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[Department  
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Guidance

# School-age childcare local authority capacity funding guidance

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## Applies to England

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This guidance is for local authorities in receipt of local authority capacity support funding for the 2026 to 2027 financial year. This is part of the Children, Families and Youth Grant delivered through the local government finance settlement (LGFS).

Schools and private, voluntary and independent (PVI) childcare providers, including childminders, may find this guidance useful to understand how their local authority can provide support for school-age childcare, including wraparound and holiday

childcare.

## Purpose of this guidance

The Department for Education (DfE) is providing local authorities with £12.9 million of additional funding in the 2026 to 2027 financial year to support their capacity to deliver a sufficient and sustainable school-age childcare system.

This guidance sets out DfE's expectations on how local authorities should use this funding to support the delivery and sustainability of school-age childcare. This includes through supporting the national rollout of free breakfast clubs and fostering links between holiday childcare and the holiday activities and food (HAF) programme to maximise opportunities to deliver a sustainable school-age childcare market.

Together with HAF programme funding, this funding is being simplified into a single consolidated grant: the Children, Families and Youth Grant. This guidance should be read alongside the:

- [Holiday activities and food programme](#) guidance
- [Ministry of Housing, Communities and Local Government's explanatory note on funding simplification](#)

Local authorities are required by Section 6 of the [Childcare Act 2006](#) to ensure there are enough childcare places within their locality for working parents or for parents who are studying or training for employment, for children aged 0 to 14 (or up to 18 for disabled children). This guidance does not supersede the existing duty.

We expect to provide local authorities with additional guidance on school-age childcare, including further expectations on our approach to monitoring and support, in spring 2026.

## School-age childcare

School-age childcare refers to paid-for and free childcare provision for children from reception onwards, delivered outside of normal school hours, such as:

- before and after school

- during school holidays
- on inset days

School-age childcare includes childcare provided by schools, PVI's and childminders, both on and off the school premises. School-age childcare includes programmes that may not have childcare as their primary focus but provide care for children outside of the school day. This includes government programmes such as free breakfast clubs and the HAF programme.

Some childcare providers may extend their offer to nursery age children. School-age childcare is distinct from pre-reception age [Early Years childcare](#), including school-based nurseries.

### **Vision for school-age childcare**

The need for childcare does not stop when children reach school age. We know many families continue to need childcare before and after school, and during the school holidays. In addition to wider investment in more accessible early education and childcare, we are taking a strategic approach to the future of school-age childcare which builds on the successes of existing programmes such as the [National Wraparound Childcare programme](#), the [HAF programme](#) and the national rollout of the [free breakfast clubs programme](#), to ensure families are supported, year round, by an outstanding school-age childcare system.

Through this investment, we want to support local authorities to deliver a sustainable, thriving childcare market that benefits children, parents, and communities. To achieve this, we expect local authorities to facilitate the delivery of sufficient childcare, in accordance with their existing duty, that responds to local need and is underpinned by strong local leadership and a well-coordinated system that promotes collaboration and efficiency.

Local authorities should use their unique position to ensure local families are empowered and informed of their childcare choices and available financial support. Together, these actions will build a resilient system that meets local needs and supports the long term sustainability of school-age childcare.

## **Local authority capacity support funding 2026 to 2027**

This funding is intended to support school-age childcare provision across term-time and holiday periods, including but not limited to:

- ensuring the sustainability of wraparound places already created and supporting the market to deliver further places where needed
- supporting the rollout of free breakfast clubs
- working closely with the delivery of the HAF programme to ensure join up between HAF funded holiday activities and wider holiday childcare in the area, within a thriving childcare market

This funding forms part of the HAF programme funding, and is part of the wider Children's, Youth and Families Grant delivered through the LGFS. This will help simplify the local government funding landscape. This includes reducing the number of funding streams to local authorities and bringing together existing revenue grants that fund similar services into consolidated grants. Payments to local authorities will be made by MHCLG, who will also publish the grant determination letter for the Children, Youth and Families Grant at the final LGFS in February.

