

Information, Guidance & Resources

14 July 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 8 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 26 June 2026. During this week, exceptionally hot weather affected parts of England, with Amber and Red Extreme Heat Warnings and Heat-Health Alerts in place. This should be taken into consideration when interpreting absence rates, which may be higher than would otherwise be expected.
- 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 88.13% across all schools in the week commencing 22 June 2026 (absence rate 11.8%).
- Absence was 5.06 percentage points higher across all schools when compared to the equivalent week in the last academic year ([week commencing 23 June 2025](#)). This has been driven by a 3.16 percentage point increase in authorised absence and a 1.90 percentage point increase in unauthorised absence.
- The data shows that the attendance rate across the 2025/26 academic year to date was 93.14%. The absence rate was, therefore, 6.86% across all schools. The rate of persistent absence was 18.66%, which is a 0.32 percentage point increase compared to the equivalent point last year.

School Type	Absence Rate (w/c 22 June 2026)	Absence Rate (2025/26 academic year to date)
State funded primary	10.93% (7.03% authorised and 3.89% unauthorised)	5.26% (3.74% authorised and 1.52% unauthorised)
State funded secondary	12.77% (7.00% authorised and 5.77% unauthorised)	8.43% (5.22% authorised and 3.21% unauthorised)
State funded special	22.19% (17.23% authorised and 4.97% unauthorised)	13.13% (9.57% authorised and 3.56% unauthorised)

Education, Health & Care Plans: England 2026

- This publication provides data on the number of children and young people with an EHC plan in England, as well as the administration of EHC plans.

Headline Facts :

- **The total number of Education, Health and Care (EHC) plans has continued to increase** – The number of children and young people with EHC plans increased to 718,800, as at census day in January 2026, 12.5% higher than at January 2025. This is the highest year on year increase since EHC plans were introduced in 2014. This relates to all children and young people (aged 0 to 25) with an EHC plan, including those where the child or young person attends early years settings, further education or is educated elsewhere.
- **The number of new EHC plans issued in the calendar year has continued to increase** – There were 110,700 new EHC plans issued during the 2025 calendar year, 13.3% higher than the number issued during 2024. The number of new EHC plans has increased each year since their introduction in 2014.
- **The number of requests for, and number of EHC needs assessments carried out, has continued to increase** – There were 162,700 requests for an EHC needs assessment received during 2025, 5.3% higher than the number received during 2024. Local authorities (LAs) decided to proceed to an assessment for 65.2% of these requests, this is a similar proportion to 2024 (65.4%).

There were 118,800 EHC needs assessments carried out during 2025, 12.8% more than in 2024. The decision was to issue an EHC plan for 93.6% of assessments, the same as during 2024.

- **The percentage of plans issued with the statutory timeframe of 20 weeks has decreased** – During 2025, 46.1% of new EHC plans were issued within the twenty week statutory timeframe. This is slightly lower than during 2024 when this figure was 46.4%. These figures exclude cases where exceptions apply.

Number of EHC plans as at January 2026 718,838 12.5% higher than at January 2025	mber of new EHC plans which started during 2025 110,708 13.3% higher than during 2024	Number of requests for an EHC needs assessment 162,702 5.3% higher than in 2024
Number of EHC needs assessments carried out 118,821 12.8% higher than during 2024	Percentage of new plans issued within 20 weeks 46.1% slightly lower than in 2024 when 46.4% were issued within 20 week	Number of plans ceasing during the year 50,346 12.2% higher than during 2024

- See [here](#) for more information and data.

Suspensions & permanent exclusions in England: 2024-25

- This publication presents statistics on suspensions & permanent exclusions across state-funded schools in the academic year 2024/25. It looks at:
 - Reasons schools report for suspending and permanently excluding pupils
 - Suspensions and permanent exclusions by pupil characteristics
 - Permanent exclusion independent review panels
- The data has been collected in the school census. Data for earlier years is also included.
- See [here](#) for more information and data.

Suspension (rate) 10.88 in 2024/25 academic year. Decreased from 11.31 in 2023/24	Suspensions 913,000 in 2024/25 academic year. Decreased from 954,952 in 2023/24
Permanent exclusions (rate) 0.12 in 2024/25 academic year. Decreased from 0.13 in 2023/24	Permanent exclusions 9,906 in 2024/25 academic year. Decreased from 10,885 in 2023/24

Headline Facts :

- **The rate and number of suspensions decreased from 2023/24 to 2024/25**

The rate of suspensions in the 2024/25 academic year was 10.88 (equivalent to 1,088 suspensions for every 10,000 pupils). This is a decrease from 11.31 in 2023/24. There were 913,000 suspensions in 2024/25, a decrease of 4% from 955,000 in 2023/24.

