

# Information, Guidance & Resources

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18 June 2026

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## Published Research & Evaluations (continued)

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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 29 May 2026.
- Use the '[Compare your attendance](#)' dashboard to compare with other schools in the local authority. This has been updated to show data for this current academic year. Use it to compare absence and unauthorised absence, as well as special educational needs and free school meals pupils.
- See [here](#) for the latest publication.
- The attendance rate (proportion of possible sessions attended) was 91.01% across all schools in the week commencing 18 May 2026 (absence rate 8.99%).
- Absence was 0.56 percentage points higher across all schools when compared to the equivalent week in the last academic year ([week commencing 19 May 2025](#)). This has been driven by a 0.30 percentage point increase in authorised absence and a 0.26 percentage point increase in unauthorised absence.
- The data shows that the attendance rate across the 2025/26 academic year to date was 93.25%. The absence rate was, therefore, 6.75% across all schools. The rate of authorised absence 4.51%, unauthorised absence 2.24% and persistent absence 18.07%, which is a 0.09percentage point decrease compared to the equivalent point last academic year.

School Type	Absence Rate (w/c 18 May 2026)	Absence Rate (2025/26 academic year to date)
State funded primary	6.34% (3.88% authorised and 2.47% unauthorised)	5.11% (3.69% authorised and 1.41% unauthorised)
State funded secondary	11.67% (7.23% authorised and 4.44% unauthorised)	8.35% (5.22% authorised and 3.13% unauthorised)
State funded special	14.52% (10.19% authorised and 4.34% unauthorised)	12.96% (9.46% authorised and 3.50% unauthorised)

# Special educational needs in England: January 2026

- This publication analyses the characteristics of pupils by their special educational needs provision and type of need.
- It's based on data collected through the school census, general hospital school census and school-level annual school census (SLASC) for independent schools
- See [here](#) for more information and data.

## Pupils with an EHC plan

**538,547**

pupils in schools in England. Up by 11.6% from 2025

## HC plan (percent)

**6.0%**

percent of pupils with an EHC plan. Up from 5.3% in 2025

## Pupils with SEN support/SEN without an EHC plan

**1,319,780**

pupils in schools in England. Up by 2.8% from 2025

## SEN support/SEN without an EHC plan (percent)

**14.8%**

percent of pupils with SEN support. Up from 14.2%

## Headline Facts :

### Over 1.8 million pupils in England have SEN

- This is an increase of 91,400 (5.2%) pupils since 2025 and includes pupils with an EHCP and pupils with SEN support. The increasing trend has continued since 2016.
- The percentage of pupils with an EHC plan has increased to 6.0%, from 5.3% in 2025.
- The percentage of pupils with SEN support has increased to 14.8%, from 14.2% in 2025.
- The most common type of need for those with an EHCP is autistic spectrum disorder, and for those with SEN support is speech, language & communication needs.

### The number & percentage of pupils with SEN continues to rise

- The number of pupils with an EHC plan increased by 11.6% between 2025 & 2026 to 538,500 and has more than doubled since 2016. The number of pupils with SEN support has increased by 2.8% from 2025 to 2026, and by 33.0% since 2016. Since 2016, the [total pupil population increased by 4.2%](#), meaning that there are now proportionally more pupils with an EHCP or SEN support.
- There are now 6.0% of pupils with an EHCP and 14.8% pupils with SEN support, continuing the increasing trend since 2016. Prior to 2016, the [rate had remained steady at 2.8%](#). This increase is consistent with [local authority data on the number of EHCPs for all children & young people](#).
- Pupils with an EHCP account for an increasing proportion of pupils with SEN; 29.0% of pupils in 2026, up from 19.3% in 2016.

# Schools, pupils & their characteristics: academic year 2025/26

- This publication analyses school and pupil statistics for England including age, gender, free school meals (FSM), ethnicity, English as additional language (EAL), class size..
- See [here](#) for more information and data.

## Count of pupils of all ages

**8,920,227**

All schools in England - decrease of 112,200 from 2024/25

## Number of schools

**24,499**

All schools in England - increase of 20 from 2024/25

## Percentage of pupils

**26.5**

Eligible for free school meals - up from 25.7 in 2024/25

## Average class size

**25.9**

Infant classes - decrease of 0.3 from 2024/25

## Headline Facts :

### The number of pupils in schools in England has decreased

There has been a decrease of 112,200 (1.2%) pupils across all school types from the previous year, with a total of over 8.9 million pupils. This includes all state-funded and independent schools. The number of schools has increased slightly, by 20 to 24,499.

