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**317Academy and School News and Resources Update, May 3-9 2025**

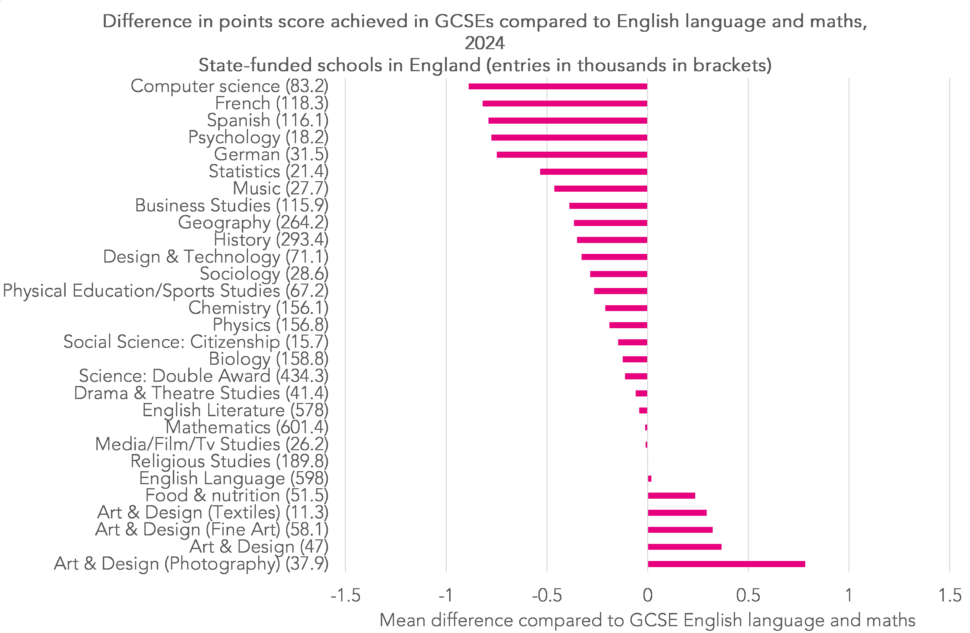
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**Public examinations**

* For the **latest JCQ Update**, see <https://mailchi.mp/jcq/7-may?e=0bb0930afc> This covers:
* Updated checklists and infographics
* Fake exam papers
* Cyber security training for 2025-26
* Ofqual's VTQ hub
* Understanding the terminal rule
* Ofqual's resilience guidance
* Change of MIS provider
* Special consideration applications
* Final 2026 timetables
* NAEO summer conference
* Exams Officer of the Year 2025
* Final preparations for the summer exams
* **Exam certificates will go digital for thousands of students this summer** as part of a modernised ‘education record’ to be introduced by government. The new digital records will do away with the need to manually pass on paper files when young people leave school, bringing their paperwork into one easy to access Education Record app they can use when applying for further education, apprenticeships or employment – saving time scrabbling around for documents. More than 95,000 young people in **Greater Manchester and the West Midlands** will also receive their GCSE results via the app this summer, ahead of a future national roll out. The government estimates the move could save schools and colleges up to £30m per year once the full roll out is complete. See <https://www.gov.uk/government/news/government-brings-exam-records-into-21st-century> **Some critics say**, “An app could never replace the emotion of opening that envelope at your school and the support that staff can offer if things don’t go to plan” See <https://www.theguardian.com/commentisfree/2025/may/08/gcse-results-day-app-school-support>
* **FFT Education Datalab analysis of 2024’s GCSE results calculated average scores for every pupil in English and maths, and using this as a baseline, compared it to their grades in other subjects,** <https://ffteducationdatalab.org.uk/2025/05/grading-severity-at-key-stage-4-in-2024/>
* French, German, Spanish and computer science grades continue to be more than half a grade lower than pupils’ grades in English and maths. Results in these Statistics and Psychology also tend to be half a grade or more lower than English and maths. By contrast, pupils who enter art and design (photography) tend to achieve half a grade or more higher than in English and maths.
* The MFL penalty appears even greater for boys than girls. Boys’ grades in French and Spanish are, on average, a grade lower than their average grade in English language and maths. Girls’ grades in a range of subjects, including drama, English, media studies and religious studies, tend to be higher than their average grade in English language and maths. By contrast, boys’ grades in those subjects tend to be lower than their average grade in English language and maths. Whereas girls’ grades in design & technology tend to be similar to their average grades in English and maths, boys’ grades tend to be lower, by almost half a grade. This picture is (almost) reversed in physics.
* For many subjects, grading severity is similar between disadvantaged pupils and their peers but there are some notable differences. Disadvantaged pupils tend to achieve over half a grade lower in GCSE geography and history compared to their average grades in English language and maths. Grades are also lower for non-disadvantaged pupils but by a smaller margin (between a quarter and a third of a grade).
* As with GCSEs, the picture is somewhat mixed for Tech subjects There are some tech awards in which pupils tend to achieve higher grades than they do in English language and maths, and others where they tend to achieve lower grades. Pupils entering the BTEC in health and social care tend to achieve a grade higher than in GCSE English and maths. Results achieved in OCR National sport studies and WJEC hospitality qualification also tend to be at least a third of grade higher than GCSE English and maths. However, not all tech awards are scored more highly than English and maths. Pupils who entered the OCR National in Creative iMedia and the OCR National in Enterprise and marketing tended to achieve half a grade lower than in GCSE English and maths.