- **The rate and number of permanent exclusions also decreased from 2023/24 to 2024/25**

The rate of permanent exclusions in the 2024/25 academic year was 0.12 (equivalent to 12 permanent exclusions for every 10,000 pupils). This is a decrease from 0.13 in 2023/24. There were 9,900 permanent exclusions in 2024/25, a decrease of 9% from 10,900 in 2023/24.

- **Persistent disruptive behaviour continued to be the most common reason for suspension**

Persistent disruptive behaviour accounted for 52% of all reasons given for suspension and for 40% of reasons for permanent exclusions.

Primary & Secondary School Applications & Offers: 2026

- These statistics show the number of applications to each local authority. They also show the number and proportion of offers based on whether a preferred offer was made and the level of that preference.
- The underlying data includes:
 - The numbers and proportions by preference level and whether the offer was within or outside the home local authority; and
 - A time series for previous years
- See [here](#) for more information and data.

First preference rate - primary 92.4% Down from 92.6% in 2025	First preference rate - secondary 83.6% Up from 83.5% in 2025
Preferred offer rate - primary 98.7% Up from 98.6% in 2025	Preferred offer rate - secondary 96.4% Up from 96.3% in 2025

Headline Facts :

- The proportion of applicants at both primary and secondary stage who receive an offer of their first preference school, or one of their preferred schools, varies very little year on year. For entry in September 2026, secondary applicants were slightly more and primary applicants slightly less likely than in 2025 to be offered their first preference school.
- Primary school applicants continue to be more likely to be offered their first preference school than secondary applicants (92.4% and 83.6% respectively). Primary and secondary applicants are both very likely to be offered one of their preferred schools (98.7% and 96.4% respectively).
- The offer rates should be considered in the context of continuing changes in the volume of primary and secondary applications. Primary applications continued to fall, by 1.6% since 2025, and the number of places local authorities made available also fell, by 1.4%. Secondary applications also fell, by 1.3% since 2025, as did places, by 0.2%.
- Local authorities administer separate processes for primary and secondary applications and offers. We present the figures separately because they are distinct exercises and can show different trends; for example, changes in birthrate were apparent in primary applications several years before they had an impact on secondary pupil numbers, and primary preference rates have been higher than secondary since 2015/16. However, if combined into a single rate, in 2026 the overall first preference rate (87.8%) was 0.1ppt lower than in 2025 and the preferred offer rate (97.5%) was 0.1 ppt higher. The 0.1ppt increase in preferred offer rate makes this the highest rate since the data collection began in 2014/15.

Participation in education, training and NEET age 16 to 17 by local authority

- LA management information for 2025/26 on participation and not in education or training (NEET) age 16 to 17 has been published [here](#).
- This release presents data for England showing the proportion of 16 and 17 year-olds participating in education and training and an estimate of those Not in Education, Employment or Training (NEET) by local authority (LA).
- Data 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. The information that must be reported to the DfE can be found in the [Management Information Requirement](#).
- Caution should be taken when using these figures due to the estimates being based on management information data. There is considerable variation at local authority level in how well 16 and 17 year olds are tracked, and hence 'activity not known' proportions can impact on the estimates of the proportion NEET.
- Note: Participation estimates are based on data collected in March each year. NEET and not known rates are based on an average of December/January/February data to ensure as robust an estimate around the end of the calendar year.

Headline Facts :

- **Participation in education and training, ages 16 and 17 by local authority** – Participation rates in March 2026 ranged from 58.9% in North Lincolnshire to 100% in City of London.

In the latest year,

- 63 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)
- 56 improved (increased by at least 0.5 percentage points)
- 33 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 2025/start of 2026 ranged from 0.0% in City of London to 49.3% in North Lincolnshire. North Lincolnshire's figures — including 1.1% NEET and 48.3% activity not known — should be treated with caution due to technical and processing issues in the latest reporting period.

In the latest year,

- 83 local authorities had relatively stable NEET/not known rates when compared to the same period of the previous year (within 0.5 percentage points)
- 33 improved (decreased by at least 0.5 percentage points)
- 36 had higher proportions NEET/not known than the previous year (increased by at least 0.5 percentage points).