Local authorities should consider how other government programmes fit within their local childcare strategy to create a sustainable market. This fund is complementary to the HAF programme and other Department initiatives. Local authorities are encouraged to align their school-age childcare strategies with broader efforts to:

- support families
- reduce inequalities
- improve educational outcomes

For information on local authority allocations, read the [HAF grant allocations](#).

## Purpose of the funding

The local authority capacity support fund is designed to enhance local capacity to support, monitor and drive inclusive, high quality before-school, after-school and holiday childcare in local areas which meets the needs of parents and carers, and children. In particular:

- improve understanding of local school-age childcare sufficiency including supply and demand, shape of the provider market and barriers to the delivery of inclusive,

high-quality places

- work with parents, providers and other relevant organisations (for example Jobcentre Plus), to drive demand, supply and connect parents to childcare offers and available financial support, including supporting the sustainability of existing childcare places
- support providers to deliver high-quality, inclusive childcare that meets parents' needs and expectations
- maximise school-age childcare provision through join-up of paid-for and free programmes (in particular, the HAF and free breakfast clubs programmes)
- support the national rollout of the free breakfast clubs programme in schools

### **Use of funding**

Use this funding for local authority capacity costs, including staffing, administration, and other internal costs associated with supporting the delivery of sufficient school-age childcare. This may include contracting temporary external support to fulfil the conditions of the grant.

The funding should not be used to subsidise the cost of places for parents, nor should it be distributed to childcare providers.

### **Funding methodology**

Local authority capacity funding is based on the proportion of pupils attending schools in their areas and the overall budget. Additional weighting is applied for areas with higher levels of disadvantage and for local authorities with small populations. This methodology intends to strike a balance of factors which may result in varied school-age childcare demand and sufficiency challenges, such as:

- deprivation levels
- existing supply levels (including as a result of the national wraparound childcare programme)
- the number of households with children
- the employment rates of households with children, by local authority

## **Expectations for local authorities**

The Children, Families, and Youth Grant conditions specify that local authorities must

have regard to this guidance. DfE expects local authorities to fulfil the responsibilities set out in this guidance.

## **Assign a school-age childcare lead**

In line with the grant conditions, local authorities must have in place a nominated school-age childcare lead or a named individual who takes responsibility for school-age childcare. They will be responsible for maintaining strategic oversight of the local school-age childcare market and developing strategies to ensure that provision of school-age childcare in their local area meets the needs of parents and carers, and children.

Local authorities can use their discretion when deciding whether to create a new role or embed responsibilities into existing roles within the authority. Some of these responsibilities may overlap with existing roles, such as the local authority's HAF coordinator. Local authorities should consider the most effective and efficient use of their staff when delegating these responsibilities, and encourage school-age childcare leads to work in collaboration with HAF coordinators where practicable. Local authorities should inform DfE who is responsible for school-age childcare through the relevant avenues and notify them if the named officer changes.

Expected responsibilities for the designated resource can be grouped by:

- strategic leadership and compliance
- market planning and cross-team coordination
- provider engagement sustainability
- programme delivery
- parental engagement

### **Strategic leadership and compliance**

This should include:

- acting as a point of contact for DfE in relation to school-age childcare sufficiency
- fulfilling the requirements of the grant conditions as set out in the guidance, including assurance and data returns
- fulfilling the reporting requirements as set out by DfE in current and future guidance

- coordinating the local school-age childcare strategy, ensuring alignment with statutory duties, grant conditions, and existing school-age childcare programmes

### **Market planning and cross-team coordination**

This should include:

- working collaboratively with other officials responsible for childcare and other parent or child-facing services to understand local need and seek opportunities to streamline services and maximise school-age childcare sufficiency
- working with HAF coordinators to ensure there is a holistic, joined-up approach to funding providers that supports the sustainability of school-age childcare in the locality
- working across teams within the local authority (for example, early years entitlements, pupil place planning, admissions teams) to forecast supply and demand for school-age childcare across different provider types