* Ofqual has issued “**Coping with exam pressure - a guide for students**.” See <https://www.gov.uk/government/publications/coping-with-exam-pressure-a-guide-for-students>
* **Research by Teacher Tapp found 31 per cent of schools in the most disadvantaged areas did not offer computer science A-levels**. The figure for the wealthiest areas was just 11 per cent. The schools in the poorest areas were also much more likely to **shun French (23 vs 3 per cent), Spanish (17 vs 6 per cent), music (17 vs 5 per cent) and physics (9 vs 1 per cent)**. The poll found 17 per cent of respondents reported not having a computer science teacher at all, equating to around 600 schools nationally. Teach First warned that as a result, poorer pupils are being “shut out of one of the best paid career paths; the country risks being “held back” and failing young people “because there simply aren’t enough trained teachers.” DfE target for computing teacher trainees was missed by 63 per cent this year, and has been slashed from 1,330 to 895 in 2025-26.
* **The government is providing an additional £900 per year per student for schools that encourage more girls to take advanced maths qualifications**. For details, see <https://www.gov.uk/government/news/more-girls-to-study-maths-under-plans-to-improve-pathway-into-ai-careers> Around 7,500 girls will be eligible for support as part of £8.2m of funding, which will target support to thousands of pupils from 400 disadvantaged secondary schools. Currently only a third of A level maths pupils are girls, while currently only 22% of professionals working in AI related roles like software engineer or data science are women; one of the aims now is to have more women pursuing AI careers. Schools eligible for support will be contacted by Mathematics Education Innovation (MEI), a charity which runs the scheme The updated Advanced Maths Support Programme also includes pilot teacher training and student enrichment courses on the key maths concepts and skills needed for AI and this will benefit 450 students and 360 teachers from September.
* **The chief executive of exam board OCR has suggested that all GCSEs should be limited to two exam papers lasting no longer than 90 minutes each, in a bid to boost student wellbeing**. “I think we have got too much assessment, too many exams going on at 16…If you look at England, at the moment, on average, a student is taking 30 hours of exams. That is far more than almost every other country.” See <https://www.tes.com/magazine/news/secondary/cut-gcse-exam-papers-boost-wellbeing-suggests-ocr-chief>

**Careers**

* DfE has updated “**Statutory guidance for schools and colleges on providing careers guidance**.” See <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools> Schools will have to arrange a week of work experience “activities” for pupils in years 7 to 9 and at least one placement in years 10 to 11. Leaders have been told to begin “planning and, where able, reforming their work experience programmes” from September to meet the new duty. The document states the two weeks should be broken down into one week’s worth of “activities” in years 7 to 9 and a week’s worth of placement in years 10 to 11. Activities in years 7 to 9 should consist of “multiple, varied and meaningful employer-led activities”, for example, visits involving employer-set tasks, work-shadowing or talks in workplaces. Placements in years 10 to 11 should allow pupils to “experience a real working environment”. But pupils will be able to take their days with more than one employer, and spread their placement time across a number of days or weeks at any point in the two years.