### Free school meal eligibility continues to increase

26.5% of pupils are eligible for free school meals, up from 25.7% in 2024/25. This represents over 2.2 million pupils.

### Almost 1.6 million infant pupils were recorded as taking a free school meal on census day

Over 1.2 million pupils received a meal through the Universal Infant Free School Meals policy. There has been a slight increase in the proportion of pupils taking lunch on census day from 88.2% to 88.4%.

### The average class size for infant pupils (reception, year 1 and year 2) has decreased

Infant class size has decreased slightly to 25.9 from 26.2 in 2024/25; this is the lowest infant class size since 2008/09. There is a statutory limit of 30 pupils in an infant class.

# Ofsted Published Information & Data

## Inspection materials update

- Ofsted has published the first of their annual updates to the education inspection toolkits and operating guides. This includes toolkit, operating guides and information for:
  - [School inspection](#)
  - [Early years inspection](#)
- A renewed '*education inspection framework: supporting evidence base*' has also been published. This is statutory and non-statutory guidance, professional standards and relevant research that Ofsted reviewed to inform and develop the renewed education inspection framework and toolkits. Updates align the standards to the above updated education toolkits that will come into force in September 2026.
- Read the supporting [press release](#).

## Contracted Ofsted Inspectors

- Find out if you have the qualifications and experience to contract as an Ofsted inspector for
  - [schools or further education and skills](#)
  - [childminders, day care and other childcare providers](#).
- Please note that Ofsted have updated the criteria for '*Who can be a contracted Ofsted inspector*' to explain how grades received under the renewed education inspection framework influence their contracting decisions.

## School inspections: statistical commentaries 2025 to 2026

- See [here](#) for Short commentaries that explore different aspects of schools data.

## Ofsted pen portraits of HM Inspectors (HMI)

- [The HMI pen portraits](#) give a biographical summary of individual inspectors' experience and expertise.
- Updates have been made to some pen portraits to include SEND experience (correcting an earlier technical error).

## Martyn Oliver's speech to the National Day Nurseries Association

- Ofsted's Chief Inspector, Sir Martyn Oliver, [spoke at the National Day Nurseries Association \(NDNA\) Conference](#) on 5 June.
- He spoke about a better, safer system, what can you do, what Ofsted are doing, discerning & differentiating and what Ofsted are seeing & exceptional practice

## State-funded school inspections and outcomes

- Management information aggregated and published monthly, and publications of inspections and outcomes from 2005-15 and 2015-19 are published [here](#).
- Management information has recently been updated as at 31 March 2026, 30 April 2026 and 31 May 2026.

## School inspection data summary report (IDSR) guide

- This [guide](#) provides an overview of the inspection data summary report (IDSR) for primary and secondary schools, including schools with a sixth form, and gives guidance on how to interpret the data.
- Updates to the IDSR have been made for all schools with the DfE's 2025/26 daily attendance collection up to and including spring part 2. The IDSR guidance has been updated to reflect this latest update.

# Government Consultations, Calls for Evidence, Surveys & Research Requests

## Survey on how schools manage SEND information

- The DfE are carrying out research into how mainstream primary and secondary schools record, monitor and share information about children with SEND. They have gathered insight from schools, and now invite you to complete a survey to build a clearer picture of current practice and how experiences vary across the sector.
- They want to hear from staff in mainstream schools whose role includes one or more of the following (this may include, but is not limited to SENCOs, teaching and support staff ):
  - coordinating and reviewing SEND support
  - creating and updating SEND support plans
  - using SEND information to support day-to-day teaching
  - receiving and sharing SEND information with other settings, organisations, or professionals
- If you are interested, [complete the survey](#) by **25 June 2026**
- Please [click here](#) if you have any questions

## Screen use by children aged 5 to 16

- This call for evidence invites research on screen use among children aged 5 to 16. It aims to gather robust evidence on impacts across health, development, wellbeing, behaviour and learning.
- Findings will inform new government guidance for parents and shape future policy on screen use in schools. It will also help to support effective, safe and beneficial use of digital technology by children & young people.
- See [here](#) to share your views. The consultation closes at **11.59pm on Monday, 29 June**.