### **Provider engagement and sustainability**

This should include:

- working with providers to support the sustainability of places established or expanded through the national wraparound childcare programme
- engaging and supporting local schools and providers to facilitate the delivery of wider inclusive, high quality before-school, after-school, and holiday childcare to meet demand
- addressing gaps identified through supply and demand mapping and drive demand to support market sustainability
- engaging and supporting local schools and providers in their delivery of school-age childcare

### **Programme delivery**

This should include:

- engaging with and providing support for schools delivering the government's free breakfast clubs programme, including early adopters and national rollout preparation
- working with other programme coordinators, such as the HAF coordinator and Early Years leads, to ensure a joined-up local childcare strategy

### **Parental engagement**

This should include:

- ensuring parents and carers have the information they need about the availability of school-age childcare in their areas
- ensuring parents and carers are aware of the available financial support available to support them with school-age childcare costs, such as tax-free childcare and Universal Credit childcare support

School-age childcare leads should make an independent judgement on how they distribute their time across each of the programmes and responsibilities. Decisions should be made using data and evidence on local provision and need in order to best deliver on local and programme objectives.

## **Engage with DfE's sufficiency support offer**

DfE will be making a range of support available, which local authorities will be required to engage with as appropriate. This will include:

- providing access to practical resources for local authorities to use independently
- facilitating peer networks to support collaboration and share best practice
- providing targeted support to those local authorities who require additional help

We will publish further information of the specifics of this support offer in spring 2026.

There are a range of resources available to local authorities through [childcare works](#).

## **Support childcare providers**

The local authority should engage with and support providers of school-age childcare to maximise the sufficiency and sustainability of existing and new high-quality, inclusive provision. This should include:

- schools
- PVIs and childminders
- organisations who support the delivery of the free breakfast clubs and HAF programmes



Local authorities should support the sustainability of places delivered through the national wraparound childcare programme. Types of support local authorities should consider include:

- communication and guidance
- market support
- monitor local provision
- operational and business support
- programme integration

### **Communication and guidance**

Local authorities should consider:

- publishing information on available local authority support for providers, including contact information so that providers can contact the teams responsible for school-age childcare, wraparound childcare, free breakfast clubs and HAF
- providing guidance and advice for school-age childcare providers, including promoting and signposting the guidance and best practice resources to support the sustainability of provision, including, but not limited to, all providers that received wraparound programme funding and free breakfast club funding
- providing guidance and advice for providers delivering school-age childcare for children and young people with SEND and supporting parents of children with SEND to find suitable provision, including directing providers to existing resources such as the [SEND toolkit](#) to support the facilitation of more inclusive provision

### **Market support**

Local authorities should consider:

- providing business support to providers on expansion and market entry
- promoting Ofsted registration to providers to enable parents to use tax-free childcare (TFC) and Universal Credit (UC) to pay for provision, and familiarise themselves with the different Ofsted requirements to support providers through the registration process
- supporting providers to promote financial support to eligible parents
- promoting and supporting schools to handle parental [right to request](#) transparently and connecting families to alternative options when on-site school-age childcare is not viable
- brokering relationships between schools and PVIs to support the creation of new

provision, where needed (including breakfast clubs, holiday clubs, and wraparound childcare)

- facilitating networking and collaboration between local schools that would benefit from hub models

### **Monitor local provision**

Local authorities should consider:

- monitoring stability of provision, identifying opportunities for expansion, and where provision is at risk, engaging with providers early to prevent escalation of risk, including monitoring the sufficiency of SEND provision
- considering collection of relevant information to help identify early indicators that providers are at risk (falling occupancy, rising cancellations, staffing churn) and establishing a clear intervention approach (advice, brokering, signposting to further support)

### **Operational and business support**

Local authorities should consider how they can support:

- schools and PVI's with finding suitable space to deliver breakfast clubs, holiday clubs, and wraparound childcare
- providers in establishing sustainable models and maximising estates
- providers with workforce sustainability, for example by sharing recruitment strategies, linking to local job centres, or promoting training opportunities
- providers, where required, to work towards delivering high quality provision, for example by developing and promoting local quality standards, and facilitating or signposting to relevant training