Ofsted Published Information & Data

Martyn Oliver's keynote speeches

- Ofsted's Chief Inspector, Sir Martyn Oliver, spoke at the 2026 Festival of Education in Berkshire about what Ofsted are seeing, quality teaching making the greatest difference, professional development and positive practice. Read the full speech [here](#).
- He also spoke with Yvette Stanley at the ADCS Annual Conference 2026. He referenced the Big Listen consultation, success stories. Ofsted's ambition for the consultation, moving in line with the government's vision, a more nuanced grading scale, sufficiency & unregistered children's homes and better & safer care.

State-funded schools inspections and outcomes

- Provisional data for the renewed education inspection framework for the period 10 November 2025 to 31 March 2026 can be found [here](#).
- The latest release also contains revised data for the period September 2024 to August 2025 under the original education inspection framework.

Inspection Data Summary Report (IDSR) guide

- The [IDSR 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.
- The IDSR has been updated for all schools with the DfE's 2025/26 daily attendance collection up to and including summer part 1. The IDSR guidance has also been updated to reflect this latest update.

Government Consultations, Calls for Evidence, Surveys & Research Requests

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 the DfE 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](#).

Improving help and child protection: revised framework

- The DfE are seeking views on the statutory framework for help, support and protection of children.
- This consultation will inform updates to [Working together to safeguard children](#), [Children's social care national framework](#) and policy underpinning the development of [multi-agency child protection team regulations](#).
- See [here](#) for more information and to share your views.
- The consultation closes at **11.59pm on Friday, 4 September**.

Changes to the funding system for early years entitlements

- The DfE are seeking views on proposals to reform the early years funding system for early years entitlements.
- The proposals look to:
 - change to how SEND funding for early years settings is allocated
 - update the data used in the early years national funding formula (EYNFF)
 - change local funding rules for local authorities
- It is proposed that the majority of changes come into force in the 2028/29 financial year, with some transitional arrangements in the 2027/28 financial year.
- See [here](#) for the consultation document and to share your views.
- The consultation closes at **11.59pm on Monday, 14 September**.

Government Consultations, Calls for Evidence & Surveys

SEND reform: education otherwise than at school (EOTAS)

- Views are sought on improving support, quality and oversight for children and young people who are educated outside of school, including on how to strengthen arrangements for children:
 - and young people receiving special educational provision through an EOTAS arrangement
 - not attending school and receiving alternative provision because of health reasons
 - receiving alternative provision in accredited online education providers
- Views on how arrangements can support improved outcomes (including progression and reintegration) are also sought.
- See [here](#) for more information and to share your views.
- The consultation closes at **11.59pm on Friday, 18 September**.

Upfront funding for mainstream schools: creating a 'local SEND inclusion formula'

- Views are sought on how local authorities could increase the funding mainstream schools receive to support pupils with SEND. The consultation will look at a proposed:
 - approach for local authorities to deliver additional funding to mainstream schools; and
 - arrangements for the 2027/28 financial year
- See [here](#) for more information and to share your views.
- The consultation closes at **11.59pm on Friday, 18 September**.

Shaping the future of early years teaching

- Views are sought from on reforms that will define how early years teachers are trained and assessed in future.
- This consultation sets out proposals to reform how early years teachers are prepared and supported. We aim to:
 - Raise the quality of training
 - Strengthen the professional status of early years teachers
 - Ensure children benefit from excellent teaching wherever they attend early education
- See [here](#) for more information and to share your views.
- The consultation closes at **11.59pm on Thursday, 24 September**.

News & Updates to National Guidance

Inclusion bases in schools

- This new non statutory [guidance on Inclusion Bases](#) will help schools and local authorities set up and deliver high-quality provision in inclusion bases, as well as support improvements in existing bases.
- It has been produced to help settings and local authorities set up and deliver high-quality provision in inclusion bases, as well as support improvement of existing bases. The guidance covers commissioning of bases and six key principles of effective practice for inclusion bases as identified by experts
- Read the supporting [press release](#).

Every child achieving & thriving and SEND consultation supporting information

- See [here](#) for a series of documents setting out key information and proposed reforms in the schools white paper and SEND consultation document for parents & those working in the sector.
- A factsheet, '*What's happening now to support children and young people with SEND in mainstream education*' has recently been added to the collection of information. This explains the practical changes happening in mainstream nurseries, schools and colleges as announced in June 2026.