## Take part in the Education Endowment Foundation EY funded trials

- The Education Endowment Foundation (EEF) are recruiting nurseries and schools to take part in funded trials of programmes for early years settings, focused on strengthening language and self-regulation for ages 3 to 5 years.
- Programmes include:
  - [Talk With Tales for Children](#): A professional development programme that supports practitioners to use dialogic reading and themed story sessions to strengthen language development. The sign-up deadline is midnight on 31 July 2026.
  - [Positive Early Childhood Education](#): A professional development programme that offers practical strategies to improve self-regulation, behaviour, and social interaction. The sign-up deadline is midnight on 31 July 2026.
  - [OxEd Whole Class & Nuffield Early Language Intervention \(NELI\)](#): A universal oral language enrichment programme for reception pupils, delivered alongside or separately from NELI. The sign-up deadline is midnight on **30 June 2026**.
- All participants receive financial recognition, and those delivering programmes benefit from training, coaching, and resources.
- [Search your setting](#) to find suitable programmes and register your interest

# Government Consultations, Calls for Evidence, Surveys & Research Requests

## Education staff wellbeing charter survey

- Education settings are invited to complete a short survey about the [education staff wellbeing charter](#).
- The survey gives settings an opportunity to share how the charter is working in practice, as well as on how it can be better supported with practical tools and resources.
- The charter promotes inclusive, positive whole-organisation cultures, where all staff benefit from supportive professional relationships. It also represents a shared commitment between the DfE, Ofsted, teaching and leadership unions, and schools and college employers to promote and protect staff wellbeing.
- Responses are welcomed from signatories and from settings considering signing up.
- Please complete one [survey](#) per setting by **Tuesday, 30 June**.

## Independent review into antisemitism

- In March 2026 the Secretary of State for Education asked Sir David Bell to conduct [a review into antisemitism in schools and colleges in England](#).
- As part of this review, the call for evidence seeks views from people with relevant lived experience, knowledge or expertise of antisemitism in schools and colleges.
- It will inform practical recommendations for the DfE and sector leaders on how to effectively prevent, identify and respond to antisemitism and other forms of hatred and prejudice.
- See [here](#) for more information and to share your views.
- The consultation closes at **11.59pm on Wednesday, 1 July**.

## Regulating post-16 vocational & technical qualifications at levels 2 & 3

- Ofqual have launched a [consultation](#) on their proposed regulatory approach, including on assessment and grading for Level 3 V levels, Level 2 Foundation Certificates, Level 2 Occupational Certificates and retaking core exams in technical qualifications within T levels.
- This consultation is split into 6 parts and seeks views on both our proposed regulatory approach, and the specific Conditions, requirements and guidance we propose to set to require these approaches.
- This consultation closes on **2 July 2026**.

## Information sharing duty statutory guidance

- The Information Sharing duty will apply from September 2026. Ahead of this, the DfE are seeking views from safeguarding organisations and their practitioners on draft statutory guidance, including a data sharing agreement template.
- The statutory guidance is intended to promote consistent implementation and support a cultural shift in how information sharing is understood and practised across sectors. It will replace the [DfE's existing guidance on information sharing](#). Statutory guidance on [working together to safeguard children](#) will, however, still apply.
- See [here](#) to share your views.
- The consultation closes at **11.59pm on Tuesday, 14 July**.

# Government Consultations, Calls for Evidence, Surveys & Research Requests

## Free breakfast club survey

- Over 1,250 schools are already seeing the benefits of [free breakfast clubs](#). Learnings from these schools have shaped a suite of [resources & case studies](#) to support implementation.
- Following the passage of the Children's Wellbeing and Schools Act (2026), all schools with primary-age pupils will be required to offer a free breakfast club. The DfE will help new groups of schools get up and running in stages throughout 2027 and 2028, and they will let you know when applications are open. On 3 June 2026, the Secretary of State [wrote to schools](#) about the next phase of the national roll out.
- To help the DfE understand how best to support schools as national roll out continues, they recently sent a short survey to schools that are not yet part of the programme.
- Please [complete the survey](#) by 17 July 2026.