### **Programme integration**

Local authorities should consider:

- working with HAF co-ordinators to explore opportunities for introducing or expanding places using mixed models (joining the delivery of free and paid for provision), in line with the [HAF guidance](#), and co-ordinate provider support
- supporting schools delivering free breakfast clubs to consider opportunities to integrate with wider school-age childcare, including promoting the benefits of extending provision beyond the free breakfast club itself

Local authorities should strive to deliver a provider market that meets local needs and adapts to changing demand. By identifying and removing obstacles that hinder

childcare providers from expanding and supporting the integration of existing and new provision, they can support market sustainability.

Local authorities should identify challenges and work with schools and providers to develop and implement strategies to overcome these. Potential challenges could include:

- staffing
- premises
- transport
- parental demand
- integration of free and paid-for provision
- provision and transport for children with SEND

DfE expects the local authorities to include details of challenges faced in their annual school-age childcare assessment and other DfE data collections.

## **Support delivery of free breakfast clubs**

Local authorities should strive to ensure that all parents of primary school-age children who need it will be able to access term-time childcare in their local area from 8am to 6pm. The free breakfast clubs programme should be utilised to contribute towards this aim by increasing school-age childcare accessibility and affordability for families through the provision of thirty minutes free before-school childcare.

Local authorities can support schools to set up and run free breakfast clubs and are expected to support the delivery of the free breakfast clubs programme from April 2026. To complement DfE's offer, they should work with local schools and stakeholders to support successful delivery of new free breakfast clubs and support the sustainability of the wider school-age childcare provision. They should also encourage eligible schools to join the programme to help ensure successful rollout.

As a minimum, school-age childcare leads should support schools to deliver new free breakfast clubs. This includes both encouraging engagement with the free breakfast clubs programme and supporting schools to overcome barriers to delivery by:

- engaging with schools to drive their understanding of how and when they can sign up to the programme, and sharing relevant information from DfE
- contacting all schools engaged on the free breakfast clubs programme in set-up phase before they begin delivery and then regularly contacting them in delivery to identify any support needs
- developing and delivering a package of support that builds on and complements DfE's offer, based on needs of schools, preparing to and delivering free breakfast clubs
- providing initial support to schools either individually or through local meetings or events, including those that are struggling with delivery and escalating to DfE as required
- encouraging peer-to peer support between schools to share learning and best practice, including from schools already successfully delivering with those joining the programme
- engaging with schools to drive pupil take up of free breakfast clubs, considering the needs of working parents, and how to encourage sustained take-up among children who are vulnerable to food poverty and hunger, or those who need extra support in areas such as attendance, behaviour, or wellbeing
- raising risks as they become aware of them to either individual school or local authority delivery as appropriate

Examples of support local authorities should consider including within their offer may include:

- helping with integrating the free breakfast clubs offer into current breakfast or wraparound provision, or the opportunity to build on free breakfast clubs to offer wider provision
- facilitating partnerships between schools, trusts and PVI childcare providers where appropriate to support effective delivery of free breakfast clubs considering local need
- supporting schools to consider different options to enable children to attend free breakfast clubs where transport is currently a barrier
- guidance and support on safeguarding, food procurement, and waste disposal
- practical support for implementation (including supporting with workforce and space considerations)

It is the responsibility of parents and carers to drop off children at free breakfast clubs or make alternative transport arrangements.

Local authorities are not required to make travel arrangements to enable children to attend free breakfast clubs, but should continue to consider how transport barriers impact the take-up and sustainability of school-age childcare places within specific local areas, including impacts of home to school transport arrangements provided by the authority.

Local authorities should communicate and promote DfE's messaging on the free breakfast clubs programme to ensure that information about free breakfast clubs in their area is accessible to parents and carers, schools, and across the wider local authority.