Allergy safety in schools

- See [here](#) for recently published statutory guidance outlining what schools must do to support pupils with allergies.

Local authority school places scorecards 2025

- A snapshot of the progress local authorities made in delivering good-quality school places in 2025 is published [here](#).

Mobile phones in schools

- See [here](#) for how schools can prohibit the use of mobile phones throughout the school day. The guidance, '*Mobile phones in schools*' became statutory on 29 June 2026. Schools should begin following it from 1 September 2026.

School estates management standards return

- Responsible bodies need complete a return on the [school estate management standards](#), which set out expectations for effective practice, from mid-September 2026 using [Manage your education estate](#).
- You should:
 - review the school estate management standards in Manage your education estate
 - assess your current estate management approach
 - identify gaps and priorities
- You can also use Manage your education estate to:
 - access tools and checklists to support your approach to estate management
 - find guidance and information on effective estate management practice
- Early preparation will support a smoother submission process. If you have any questions about Manage your education estate, please contact the using their [customer help portal](#).

News & Updates to National Guidance

English Baccalaureate: eligible qualifications

- See [here](#) for a list of qualifications that count towards the English Baccalaureate (EBacc). Please note the '*Key stage 4 qualifications counting in the English Baccalaureate*' has recently been updated.

Recruiting trainee teachers: recruitment cycle dates

- Dates and deadlines for organisations providing teacher training are published [here](#). Information now includes recruitment cycle dates for the 2026/27 academic year.

Careers guidance and access for education and training providers

- Statutory guidance for schools and colleges on providing careers guidance is published [here](#).
- The '*Careers guidance and access for education and training providers*' has been updated to reflect recent education and skills policy developments. These include the government's approach to work experience, qualifications reform and Ofsted inspection changes. Evidence and new tools & resources for schools, colleges and independent training providers have also been updated

DfE post-16 census tool

- Check your post-16 census data and reduce common errors [here](#).
- Please note that the school census interactive tool for the 2026/27 funding year has been updated with revisions which reflect changes to national funding rates and the large programme uplift. The introduction of the high value courses premium for construction has also been updated.

RISE: London

- See [here](#) for the Regional Improvement for Standards and Excellence (RISE) programme for London, including the regional plan and available support. This now includes information on the RISE regional delivery partnerships, the regional plan and the summary of the regional plan.

RISE support for inclusive mainstream education – assistive technology introductory training materials

- RISE support and professional development for improving inclusivity in mainstream schools is published [here](#).
- The '*Professional development & resources*' section of the guidance has been updated to add '*Assistive technology: introductory training materials*'.

Meeting digital & technology standards in schools & colleges

- See [here](#) for information on schools and colleges can use the right digital infrastructure and technology.
- The *Cyber security: core standard* included in the resources has been updated to reflect new technical requirements introduced by the National Cyber Security Centre as part of the Cyber Essentials 2026 standard.

Digital service for Disability Living Allowance for children

- The Department for Work & Pensions is introducing a new digital service for Disability Living Allowance (DLA) for children to improve how information on a child's needs is gathered. From July 2026, you may be invited to the trial. If selected, you will receive an email with a secure link and unique code to submit information online.
- For further information please [contact the DWP](#)

News & Updates to National Guidance

Energy for Schools

- If your energy contract up for renewal in the next 12 months, you may want to consider registration for the [DfE Energy for Schools](#) service. This must, however, be done by the deadline of **15 September 2026**.
- Over 1,000 schools have already made the switch, securing significant savings on their energy costs. Don't miss the next opportunity to access the service from April 2027.
- [Read how](#) All Saints' Trust in London saved £78,000 a year on their energy costs after joining the service.
- [Register today](#), it only takes a few minutes and could save your school thousands.

Free school meals: guidance for schools and local authorities

- Guidance for schools and local authorities about providing school meals including information on free school meal eligibility is published [here](#).
- This now includes a model parent / carer communication for schools and local authorities regarding free school meals changes in the 2026/27 academic year.

School and college security

- Guidance, templates and checklists to help schools and colleges manage their security effectively so they can meet their obligations can be found [here](#).
- The guidance on school and college security has recently been updated with additional information on risk assessments, preventative measures and visitors to school premises.

