



WEEKLY DEPARTMENT FOR  
EDUCATION PUBLICATIONS  
INSIGHT

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Date	Title	Type	Document Details
5 February 2018	<a href="#">School performance tables: how we report the data</a>	Guidance	This guide explains how the DfE use data in the <a href="#">school performance tables</a> to compare schools' and colleges' performance over time and to national averages.
7 February 2018	<a href="#">Free school meals and the early years pupil premium (EYPP) under Universal Credit: equality analysis</a>	Impact assessment	An assessment of the effect that implementation of the Universal Credit will have on the eligibility criteria for free school meals and the early years pupil premium. This is with regard to the protected characteristics identified in the Equality Act 2010.
7 February 2018	<a href="#">Free early years entitlement for 2 year olds under Universal Credit: equality analysis</a>	Impact assessment	This equality analysis sets out our updated assessment of the impact of the proposals for the eligibility criteria for the free early education entitlement for 2-year olds under Universal Credit. This is with regard to the protected characteristics identified in the Equality Act 2010.
8 February 2018	<a href="#">Multi-academy trust performance measures: 2016 to 2017</a>	Official Statistics	<p>Data and analysis on the performance of multi-academy trusts (MATs). It is based on measures of progress for MATs with 3 or more academies that have been with the MAT for at least 3 full academic years and have results in the 2017 school performance tables.</p> <p>It provides the measures, contextual information (including disadvantage and prior attainment) and underlying data for the 2016 to 2017 academic year for:</p> <ul style="list-style-type: none"> <li>• mainstream academies and free schools</li> <li>• university technical colleges (UTCs)</li> <li>• studio schools</li> </ul>
8 February 2018	<a href="#">Characteristics of young people who are long-term NEET</a>	Research and analysis	<p>This report includes analysis of the characteristics of young people who were not in education, employment or training (NEET) for a year, 3 years after completing key stage 4 in the 2010 to 2011 academic year.</p> <p>The majority of this group were 18 at the start of the 2013 to 2014 academic year.</p>
8 February 2018	<a href="#">30 hours free childcare: eligibility codes issued and validated</a>	Official Statistics	<p>This update provides data for the spring 2018 term on the:</p> <ul style="list-style-type: none"> <li>• number of eligibility codes for 30 hours of free childcare which <a href="#">the childcare service</a> has issued to parents of 3-year-olds</li> <li>• number and proportion of these codes that providers have validated</li> </ul>

8 February 2018	<a href="#">Teaching, leadership and governance in further education</a>	Research and analysis	Professor David Greatbatch and Sue Tate's recommendations for teaching, leadership and governance in FE colleges.
9 February 2018	<a href="#">Ready reckoners and transition matrices for key stage 2: 2017</a>	Guidance	Ready reckoners to calculate progress scores for pupils and schools and key stage 2 transition matrices by key stage 1 prior attainment.
9 February 2018	<a href="#">Schools causing concern</a>	Statutory guidance	This guidance describes how: <ul style="list-style-type: none"> <li>• local authorities and <a href="#">regional schools commissioners (RSCs)</a> will intervene in underperforming local-authority-maintained schools</li> <li>• RSCs will intervene in underperforming academies</li> <li>• RSCs will intervene in pupil referral units (PRUs) judged inadequate by Ofsted</li> </ul>
9 February 2018	<a href="#">FE data library: apprenticeship vacancies</a>	Statistical data set	This statistical data set provides information on the number of apprenticeship vacancies and traineeship opportunities for 2008/09 to 2016/17 year-to-date through a range of reports.
9 February 2018	<a href="#">Public sector apprenticeship target</a>	Statutory guidance	This statutory guidance applies to most public bodies with 250 or more staff in England. This includes: <ul style="list-style-type: none"> <li>• schools and academy trusts</li> <li>• local authorities</li> <li>• central government and arm's length bodies</li> <li>• NHS organisations</li> <li>• the armed forces</li> <li>• emergency services</li> <li>• any other body that may be in scope of the target</li> </ul> It outlines how these public bodies should: <ul style="list-style-type: none"> <li>• aim to meet the public sector apprenticeship target</li> <li>• use the data publication and apprenticeship activity return to report their progress towards meeting the target</li> </ul>