## 16-19 Performance measures

- The DfE is seeking views on proposals to improve 16-19 school and college performance measures
- The proposals aim to reform performance measures so that they improve outcomes and provide parents, students, and other users of the data with reliable and meaningful information.
- Views are sought on the ways in which we can make 16-19 performance measures more consistent & comprehensive, improvements to English & maths progress measures and to refining retention measures
- See [here](#) for more information and to share your views.
- The consultation closes at **11.59pm on Tuesday, 21 July**.
- Read the press release [here](#).

## GCSE natural history proposed subject content

- The DfE have worked with experts and stakeholders to develop proposed subject content for a new GCSE in natural history.
- The GCSE will allow students to engage with and study specific organisms, including plants or animals and the contexts in which they live, and their complex interactions and dependencies.
- It will develop students' skills of observation, description, recording and analysis, through sustained and structured field study.
- Findings from this consultation will be taken into account when finalising the subject content.
- Ofqual will consult on assessment arrangements later this year.
- See [here](#) to share your views.
- The consultation closes at **11.59pm on Friday, 4 September**.
- Read the supporting press release [here](#).

# News & Updates to National Guidance

## Fraudulent copyright infringement emails

- A multi-academy trust was contacted by a company alleging that the trust had used copyrighted images belonging to one of the company's clients and financial compensation for this alleged usage was demanded. Following investigation, the Trust believed the communications to be fraudulent and designed to pressure them into making unwarranted payments.
- If schools receive similar communications, the DfE recommend:
  - Remaining vigilant when dealing with unsolicited or unexpected communications
  - Do not click on any links. Hover over them to preview the URL, then verify authenticity using a trusted source or known channel
  - Do not make any payments without independently verifying the claim
  - Report suspicious communications through your usual fraud reporting channels
  - If you've clicked on suspicious links, change your password and report this to your IT department/provider following your cyber security plan
- If you have received similar correspondence, or have any concerns or queries, please notify [counter.fraud@education.gov.uk](mailto:counter.fraud@education.gov.uk).
- The [Counter fraud guidance for education & training providers](#) page collates relevant guidance and resources in one place.
- Details on how to report suspected fraud in the education sector can be found on the [Report fraud or financial irregularity to DfE](#) page.

## Launch of Cyber Security Hub

- The DfE have recently launched the [Cyber Security Hub](#) for schools. This new service provides schools with trusted, practical guidance to help strengthen cyber resilience, reduce cyber risk, and respond to cyber incidents.
- Developed with direct input from school users, the Hub brings together incident response guidance, case studies and resources.

## Meeting digital & technology standards in schools & colleges

- See [here](#) for information on how schools & colleges can use the right digital infrastructure and technology.
- Updates have been made to information on the 'Filtering and monitoring: core standard' for clarity on assessing the risk around generative AI in schools and colleges.

## RISE support for reception improvement

- The DfE offers a range of online and in-person school support and professional development for improving teaching and leadership of reception.
- See [here](#) for the published reception improvement offer which now includes a link to '*Early identification of oral language needs for Reception-aged children*' webinar. It has also been updated to include information on the reception improvement support currently available.

# News & Updates to National Guidance

## Destinations of key stage 4 & 5 students: 2024

- Data on students going into apprenticeship, education and employment destinations, and on 16 to 18 students progressing to higher education or training is published [here](#). It includes information on key stage 4 destinations, 16-18 destinations, progression to higher education or training and longer term destinations.
- The 'Longer-term destinations information has been updated to link to 2023-24 statistics.

## Develop languages education in your school

- The [National Consortium for Languages Education \(NCLE\)](#), funded by the DfE, is developing its support for language teachers and school leaders across England in 2026/27.
- This includes:
  - helping teachers navigate the revised programme of study for languages via Language Educators Online (LEO), an evidence-based online platform with curriculum resources developed with experienced network leads
  - strengthening system leadership for languages through its established strategic learning networks
  - welcoming new schools to join one of two new National Priority Projects focusing on AI and intercultural learning centrally. These are led by experts from NCLE and UCL Institute of Education
- Sign up [here](#) to receive news and updates from NCLE and connect with your [local Language Network](#).

## Grooming Gangs Inquiry – formal notice to retain data

- In March 2026, the Chair of the [Independent Inquiry into Grooming Gangs](#) issued a high-level instruction to retain and preserve any material, digital or physical, that may be relevant to the inquiry.
- The inquiry has now issued a [formal notice](#) requiring individuals and organisations who hold potentially relevant information to preserve it and not destroy, conceal, or alter it.
- If you have any enquiries, please contact [contactus@grooming-gangs.independent-inquiry.uk](mailto:contactus@grooming-gangs.independent-inquiry.uk).