Design guidance: early years

- See [here](#) for a design guide for early years settings, focused on school-based nurseries.
- It offers guidance to help schools, governing bodies and childcare providers to create or increase nursery provision on school sites. It has been produced in collaboration with local authorities and responsible bodies.
- The guide has examples, helpful links and things to consider to support the early stages of project development.

Support for pupils with medical conditions at school

- The government response to the consultation on support for pupils with medical conditions held earlier this year has been added to the consultation page [here](#). This document also includes a summary of responses received and outlines next steps.
- In the meantime, The [supporting pupils with medical conditions at school](#) statutory guidance remains in force and will be updated it in due course. The related Allergy in schools guidance is available now (see [slide above](#)).

School Uniforms

- Guidance for schools on how they should develop uniform policy and procure uniform supplies is published [here](#).
- The new limit on branded items of uniform and PE kit will come into force on 1 September 2026. As such, the 'Developing school uniform policy' document has been updated to reflect this.
- The [cost of school uniforms](#) statutory guidance on developing a school uniform policy and managing uniform suppliers to ensure the cost of uniforms is reasonable has also been updated.

News & Updates to National Guidance

Keeping children safe in education

- The government's response to its recent consultation seeking views on proposed changes to the statutory guidance 'Keeping children safe in education' has been published [here](#).
- Please note that the following documents have been added to the webpage, [keeping children safe in education](#)
 - Keeping children safe in education 2026 (comes into force from 1 September 2026)
 - Part one: safeguarding information for all staff (comes into force from 1 September 2026); and
 - Part one: overview for all staff

Establishing the Child Protection Authority in England

- An analysis of responses and the government response to the consultation seeking views on a setting up a national body called the Child Protection Authority has been published [here](#).
- Respondents showed strong support for a Child Protection Authority (CPA) in England. The government will now use these findings to inform the CPA's future role, functions and powers.

Preventing & tackling bullying & harassment of school staff

- Non statutory guidance on how to prevent and tackle intimidation, harassment and bullying of school staff has been published [here](#).
- The guidance provides clarity for employers on their legal duties to prevent and address intimidation, harassment and bullying of school staff. It sets out the actions schools should take to make sure all staff are supported, respected and protected

School Support Staff Negotiating Body (SSSNB)

- The SSSNB will be a statutory negotiating body for school support staff. It will negotiate pay and conditions, and advise on training and career progression.
- A consultation seeking views on the establishment of the SSSNB was held in June / July 2025. The outcome of this consultation has now been published [here](#). This summarises responses received and sets out the government's response & next step to 3 key topics – definition of "school support staff", call for evidence on existing terms and current pay & conditions and agency workers.

Early years qualification requirements and standards

- 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) are published [here](#).
- The document, 'Early years qualification requirements and standards: effective from 1 September 2026' has been added to the available information. This document consists of minor clarifications to the current version which applies until 1 September 2026.

Child Poverty Strategy

- Publications related to the Child Poverty Strategy 2025 are published [here](#). New publications include a monitoring & evaluation report, '*Our Children, Our Future: Tackling Child Poverty – Monitoring and Evaluation baseline report*' and terms of reference & panel membership in the '*Child Poverty Expert Analytical Panel*'.

News & Updates to National Guidance

Early years foundation stage (EYFS) statutory framework

- The standards that school and childcare providers must meet for the learning, development and care of children from birth to 5 are published [here](#).
- New versions of the frameworks, taking effect from 1 September 2026 have been added to the available information. The main changes to both versions include updates on safer sleep, a requirement for providers to have regard to screen use, prohibiting childcare where banned dog breeds are present and other safeguarding clarifications.
- The group and school-based providers framework also requires providers of childcare on domestic premises to notify Ofsted or their childminder agency of changes to persons aged 16 or over living or working on the premises.

News & Updates to National Guidance – Finance & Funding

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 allocations spreadsheet shows how much funding has been allocated to each local authority since the 2021 to 2022 financial year. This has been updated to reflect the £860 million being invested in the 2026/27 financial year and the funding that some local authorities will be receiving in the 2026/27 and 2027/28 financial years in place of a previously planned special or AP free school.

Early years free school meals expansion grant: 2026/27

- The early years free school meals (EYFSM) expansion grant provides funding to eligible early years settings to help with the additional costs of free meals following the expansion to free school meals (FSM) eligibility in England to all children in households receiving Universal Credit.
- The EYFSM expansion grant will provide funding for the period September 2026 to March 2027. Methodology and conditions of grant for the 2026/27 financial year can be found [here](#).