Schools will also have to follow updated Gatsby benchmarks for good careers guidance from September, <https://www.gatsbybenchmarks.org.uk/app/uploads/2024/11/good-career-guidance-the-next-10-years-report.pdf> The Careers and Enterprise Company has also published guidance to help schools, <https://www.careersandenterprise.co.uk/educators/gatsby-benchmarks/> The previous benchmarks became statutory for schools in 2018, but there are now changes. For a useful summary of these, see <https://schoolsweek.co.uk/schools-told-to-plan-work-experience-for-year-7-to-9-pupils/>

**Definition of a woman**

* **The EHRC’s interim update states that “pupils who identify as trans girls should not be permitted to use the girls’ toilet or changing facilities, and pupils who identify as trans boys should not be permitted to use the boys’ toilet or changing facilities”.** It adds that “suitable alternative provisions may be required”, but does not add further detail. . Schools were already required by law to provide separate single-sex toilets for boys and girls over the age of 8, and single-sex changing facilities for boys and girls over 11. It comes as new data suggests as many as one in four schools has mixed-sex toilets – and could face having to invest in new facilities to meet amended rules. Teacher Tapp found schools had a range of approaches, including single-sex toilet blocks with doors dividing them from corridors (56 per cent) and without doors (30 per cent). These would likely be compliant with the guidance. But about 25 per cent had mixed toilet blocks, which likely would not comply. One school leader, who did not wish to be named, said the EHRC had “painted an absurd picture”. “As written, this interim advice tells us that a trans man may be refused access to a men’s service for being biologically female, whilst at the same time refused the women’s service for appearing male. “Not only that, but providers of both services mustn’t leave him with nowhere to go”

**SEND**

* **More than four in five of school leaders have pupils with special educational needs and disabilities (SEND) who are not getting their needs met because of a lack of specialist places**, a poll shows. In a survey by the NAHT, 82 per cent of respondents said they have pupils in their school with specialist provision agreed in their education, health and care plan (EHCP) who aren’t being taught in specialist provision because there are no places available. Some 98 per cent of headteachers from mainstream schools responding to the survey said they do not have the resources to meet the needs of all the pupils with SEND in their school. Heads said that supporting children with complex needs without the required funding is driving them into deficit budgets, and they are finding it “almost impossible” to recruit the staff to support pupils. “Right now too many schools have children who should be getting specialist support who are being let down by the lack of capacity and availability of places in the specialist sector. Schools are desperately trying to do their best for those pupils, but without access to the specialist help they need their hands are tied.” See <https://www.naht.org.uk/News/Latest-comments/Press-room/ArtMID/558/ArticleID/2714/4-in-5-school-leaders-struggling-to-meet-the-needs-of-pupils-with-SEND-due-to-lack-of-specialist-provision>
* **More than one in three councils are taking new measures to slash spending on home-to-school transport for children with special educational needs and disabilities (SEND),** sparking fears more vulnerable pupils will be left with hour-long school drop-offs. See <https://schoolsweek.co.uk/the-long-and-winding-road-for-send-pupils/>
* **The government has pledged to investigate the reasons for increasing demand for SEND support and provide a “costed” plan for reforming the system later this year**. The DfE has responded to recommendations from the Public Accounts Committee, The government says it has already “taken steps to improve its data”. This included “more detailed, granular analysis of EHC plans and the processes associated with it, providing deeper insights into specific patterns and trends to support decision-making. “The government intends to set out plans for reforming the SEND system in further detail later this year.” The DfE has also given itself a deadline of this summer to meet a recommendation to “urgently involve local authorities in conversations to develop a fair and appropriate solution for when the statutory override ends in March 2026”. The statutory override is a mechanism that keeps SEND deficits off councils’ balance sheets, effectively preventing them from going bankrupt. The DfE says it was already collaborating with the health department to “address the increased pressure on SEN support in schools. “Over the last decade there has been an increase in identified need internationally. However, in England, there has been a much steeper rise in SEND that attracts a statutory plan than in some similar countries.” The department “recognises its role in clarifying expectations for inclusive provision in mainstream settings and supporting early intervention to prevent unmet needs from escalating and helping children and young people to achieve their goals alongside their peers. “The department agrees that resourcing support for early intervention to help secure the right support for a child or young person without the need for an EHC plan, is crucial to prevent needs escalating.” See <https://assets.publishing.service.gov.uk/media/67ed0859632d0f88e8248b9b/Treasury_Minutes_Accessible.pdf#page=5>
* DfE has issued research, “**Developing a competency framework for effective assistive technology training**” This examines the skills and knowledge needed by staff in **special schools and colleges** to use digital assistive technology effectively. See <https://www.gov.uk/government/publications/developing-a-competency-framework-for-effective-assistive-technology-training>
* For an interesting article, “**GCSE performance is increasing among special school students. Does this suggest more should be taught in mainstream**?” see <https://www.tes.com/magazine/news/general/what-special-school-gcse-uptake-could-tell-inclusion>