## Supporting SEND reform: developing the Experts at Hand offer

- Guidance and documents setting out expectations for local authorities and integrated care boards to develop and deliver their Experts at Hand offer in year 1 has been published [here](#).
- Read the supporting press release [here](#) which sets out how local areas are to begin increasing access to speech & language therapists, occupational therapists and educational psychologists from September 2026

## Early years foundation stage profile assessment support

- Early years foundation stage (EYFS) profile assessment support for school leaders and practitioners is published [here](#).
- Please note that Module 7 of the online early years child development training linked from this guidance now includes EYFS profile content, plus additional videos to support children in reception

# News & Updates to National Guidance

## Communicating with parents about school attendance

- Information and resources to help schools communicate well with parents and carers to support improved attendance have been published [here](#).
- The guide includes:
  - new insights into attendance communications that work (and those that do not)
  - practical suggestions about how, what and when to communicate
  - resources to share with parents, including [NHS illness-absence advice](#) and a [series of animations](#)
  - ready-to-use letter & text message templates, phone call scripts and content on attendance topics
- Inspirational and instructive videos are also available. The leaders of 8 attendance and behaviour hub schools share their [successful approaches to engaging & communicating with parents to improve attendance](#).

## Monitor your school attendance: user guide

- Guidance for schools, academy trusts and local authorities on using the monitor your school attendance tool are published [here](#).
- Updates have been made to the
  - 'Monitor your school attendance: user guide' to add a new section 'Explore your attendance patterns'
  - 'Data you can access and use'
  - the 'Year 6 transition data download' section in 'Monitor your school attendance: user guide'.

## Key stage 4 qualifications, discount codes and 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.
- Please note '*Performance points for qualifications counting in the 2025 key stage 4 performance tables*' have been replaced with '*Performance points for qualifications counting in the 2026 key stage 4 performance tables*'.

## 16 to 18 qualifications, discount codes and point scores

- Approved 16 to 18 qualifications, discount codes and point scores for reporting in the 2018 to 2027 school and college performance measures are published here.
- Please note '*Performance points for qualifications counting in the 16 to 18 performance tables 2025*' have been replaced with '*Performance points for qualifications counting in the 16 to 19 performance tables 2026*'.

## Transforming children & young people's mental health provision

- A summary of the delivery of commitments in the transforming children and young people's mental health provision green paper is published [here](#).
- This information now includes a link to the 2026 data for mental health support teams coverage and school and college experience.
- Read the [press release](#) which sets out how the government is on track to meet its manifesto promise that every school and college will have access to mental health support teams by the end of 2029

# News & Updates to National Guidance

## Similar schools model for attainment

- See [here](#) for information on how the similar schools data model for attainment will work when it is introduced in September 2026.
- The overview given sets out why Ofsted and the DfE are producing similar schools data as additional information for assessing school achievement.
- It covers:
  - how the model will allow schools to benchmark themselves against better performers
  - the variables used in the similar schools model to explain attainment at key stage 2 and key stage 4
  - how Ofsted inspectors will use the data
  - how schools will be able to use the similar schools functionality

## Maximising Value for Pupils news and guidance

- On 8 June 2026, the Secretary of State [wrote to all schools](#), outlining what the DfE are doing to support schools, highlighting stronger contracts and lower costs. Following that message, they have shared a free resource that could save your school time and money.
- The Maximising Value for Pupils newsletter delivers the latest frameworks, guidance and tools to your inbox. From energy deals to finance, from estates to buying options, helping you get better deals and stretch your budget further for your pupils.
- Sign up [here](#) to receive the newsletter.

## Working or volunteering in regulated activity with children

- Guidance on the checks needed for workers and volunteers engaging in regulated activity with children can be found [here](#).
- This information has been updated to reflect the removal of the supervision exemption for volunteers and workers in regulated activity with children.
- This change is in relation to the [Crime & Policing Act 2026](#) which removes the 'supervision exemption' from the definition of regulated activity, following a recommendation from the Independent Inquiry into Child Sexual Abuse.
- From 1 September 2026, any person volunteering in a school or college who teaches, trains, instructs, cares for or supervises children frequently or on more than 3 days in a 30-day period, or overnight, will be in regulated activity, regardless of whether or not they are supervised.
- Schools and colleges must review volunteer roles before this date and ensure that any volunteer in regulated activity has an enhanced DBS check with children's barred list information. Arrangements should be put in place now to obtain any required checks.
- Updates will be included in the forthcoming publication of Keeping children safe in education 2026.