Turing Scheme: international placements, 2026-27

- Guidance on funding for international study and work placements through the Turing Scheme, for schools, further education and higher education providers can be found [here](#). This has been updated with information about funding from 2027 and the Erasmus+ programme.
- Information on [applying for funding for international study and work placements](#) has also been updated with information about funding from 2027 and the Erasmus+ programme.

Pupil premium: allocations and conditions of grant 2026/27

- Allocations and conditions of grant for the 2026/27 financial year are published [here](#). Information has been added as at June 2026.

Inclusive mainstream fund: 2026/27

- The [inclusive mainstream fund \(IMF\)](#) will provide all mainstream settings with additional funding to prepare and deliver inclusive practice.
- Published information has been updated with the '*Inclusive mainstream fund for schools: conditions of grant 2026/27*' and '*Inclusive mainstream fund for 16 to 19 providers: conditions of grant 2026/27*'. The '*Inclusive mainstream fund for 16 to 19 providers: methodology 2026/27*' has also been updated to clarify that institutions that do not have a DB2 allocation will not be allocated inclusive mainstream funding. The best practice guides have been moved to the relevant support pages.
- [Inclusive mainstream fund: support for school leaders](#) has also been published. This sets out guidance and best practice to support school leaders to use inclusive mainstream funding to strengthen inclusive practice and develop an inclusion strategy.
- [Inclusive mainstream fund: support for 16-19 leaders](#) provides guidance and best practice on the use of inclusive mainstream funding for leaders and fund managers of 16 to 19 providers.

News & Updates to National Guidance – Finance & Funding

PE and sport premium for primary schools

- How much PE and sport premium funding schools will receive for the academic year 2025/26, and guidance on how to spend it, is published [here](#).
- Guidance for completing the digital form when reporting Primary PE & sport premium grant expenditure has been added the PE & sport premium guidance for primary schools has been updated to highlight that the form to provide a breakdown of how your school has spent its PE and sport premium grant is open

16 to 19 funding: information for 2026/27

- Details for 16 to 19 funded institutions on how funding will work in academic year 2026/27 is published [here](#). This now includes information about additional funding for the financial year 2026/27.

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

- Guidance for maintained schools and academies with 16-19 provision on the [teachers' pension scheme employer contribution grant](#) now includes information about a reduction in teacher's pension scheme contributions from April 2027.

Teacher's 2026 pay award

- Recommendations from the School Teachers' Review Body on teachers' and school leaders' pay can be read in the [School Teachers' Review Body 36th Report: 2026](#)
- School teachers and leaders in England can also use the [Calculate teacher pay](#) service to see how their salary could change following the 2026 pay award.
- Read the supporting [press release](#)

Dedicated schools grant (DSG): 2026/27

- Find out how much local authorities receive for DSG funding in the 2026/27 financial year and how it is calculated [here](#).
- Please note the technical note to amend the November 2026 calculation for the early years pupil premium and working parent entitlements for children aged 9 months to 2 years has recently been updated.

Published Research & Evaluations

Omnibus Survey Updates

- Findings from regular omnibus surveys have been updated as follows:
- **[Parent, pupil & learner voice: omnibus surveys for 2025/26](#)** - primary and secondary school pupils' parents or carers, secondary school pupils and 16 to 18 learners. Updates have been made to the '*Parent, pupil & learner voice technical report: 2025/26 academic year*', the '*Parent, pupil & learner voice: March 2026*' has been added and data tables have been updated with March 2026 survey information.
- **[School & college voice: omnibus surveys for 2025/26](#)** - Findings from regular surveys of school & college teachers & leaders. The '*School and college voice: March 2026*' has been added and updates have been made to the '*School and college voice technical report: 2025/26 academic year*' and '*School and college voice data tables: 2025/26 academic year*'.

Pulse surveys of childcare and early years providers

- Research reports of the results from the childcare and early years provider pulse surveys are published [here](#).
- The reports are based on evidence from provider pulse surveys sent to a sample of early years providers. They analyse findings from these surveys on the different factors affecting childcare and early years providers
- The 'Pulse survey of early years and childcare providers, 2025' has recently been added.