**Early years and primary**

* DfE has updated “**The schools selected to take part in the breakfast clubs early adopter scheme**.” See <https://www.gov.uk/government/publications/breakfast-clubs-early-adopters-schools-in-the-scheme>
* DfE has updated **“UK qualifications that meet the Department for Education (DfE) criteria for counting in the early years foundation stage statutory framework staff/child ratio**s.” See <https://www.gov.uk/government/publications/early-years-qualifications-achieved-in-england>
* STA has issued “**National curriculum test development handbook.** Information on the design, development and delivery of the optional key stage 1 (KS1) and statutory key stage 2 (KS2) national curriculum tests.” See <https://www.gov.uk/government/publications/national-curriculum-test-development-handbook>
* **Artificial intelligence (AI) should be kept out of early years and treated with great caution in primaries**, a digital learning expert has said. AI makes so many mistakes that it would be dangerous to rely on it when children are encountering critical concepts for the first time, said Professor Judy Robertson, chair in digital learning at the University of Edinburgh, <https://www.tes.com/magazine/news/general/keep-artificial-intelligence-away-early-years-digital-learning-expert> AI tools, she explained, are built upon “data sets harvested from all over the internet, and what they do is they basically predict for any given piece of text, what’s likely to come next”. These predictions, “simply based on what it’s read before”, may result in confident assertions that sound “really plausible” but are often “not factually true”. Professor Robertson stressed that AI should never be relied upon in maths homework. “Generative AI is rubbish at maths - it can’t count”. Professor Robertson also shared her concerns about “financial inequities” that may emerge as some children gain access to more expensive AI models while others do not.
* **More primary schools are planning to run key stage 1 Sats this month compared with last year**, despite now having to actively order the tests themselves. Some 38 per cent of teachers responding to a survey run by Teacher Tapp said that they will be using KS1 Sats to assess pupils this May, an increase of 5 percentage points on last year. See <https://www.tes.com/magazine/news/primary/more-primaries-take-far-perfect-key-stage-one-sats>

**The cost of schools to parents**

* **The cost of sending a child to secondary school has risen by 30% since 2022 outstripping inflation and placing more financial pressure on families**. Analysis carried out by the Child Poverty Action Group (CPAG) and the Centre for Research in Social Policy (CRSP) has identified key drivers for rising costs including an increasing requirement for technology and devices, higher costs for subject-specific materials such as for art and design, as well as for general textbooks and stationery, and the rising cost of food. The calculation covers the basics that parents believe is required to “meet children’s minimum educational needs” in order for a child to attend and participate in school. The calculation at secondary level includes educational outings (such as theatre trips), one end-of-year reward trip, and a prom celebration. It does not include things like the cost of wraparound childcare, additional school trips, learning a musical instrument, or taking part in after-school clubs. The study finds that the annual minimum costs for secondary school come to £2,274,77 per-student (while attending primary school costs £1,003 a year). The secondary costs break-down as follows:
  + Learning materials: £449,67
  + Uniform, PE kit, shoes & bags: £449,68
  + Packed lunches/snacks: £846,15
  + Transport: £390
  + Enrichment: One educational trip/outings/charity days/celebrations: £139,28