## Universal infant free school meals (UIFSM): 2026/27

- See [here](#) for published allocations, conditions of grant and what the FSM expansion means for UIFSM funding for the 2026 to 2027 academic year..

# News & Updates to National Guidance

## School suspensions and permanent exclusions

- Guidance on the [suspension and permanent exclusion of pupils from local-authority-maintained schools, academies and pupil referral units](#) has been updated to clarify information regarding the duty to inform parents about an exclusion (see paragraph 64 of '*Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (comes into force from 26 July 2026)*').

## The enrichment framework for schools and colleges

- Non-statutory guidance to support schools and colleges to design and deliver a high-quality enrichment offer for all pupils and students has been published [here](#).
- Read the supporting [press release](#) here which sets out that children in every part of the country are to get access to enriching activities to beat isolation online and build connections in the real world.

## Protection of children's biometric information in schools

- Guidance for schools, sixth-form colleges, 16 to 19 academies and further education institutions wishing to use automated biometric recognition systems is published [here](#).
- Please note that the '*Protection of biometric data of children in schools and colleges*' has been updated.

## Data protection in schools

- Guidance for schools, academies and trusts on data protection, protecting personal data, complying with data protection law, and responding to data breaches and other data protection issues is published [here](#).
- The information on data protection policies and procedures (which sets out how to comply and document compliance with UK GDPR and the Data Protection Act 2018) has been updated to add a '*Filtering and monitoring*' section to '*Cyber security and safeguarding*'.

# News & Updates to National Guidance – Finance & Funding

## Free breakfast clubs grant 2025 to 2026 academic year

- Guidance for schools and local authorities on [funding for the free breakfast clubs programme](#) rolled out from April 2026 has been updated to include 'Breakfast clubs spring arrears allocations: May 2026' and 'Breakfast clubs summer upfront allocations: May 2026'.

## Urgent capital support

- The DfE funds urgent capital support (UCS) as part of [the condition improvement fund](#). UCS is specifically for urgent condition issues that pose the threat of immediate school closure.
- Information on how eligible schools and colleges can apply for funding to address urgent condition issues that pose the threat of immediate school closure is published [here](#). Please note that the 'Urgent capital support: how to apply' guidance has recently been updated.

## Condition Improvement Fund: 2026 to 2027 outcome

- The DfE has provided over £450 million for the 2026/27 Condition Improvement Fund (CIF) programme. Information for academies, sixth-form colleges and voluntary-aided schools about the outcome of the CIF 2026/27 has been published [here](#).

## Schools block national funding formula: split sites funding

- Information for schools eligible for split sites funding and numbers of additional sites that qualify for the basic and distance elements of the funding is published [here](#).
- Please note that the 'Schools block national funding formula: split sites funding' has been updated for the 2027/28 financial year.

## Inclusive mainstream fund: 2026-27

- Funding for schools and 16 to 19 providers for 2026/27 through the inclusive mainstream fund is published [here](#).
- Information on the 'Inclusive mainstream fund for 16 to 19 providers: methodology 2026 to 2027' has been updated to include information about fund rates for financial year 2026/27. In addition 'Inclusive mainstream fund allocations' and 'Inclusive mainstream fund allocations: 16 to 19 providers' have been added.

## Early education partnerships funding

- Guidance for early years providers and state-funded primary schools in England applying for the early education partnerships funding opportunity has been published [here](#).
- This page includes supporting information and a link for application (which should be made by **11.59pm on Friday, 17 July**).

## Initial teacher training general mentor funding

- The claim window for initial teacher training (ITT) general mentor funding for academic year 2025/26 will close on 17 July 2026. Schools will not be able to submit a claim in this window after this date.
- See here for [additional guidance](#) or contact [ittmentor.funding@education.gov.uk](mailto:ittmentor.funding@education.gov.uk) for further queries.

