 2026/27 provision
- Additionally, [16-19 funding: in-year growth for 2025/26](#) has been added to the information about in-year growth funding for 16-19 education (including up to 24 for those with high needs) for academic year 2025/26.

News & Updates to National Guidance – Finance & Funding

Core schools budget grant (CSBG) 2025-26 for special schools, special post-16 institutions and alternative provision

- Guidance for local authorities, schools and colleges on the core schools budget grant (CSBG) for 2025-26 is published [here](#). CSBG allocations and conditions of grant are also published here.
- The '*Core schools budget grant (CSBG) 2025 to 2026 allocations for special schools: (March 2026)*' has recently been added to the suite of information.

Dedicated Schools Grant (DSG)

- Information on how much local authorities receive for DSG funding and how it is calculated is published for the following financial years.
- [2026-27](#) – please note that the 'DSG: conditions of grant 2026-27' has been updated following the launch of SEND consultation.
- [2025-26](#) – please note that the March update to the 2025-26 dedicated schools grant (DSG) funding allocations reflect in-year recoupment, high needs deductions. An update to early years also includes autumn 2025 census data and a '*DSG pupil number tool 2025-26 (March 2026)*' has been added.

Pupil premium

- Information on [pupil premium funding](#), how school leaders can use it effectively and pupil premium strategy statements have been updated to include 2026/27 financial year guidance for school leaders on using the pupil premium.
- In addition, published allocations & conditions of grant can be found for the [2026-27 financial year](#) and the [2025-26 financial year](#). The 2026/27 financial year information now includes a spreadsheet and information about pupil premium allocations.

Published Reports, Research & Evaluations

Family Routes: educational outcomes for children in long-term foster care

- [Family Routes](#) is a longitudinal study that explores the longer-term outcomes of children in different types of permanence arrangements.
- This report focuses on children who local authorities decided should have a stable, permanent placement in long-term foster care.
- It considers educational outcomes up to the age of 24 and the stability of the long-term placement

Resources, Training & Campaigns

Successful transitions: a primary perspective

- Register for a successful transitions webinar for primary and secondary schools delivered by Rachel Wilkes, CEO of Humber Education Trust. This session on **Tuesday, 28 April 2026 at 4-5pm** will cover approaches to and strategies for successful transition between primary and secondary phases. Register [here](#)

SEND reform in schools

- The School Standards Minister, Georgia Gould, is hosting two live events on **Wednesday, 29 April 2026** for those working in [primary schools at 4pm](#) and [secondary schools at 5pm](#). The sessions will provide an opportunity to hear about the government's ongoing consultation on SEND reform and what the proposals mean for the sector.

An introduction to using the FMS software comparison matrix

- Register for a Financial Management System (FMS) comparison matrix webinar to be held on **Tuesday, 5 May 2026 at 11-11:45am** for trusts looking to upgrade their FMS software and to learn how to use the FMS comparison matrix. Register [here](#).

Schools and Academies Show

- Register for the Schools and Academies Show at Excel, London on **Thursday, 7 May 2026** and visit the [Government Education Village](#) and the [DfE theatre](#) to ask questions and find out how our products and services can support your school. Register [here](#).

Focus on SEND reform in post-16 with the Skills Minister

- The Skills Minister, Jacqui Smith, will discuss SEND reform and answers questions from those working in the post-16 sector at an online event on **Monday, 11 May 2026, 4-5pm**.
- The session will look at the government's plans for the sector and what the recently announced SEND reforms mean for the post 16 sector. The minister also wants to hear from you and will answer a selection of questions from the live chat.
- Register [here](#).

School-based Nursery (SBN) Capital Grant 2027 to 2030 Phase 3 Technical Webinar

- Register for a webinar on **Tuesday, 12 May 2026 at 10-11:30am** for those who will lead and support the delivery of school based nursery projects as part of phase 3 of the programme. Learn about guidance on technical standards, planning permission and consents, and delivering sustainable, value-for-money projects. Register [here](#).

New deepfake lessons to help safeguard children against AI-generated sexual imagery

- With support from the Home Office, the PSHE Association have produced a [suite of free RSHE lesson plans](#) that give all schools access to the tools and strategies to educate about deepfakes and protect children and young people from AI-generated sexual imagery.

Resources, Training & Campaigns

Prepare for key stage 2 test week

- Key stage 2 test week starts on 11 May 2026.
- The DfE have produced a video to help schools get prepared for this year's tests. The video covers the essentials on changes for this year, test timetables, access arrangements, timetable variations, test administration, online attendance registers, headteachers' declaration form and returning test scripts.
- The video also provides answers to some common questions asked by schools in previous KS2 test weeks.
- [Watch the video and share with your colleagues](#)

New reception year quality support

- The DfE have launched new support for schools, trusts and local authorities to improve reception year quality:
 - New [reception networks](#) to strengthen practice and collaboration
 - new [early years foundation stage profile assessment support](#) to build confidence and reliability
 - the [compare your good level of development reports](#) on the [View your education data](#) platform.
- Use these offers to review practice, strengthen provision and help more children reach a good level of development by the end of reception.