These costs have risen by 30% since 2022, far outstripping both inflation (8%) and earnings growth (12%). And the report emphasises that these are just the minimum costs: “On top of these minimum costs, the school year often includes many more trips, activities and celebrations, for example, trips to museums, local monuments, book fairs and trips abroad. Without access to these, children miss out on opportunities to develop their knowledge, skills and interests.” The report warns that with 4.5 million children in the UK now living in poverty, the “growing gap between costs and income is making it harder for children from lower income families to make the most of their time at school”. See *:*<https://cpag.org.uk/sites/default/files/2025-05/Cost_of_education_UK.pdf>

**School management**

* DfE has issued “**Service pupil premium (SPP).** Service personnel with children in state schools must notify schools of their eligibility for the Service pupil premium (SPP).” See <https://www.gov.uk/government/publications/the-service-pupil-premium>
* For the latest **DfE Update**, see <https://www.gov.uk/government/publications/dfe-update-7-may-2025>
* DfE has issued “**Local authorities planning calendar 2025 to 2026**.” See <https://www.gov.uk/government/publications/local-authorities-planning-calendar-2025-to-2026>
* DfE has issued a collection “**Using technology in education**.” See <https://www.gov.uk/government/collections/using-technology-in-education>
* DfE has issued “**How to access your school attendance data through the Monitor your school attendance tool**.” See <https://www.gov.uk/guidance/access-your-school-attendance-data>
* DfE has updated “**Working together to safeguard children**. Statutory guidance on multi-agency working to help, support and protect children.” See <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
* For the latest **Education Support Newsletter**, see <https://mailchi.mp/edsupport/your-october-newsletter-9371854?e=4c833362b8>

**Academies and trusts**

* **The government has all but ruled out naming individuals responsible for academy trust scandals in public investigation reports** as it admits to fears that it could be sued. DfE says “very detailed reports which included named individuals” are “not required to support other organisations to learn lessons” from investigations” See <https://schoolsweek.co.uk/academy-scandal-reports-will-no-longer-name-offenders/> Some details of examples of reports are also given
* **The Harris Federation is planning redundancies at around 20 of its schools**, blaming “extremely challenging” school budgets caused by “unfunded” pay and national insurance rises. Nearly half of Harris’s 55 academies. NASUWT has said it believes 45 teachers are at risk. See <https://schoolsweek.co.uk/harris-blames-unfunded-pay-rises-as-it-plans-redundancies/> <https://neu.org.uk/press-releases/harris-federation-plans-cut-teaching-staff> <https://www.nasuwt.org.uk/article-listing/academy-trust-condemned-over-redundancies.html>
* DfE has issued “A review of **complaints received by the Department for Education about academies admissions appeals in the academic year 2024 to 2025**.” See <https://www.gov.uk/government/publications/academies-admission-appeals-complaints-review-2024-to-2025>

**RISE**

* DfE has updated “**Information about the eligibility criteria for targeted intervention, the national priorities for the universal service, funding and RISE advisers**.” See <https://www.gov.uk/government/publications/regional-improvement-for-standards-and-excellence-rise>
* DfE has issued “**RISE programme: lists of advisers and schools**”. See <https://www.gov.uk/government/publications/rise-programme-lists-of-advisers-and-schools>

The government has thus named the first 218 stuck schools set to receive targeted support from its new RISE improvement teams. In all, 175 (80 per cent) of the schools on the list published on Thursday are academies. Forty (18 per cent) are under local authority control. The remaining three are UTCs, all of which are part of a trust. Analysis suggests eight of the trusts that have employees working as RISE advisers also have at least one school that’s in line for targeted support. One-hundred-and-fourteen (52 per cent) of the schools are secondaries, compared to 91 (42 per cent) for primaries. Secondaries are also more likely to be academies. Just 10 (5 per cent) are special schools. The remaining three consist of one all-through and two pupil referral units. Within that 177 academies, 70 are mainstream converter academy schools and 89 are mainstream sponsored academies.