# Published Research & Evaluations

## Risk factors for becoming NEET: a statistical analysis using linked data

- Analyses risk factors for being not in education, employment or training (NEET) at ages 17 to 19 and 20 to 24 have been published [here](#). The report presents DfE analysis of a detailed cohort study – the longitudinal survey of young people in England 2 (LSYPE2) – linked to longitudinal education outcomes data.
- Risk factors considered include:
  - Education, health and care (EHC) plan status
  - Attendance and attainment in school
  - Young people’s engagement in school
  - Experience of the care system

## Attendance mentors intervention: year 2 and 3 evaluation

- See [here](#) for findings from the year 2 and 3 evaluation of the attendance mentors intervention which aim to show:
  - how the intervention has been implemented and examine any barriers or enablers to the implementation of the intervention
  - why and how the intervention achieved its outcomes of interest across different pupil contexts
  - to what extent the intervention improved school attendance for children and young people (CYP)
- Findings will add to the evidence base on what works for improving attendance and will help to inform similar programmes such as [Attendance Mentoring](#).
- [Year 1 findings](#) are also available.

## School and college voice: omnibus surveys for 2025 to 2026

- The school and college voice is a regular online survey which gathers views within the academic year from senior leaders and classroom teachers in state-funded primary, secondary and special schools, and in colleges. See [here](#) for more information.
- ‘*School and college voice: January 2026*’ has been added to the available information as well as data tables for teachers and leaders for 2026. The ‘*School and college voice technical report: 2025/26 academic year*’ has also been updated.

## Breakfast club early adopters: interim evaluation

- This [research](#) was commissioned to evaluate the free breakfast clubs programme, focusing on its early adopter phase. It involved schools and parents as research participants.
- The report offers recommendations for schools on running free breakfast clubs. This is an interim report with further findings expected to be published later in the year.

## School attendance: annual and one-off events driving short-term absences

- See [here](#) for analysis of reasons for absence during selected events to help schools and responsible bodies better understand and support the attendance of their pupils.
- Read the [supporting press release](#) which sets out how the analysis shows children are up to 55% more likely to miss school on their birthday.

# Published Research & Evaluations

## Energy for Schools benchmarking report

- Benchmarked schools provided their annual electricity and gas consumption and cost during financial year 2024 to 2025. This [analysis](#) estimates what their potential cost would be if they used the DfE Energy for Schools (EfS) service and summarises the cost and percentage difference.
- The data indicates estimated savings and savings percentages for a typical benchmarked primary and secondary school, split by electricity and gas.

## Supply teachers framework benefits report

- The DfE and Government Commercial Agency have developed a new framework which caps the amount of margin supply agencies can charge schools when hiring supply teachers and temporary staffing.
- This [report](#) uses published supply teacher cost to schools data and provides a comparison between cost of hiring a supply teacher off-framework versus through the framework. Savings due to capped margins are estimated for a typical teacher in primary, secondary and special school.

# Resources, Training & Campaigns

## RISE reception quality webinars

- Supporting smooth transitions into reception is a free RISE reception quality webinars for reception year teachers and leaders covering Early Years Foundation Stage (EYFS) assessment, transitions into reception, and how to prepare for high-quality provision.
- The webinar will take place on Wednesday 24 June at 4pm. See [here](#) for more information and registration.

## DfE live events

- See [here](#) for information on the DfE's remaining summer term webinars and power hours.
- Topics include supply teachers framework, free school meals guidance, banking, Management Information Systems (MIS) framework updates, budget forecast return and Risk Protection Arrangements (RPA).

## Recruit international teachers & sponsoring visas webinar

- [Join this webinar](#) on **Thursday 2 July 2026 at 4pm to 5pm** to find out about sponsoring visas, and how schools can recruit international teachers. This is predominantly aimed at primary and secondary schools who both currently sponsor visas and would like a refresher as well as schools who have never sponsored visas before.

## Monitor your school attendance

- Register for a webinar on **Tuesday, 7 July 2026 at 11am to midday** about the attendance support package. Hear about new tools in the Monitor your school attendance service and wider new resources. Sign up [here](#).