Working lives of teachers & leaders

- The following 2 reports have been published
- **[Teachers & leaders leaving English state education: waves 1-3](#)** – Findings from a research report exploring teachers and leaders leaving English state education. It seeks to identify measurable predictors associated with an increased likelihood of teachers & leaders leaving state education using data from waves 1, 2 & 3 of working lives of teachers and leaders (WLTl).
- **[Working lives of teachers & leaders wave 4: qualitative insight into the experiences of leavers](#)** – Findings from a follow-up qualitative study on the experiences of leavers and those considering leaving the English state school sector.
- It explored the experiences of teachers & leaders who either left the English state school sector between waves 3 & 4 of the survey or who reported that they were considering leaving the sector in the wave 4 survey

School-based nursery capital grant 2024/25: research report

- Schools' experiences of opening new or expanded nursery provision funded by the school-based nursery capital grant have been published [here](#).
- The report shares learning from qualitative research with 21 schools funded in phase 1 of the school-based nursery capital grant. It explores how schools delivered new or expanded provision, including insights into their planning, implementation and early operation.

Published Research & Evaluations

Assessment of the education technology market in England

- An overview of the education technology (EdTech) market in England has been published [here](#).
- The report's assessment includes an overview of the current size, shape & direction of the EdTech market and practical recommendations to support safe & effective technology adoption in schools

SEN units & resourced provision: insights from expert interviews

- See [here](#) for a report presenting insights from academic experts on the impact of special educational needs units and resourced provision, and features of effective practice.

SEND bases in mainstream schools: parent views

- Research exploring the views and experiences of parents whose children attend or have attended a SEND base in a mainstream school has been published [here](#).

Childcare & early years survey of parents: 2025

- Findings from the 2025 survey of parents on childcare and early years has been published [here](#). It presents findings from parents with children aged 0 to 14 covering their use of childcare & early years provision, as well as their views & experiences,

Resources, Training & Campaigns

Excellence in reception teaching

- This autumn sees the introduction of the new, funded, [excellence in reception teaching](#) national professional development (NPD) course for current or aspiring reception teachers who want to strengthen their reception practice.
- Participants will deepen their understanding of the key areas of child development through practical, evidence-based approaches, supporting more children to achieve a good level of development.
- Registrations opened on 6 July 2026, [sign up to express your interest](#).

School business professionals: training and development

- See [here](#) for sources of training and development for school business professionals (SBPs) in schools and trusts.
- Links to SBP procurement and contract management training applications have recently been added.

Reception quality webinar series

- The DfE delivered a series of regional improvement for standards and excellence (RISE) webinars on reception quality, led by senior sector experts and national leaders on a range of topics.
- Links to the webinars delivered in the summer term can be found [here](#). These include
 - i. Mastering the EYFS profile assessment
 - ii. What does great reception practice look like panel session
 - iii. Supporting smooth transitions into reception

National professional qualifications autumn 2026 cohort

- [Registration](#) is now open for the autumn 2026 cohort of national professional qualifications (NPQs).
- Funding is available to [eligible participants](#) who secure a funded place with an NPQ provider. The NPQs for [headship](#), [SENCOs](#), [senior leadership](#) and [early years leadership](#) are fully funded for participants working in eligible educational settings, regardless of disadvantage criteria.
- Read the full programme details and information on how to apply [here](#).

Improve workload & wellbeing service resources

- The DfE have published new resources on the [improve workload & wellbeing for school staff](#) service. This includes resources designed to support designated safeguarding leads with [planning](#) and [reflective practice](#), and [case studies designed to support schools implementing a free breakfast club](#).
- The service contains strategies shared by senior leaders to improve workload and wellbeing in their schools. If you have an approach that has worked in your school, [share your ideas](#) with the DfE through the service.
- If you also have suggestions to improve the service, please share your feedback through this [feedback form](#)

Resources, Training & Campaigns

Rule of Law lesson plans

- Free, classroom-ready lesson plans on the rule of law are now available to every school in the UK, following a new partnership between the Attorney General's Office, Oak National Academy and the Association for Citizenship Teachers. Download the lesson plans [here](#).
- Read the supporting [press release](#).

Building resilience to extremism

- Building resilience to extremism in young people requires a coordinated approach. To support the sector with evidence led, practical strategies, the DfE have worked with [Connect Futures](#) to develop a comprehensive suite of training packs designed to build confidence across schools and further education settings, in managing sensitive and controversial topics safely, lawfully and consistently.
- Take a tour of the new [training packs](#) and [contact the DfE](#) if you would like to help them test these resources.