**ITT and teacher recruitment**

* DfE has issued “**Initial teacher training core content framework for iQTS**.” See <https://www.gov.uk/government/publications/initial-teacher-training-core-content-framework-for-iqts>
* DfE has issued “**The criteria that organisations must meet to provide international qualified teacher status (iQTS) for applicants training outside the UK**.” See <https://www.gov.uk/government/publications/international-qualified-teacher-status-criteria-for-providers>
* The government has confirmed it will cut the length of the **postgraduate teaching apprenticeship** from 12 to nine months to bring them in line with the school year, <https://www.gov.uk/government/news/red-tape-slashed-to-get-more-teachers-into-classrooms> The change, which will come into effect in August, comes as analysis shows interest in the route continues to increase, with recruitment already a third higher in the first half of this academic year compared with the same period last year. See <https://schoolsweek.co.uk/teacher-apprenticeship-length-cut-to-line-up-with-school-year/>

**Health and welfare of children and young people**

* **Long-established systems in schools are contributing to declines in mental health and feelings of alienation amongst pupils** according to a new report by Class 13, <https://www.class13.org/about-us/> Drawing on national surveys and practitioner insights, the report highlights how uniform policies, for example, mean that young people – particularly girls – experience pressure and discomfort, which are often enforced without flexibility and risk contributing to negative body image. The report calls for schools to reflect on how everyday procedures and practices affect pupils’ physical and emotional health, as well as their sense of belonging. See <https://www.class13.org/wp-content/uploads/2025/04/An_Argument_for_Possibility_Class13_2025_Optimised.pdf?utm_source=Master+Audience&utm_campaign=dd6ae5f9e9-EMAIL_CAMPAIGN_2024_10_25_09_57_COPY_01&utm_medium=email&utm_term=0_-1e2b793773-52671983>
* **A quarter of British families no longer talk at dinner**, with most bringing their phones to the table and 42% of parents saying they struggle to find a topic of conversation, a survey of 2,000 households shows. It found that just one in three families sit down to eat together every day and conversations are increasingly being replaced by scrolling and screens. Two-thirds (66%) of children aged eight to 16 said they would rather eat in front of a TV or computer than with a parent, and 51% said they actively used their devices while eating. However, it is not just young people who are increasingly being drawn towards their screens – 39% of children said they had to ask their parents to put down their phones at the table. See <https://www.theguardian.com/society/2025/may/01/just-one-in-three-british-families-eat-together-each-day-survey-shows>
* For an article “**Let’s end this sorry tale of state neglect and make childhood magical again**.” See <https://observer.co.uk/news/opinion-and-ideas/article/will-hutton-childhood-neglect>

**Ofsted**

* Ofsted has issued “**Ofsted Academy**. Find Ofsted's training, learning and professional development publications.” See <https://www.gov.uk/guidance/ofsted-academy>
* **NAHT has launched legal action against Ofsted over its report card reforms**, warning its consultation on the proposals is inadequate. The union is opposing the report card proposals on legal grounds, “arguing that adequate consultation has not been conducted regarding the plan for a new five-point scale to grade schools”. “Somehow the focus on school leader mental health and wellbeing has got lost along the way during Ofsted’s consultation process.” See <https://www.naht.org.uk/News/Latest-comments/Press-room/ArtMID/558/ArticleID/2715/School-leaders-take-legal-action-against-Ofsted-over-mental-health-and-wellbeing-impact-of-inspection-proposals>
* **Ofsted may postpone the roll-out of its new school inspections until January 2026**. While the proposal is only on the table and no decision has been made, it comes after the inspectorate promised wider changes to its inspections amid fierce backlash from the sector. Ofsted original plan is to publish a report on its findings in summer, before rolling out the new framework in November. See <https://schoolsweek.co.uk/ofsted-mulls-report-card-inspection-delay/>
* The NAHT has taken legal action against Ofsted’s recent consultation. But, regardless of the outcome, **schools will have to participate in inspections what ever the outcome**, say legal experts. See <https://www.tes.com/magazine/news/general/heads-legally-powerless-avoid-ofsted-report-card-inspections>