Information should be incorporated into existing communications on early years and school-age childcare on their family information service or equivalent local authority website.

This should include a list of schools actively enrolled on the free breakfast clubs programme. DfE will inform local authorities of participating schools in their area once they have been confirmed.

## Information for parents

Section 12 of the [Childcare Act 2006](#) stipulates that local authorities must maintain a service providing information, advice and assistance to parents or prospective parents, which should cover the provision of childcare in their local area.

Raising awareness of available provision across term-time and holidays (including the HAF and free breakfast club offers), and of available financial support and assistance, is essential for supporting parents to access school-age childcare, and securing long-term sustainability of provision.

Local authorities should embed school-age childcare into existing family information services, but also proactively identify opportunities for driving demand, including raising awareness of school-age childcare services to parents. Information that should be promoted to increase parental awareness includes:

- existing school-age childcare provision (including breakfast clubs, after-school provision and holiday childcare)
- type of provision (school-run, PVI and childminders)
- details of the childcare that is available, including opening and closing times, costs

and what is provided (for example enrichment activities)

- a parent's [right to request](#) school-age childcare, local authorities should promote this and support schools to handle requests in line with DfE guidance
- available childcare subsidies (including TFC and UC childcare)
- contact details and information for parents requiring more tailored support (for example transport)

Examples of potential approaches for increasing awareness of available information and services include:

- maintaining an up-to-date section on the Family Information Service website with details of term-time and holiday provision, and links to financial support offers
- working with other partners including use of targeted campaigns (for example schools, HAF co-ordinators, EY leads, job centres, Best Start Family Hubs, housing developers) to promote locally available school-age childcare options
- working with EY providers to ensure families are supported with the transition to school-age childcare and making them aware of the options and (financial) support available to them
- supporting with parent's [right to request](#) and monitoring school handling of requests.
- hosting information sessions at schools or community venues to explain childcare options and financial support
- distributing printed materials such as posters and leaflets in libraries, GP surgeries, children's centres, local businesses and job centres

## Data and evidence collection

Local authorities must provide school-age childcare data and evidence to the DfE as required. This will include, but is not limited to, the wraparound childcare data collection process.

It is important that local authorities can demonstrate their understanding of the needs of local families and have a comprehensive knowledge of the local childcare market based on robust data to support them in making a confident assessment of school-age childcare sufficiency. This should include:

- supply data, and data that supports demand mapping such as parent waiting lists
- school admissions data
- early years data
- school capacity data

It is also important that local authorities can provide evidence of the actions they have taken, or intend to take, to support school-age childcare sufficiency and sustainability.

## **Annual childcare sufficiency assessment**

Section B.2 of the statutory guidance on [Early Education and Childcare](#) sets the expectation that local authorities should report annually to elected council members. This report will include how they are meeting their duty to secure sufficient childcare and should be made available and accessible to parents.

DfE expects local authorities to base their childcare sufficiency assessment (CSA) reports on robust data relating to supply and demand in their local area. They should ensure that there is adequate detail and evidence to support their assessment of school-age childcare sufficiency. This is alongside their assessment of early years sufficiency, including in relation to their entitlement funding.

For the first time, DfE is requesting that local authorities provide us with their CSA. Local authorities have autonomy over when in the financial year they complete their annual CSA. However, they will be required to submit their CSA for the 2026 to 2027 financial year before the end of said financial year.

We know many local authorities already complete the school-age elements of their CSA to a high standard. To support the consistency and quality of these assessments we have compiled a list of school-age elements we expect local authorities to incorporate within their annual CSA.