## Strengthening partnerships between education settings and Mental Health Support Teams

- Register for an NHS England workshop, co-hosted by DfE on **Wednesday 8 July 2026 at 3:45pm to 5pm** on strengthening partnerships between education settings and Mental Health Support Teams (MHSTs). Sign up [here](#)

## Prepare for winter illness webinar

- Together with the UK Health Security Agency (UKHSA) and NHS England the DfE are hosting a [free webinar](#) on **Wednesday, 24 June at 4pm to 5:15pm** to help all schools (including specialist SEND schools) and their staff prepare for the autumn flu vaccination programme.
- The session will cover:
  - the importance of flu vaccination for children's health and learning,
  - how the flu vaccine works,
  - how schools can work effectively with their local School Age Immunisation Service (SAIS) team,
  - a brief overview of the wider importance of childhood and adolescent vaccines.
- The webinar is aimed at headteachers, school staff, local authority education officials, and education professionals, including those supporting children with SEND.
- UKHSA has recently updated their guidance on [supporting immunisation programmes for children & young people](#). You should also take this opportunity to refresh yourself on [the small steps schools can take to reduce the spread of infection](#) in this blog from Professor Russell Viner, the Department's former chief scientific adviser

# Resources, Training & Campaigns

## Using AI in Education Settings

- A range of free support materials for staff in schools & colleges, developed by the Chiltern Learning Trust and Chartered College of Teaching are published [here](#). The materials aim to support the safe and effective [use of generative AI in education](#).
- Updates have been made for the 2026 to 2027 academic year, including:
  - [Support for school & college leaders](#) - Support materials for school and college leaders about using AI (artificial intelligence) effectively and safely
  - [Understanding AI in education: module 1](#) – Support materials to understand how to use AI safely & effectively in their education settings.
  - [Interacting with generative AI in education: module 2](#) – Support materials to use generative AI in education settings
  - [Safe use of generative AI in education: module 3](#) – Support materials to understand the risks of using AI and how to mitigate against them.
  - [Use cases of generative AI in education: module 4](#) – Support materials to use generative AI safely and effectively.

## Whole school approach to child sexual abuse

- The [Centre of expertise on child sexual abuse \(CSA centre\)](#) has launched a free, easy-to-use [Whole School Approach](#) framework to help early years settings, schools and colleges strengthen how they prevent, spot and respond to child sexual abuse.
- The framework helps settings audit practice, identify gaps and drive improvement, backed by [practical tools, templates & guidance](#).

## UK Drowning Prevention Week 2026

- The [Royal Life Saving Society's UK Drowning Prevention Week](#) takes place 13 to 20 June 2026.
- Drowning Prevention Week educates children aged 5 to 17 each June with crucial water safety advice just before the summer holidays, when young people are outdoors more and need these skills and knowledge most, so everyone can enjoy water safely.
- Support includes, [free resources](#) in relation to water safety and the [water safety code](#) and [information on activities near you](#) to raise awareness and educate children in water safety and lifesaving skills.
- Please share this information with parents and carers.
- Other resources include [the national water safety forum - UK drowning prevention strategy](#), [child accident prevention trust - drowning](#), [the British Red Cross - staying safe around water: first aid for drowning](#) and [the RNLI respect the water campaign](#)

## Safeguard children not in school

- The [Child Safeguarding Practice Review Panel](#) has published new resources to help safeguard children who are not in school.
- Children who are persistently absent or not in a school setting can be harder for practitioners to see and may be at greater risk. Persistent absence should be treated as a potential safeguarding concern, prompting multi-agency action rather than being seen solely as an attendance issue.
- Access the resources [here](#).

# Resources, Training & Campaigns

## Excellence in reception teaching course

- This national professional development (NPD) course is for experienced reception teachers. It uses the latest early years research and evidence to support teaching in today's classrooms. You will develop your practice and strengthen your understanding of key areas of child development.
- Guidance on the NPD course and how you can receive registration updates can be found [here](#).
- See [here](#) for a description of the course and content framework.

## Nuffield Early Language Intervention programme

- Practical information on how best to implement the Nuffield Early Language Intervention (NELI) programme (which is free and has confirmed funding until academic year 2028/29, subject to future spending rounds) is detailed in this [case study](#), written by an early years reception teaching assistant and this [teach-in session](#) on 'Early identification of oral language needs with LanguageScreen and NELI'.
- For further information and to register visit [NELI](#).

## Invoice fraud in the education sector

- The DfE are working with the National Crime Agency (NCA) to launch a new invoice fraud awareness campaign for education providers. The campaign highlights simple, practical steps that staff who process and pay invoices can take to prevent fraud.
- [Read the NCA leaflet](#) for more guidance and [sign up for DfE counter fraud updates and alerts](#).