**Education news for schools**

* For details on **Generation Logistics Week 2025**, see <https://email.stem.org.uk/q/11oBrIRtKf1h7F8KhILjH9J/wv>
* **The Education Secretary has convened a group of experts to advise on what changes are needed to the 5-18 education system to improve digital education** and give young people the AI-specific skills they need to thrive in a digital world. The Digital, AI and Technology Task and Finish Group chaired by Sir Kevan Collins, non-executive board member at the Department for Education, will provide recommendations to the department and insights for the Curriculum and Assessment Review so they can draw on this expertise.
* DfE has confirmed its commitment to **Equality and diversity**. See <https://www.gov.uk/government/organisations/department-for-education/about/equality-and-diversity>
* For the latest **SecED Best Practice Bulletins**, see <https://email.sec-ed.co.uk/q/12JpfhcqhdAnckeP2ekMcBo2/wv> <https://email.sec-ed.co.uk/q/12JpfhcqhBpCDSxzR3G4ANC3/wv>
* The NASUWT say **the use of non-specialist teachers is growing** and is disadvantaging pupils, with budgetary pressures and the impact of the recruitment and retention crisis in teaching are leading to more classes being taught by teachers who do not specialise in that subject. See <https://www.nasuwt.org.uk/article-listing/use-non-specialist-teachers-disadvantaging-pupils.html>
* For an article “**What schools are doing to tackle the speech and language ‘crisis’**.” See <https://www.tes.com/magazine/analysis/general/how-schools-are-supporting-children-with-speech-and-language-difficulties>
* FFT Education DataLab has issued a statistical analysis, “**What happened to “opportunity areas**”? See <https://ffteducationdatalab.org.uk/2025/05/what-happened-to-opportunity-areas/> Priority Education Investment Areas (PEIAs) and Opportunity Areas (OAs) have seen a fall in average progress scores since the initiatives were launched. It found that, on average, OAs and additional PEIAs saw Progress 8 scores decrease between the time they started up and the most recent GCSE exams last year. The average Progress 8 score in OAs fell from -0.15 in 2016 to -0.22 in 2024. However, on average, the OAs and PEIAs saw some increases in key stage 2 outcomes. For a useful summary, see <https://www.tes.com/magazine/news/general/progress8-scores-have-fallen-priority-education-investment-areas>
* **Concerns have been raised about the total silence over an independent review into Oak National Academy** that was originally slated to conclude last September. A recent government survey revealed that just 13 per cent of secondary teachers use Oak resources in their lesson planning. See <https://www.tes.com/magazine/news/general/concern-over-silence-oak-probe>
* Funding for the government’s **maths hubs** scheme will fall by 20 per cent next year. This year, funding for the scheme was boosted by £7 million to “expand teaching for mastery approaches”. This has been axed with the budget for September now set at £29 million – 20 per cent less. A spokesperson for the National Centre for Excellence in the Teaching of Mathematics (NCETM), <https://www.ncetm.org.uk/> which coordinates the hubs, said there would be “no reduction in what’s available to schools, and no significant change to how professional development is delivered through maths hubs.” See <https://schoolsweek.co.uk/maths-hubs-funding-drops-but-dfe-says-its-not-a-cut/>

**Post 16**

* DfE has issued “**The post-16 budget grant** will help institutions with their overall costs in the 2024 to 2025 financial year, following confirmation of the 2024 teacher pay award.” See <https://www.gov.uk/government/publications/post-16-schools-budget-grant>
* DfE has updated “**Guidance for sixth-form and further education colleges on preparing and submitting their College Financial Forecasting Return (CFFR**) and supporting commentary.” See <https://www.gov.uk/government/publications/financial-planning-handbook>
* **More than four in 10 universities in England are expecting to be in a financial deficit by this summer**, according to new report from the Office for Students (OfS). The OfS, which regulates higher education providers, said universities were closing courses and selling buildings to cut costs, but "significant reform and efficiencies" were needed to turn the tide. It said a drop in international students coming to the UK was the main reason for the worsening financial position. See <https://www.bbc.co.uk/news/articles/c8dgdlrdnrgo>

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