### **Executive summary**

Local authorities should include:

- an overview of findings and progress against previous year's action plan, including clear confirmation of whether there is sufficient school-age childcare for families who need it

- a summary of gaps in school-age childcare, local barriers, and an action plan for upcoming year

Additional information can include:

- the local authority's ambition and local vision for school-age childcare in their area
- local authority specific information impacting school-age childcare, for example geography, rurality, demographics

## **Demand for childcare**

Local authorities should include:

- demand during term time, broken down by age, provider type, and time (before- or after-school childcare, part- or full-wraparound childcare)
- demand for holiday periods, broken down by age, provider type, and time
- demand for childcare for children with special educational needs and disabilities (SEND)
- number of children on waiting lists and a number of right to request applications made to the local authority

Additional information can include:

- demand by local authority geography, for example by ward or borough
- demand for atypical hours, outside of the usual 8am to 6pm framework
- factors impacting local demand and demographics, such as deprivation, migration, and housing developments (school-age childcare leads should draw on expertise from estates, pupil place planning and early years colleagues)
- family surveys and views on childcare availability

## **Supply of childcare**

Local authorities should include:

- supply during term-time, broken down by age, provider type, and time (before- or after schools, part- or full-wraparound childcare)
- supply data for children with special educational needs and disabilities (SEND)
- supply for holiday periods, broken down by age, provider type, time (for holiday periods, school-age childcare leads should work in collaboration with the local HAF coordinator so that relevant details from the HAF annual report are reflected in the sufficiency assessments)



Additional information can include:

- supply by local authority geography, for example providers broken down by ward or borough
- providers offering atypical hours, outside the usual 8am to 6pm framework
- provider views on business sustainability and challenges
- occupancy rates and vacancies

### **Affordability and costs**

Local authorities should include:

- average childcare costs across different provider types

Additional information can include:

- evidence of local authority promotion of TFC or UC childcare and family uptake of these subsidies
- cost change to parents over time
- cost mapping across the local authority (by ward or borough)
- family perceptions of value for money of school-age childcare provision

### **Quality of provision**

Local authorities should include:

- Ofsted ratings and local quality improvement initiatives

Additional information can include:

- the local authority's confidence in standards being met, for example food standards, and how they have supported schools and providers to meet standards
- the changes in Ofsted ratings over time
- family perceptions of quality of school-age childcare provision

### **Access and inclusion**

Local authorities should include:

- an assessment of the sufficiency of provision for children with additional needs (for example English as an additional language) and SEND
- any targeted initiatives for areas of high deprivation

- barriers for children with additional needs and SEND accessing school-age childcare and local authority plans to address these barriers

Additional information can include:

- an assessment of the sufficiency of childcare for children with SEND over time
- support for vulnerable groups (for example looked-after and previously looked-after children)

## **Workforce and sustainability**

Local authorities should include:

- assessment of workforce suitability and sustainability, for example development needs and opportunities for upskilling, in relation to school-age childcare
- staffing challenges and recruitment strategies

Additional information can include:

- impact of funding and policy changes, for example impact of teacher and support staff pay awards

## **Methodology**

Local authorities should include:

- data sources and approach used for the assessment
- where data is published, local authorities should provide links and where data is not published they should include key details, for example the number of schools or providers who responded to surveys

Additional information can include:

- the local authority's assessment of the data used in the annual assessment, including quality, granularity, and overall confidence

Information collected as part of the CSA should be used to inform future planning and produce an action plan on areas for improvement.

Further guidance on supply and demand mapping is available in the [National Wraparound Childcare Programme Handbook](#). Local authorities may wish to consult additional resources beyond those made available by DfE when completing their CSA, such as those produced by childcare organisation and charities.

# School-age childcare data and evidence collection

Local authorities will have to return a school-age childcare sufficiency proforma in the 2026 to 2027 financial year. The proforma is intended to complement the CSA and information provided through this proforma should be based off robust assessments which should be formalised in the CSA, and which local authorities should be completing and sharing with their councillors and citizens, as well as the DfE.

The proforma will focus on setting out their approach to measuring sufficiency, including any headline data and evidence requested, and the local authority's confidence in their sufficiency assessment. While the proforma is intended to capture headline information, the CSA and proforma should still be underpinned by mapping of sufficiency across both term-time and holiday childcare. DfE may request additional data to support assessments set out in the CSA or proforma.

To support local authorities to complete their assessments and the proforma, and to ensure that they are utilising funding in alignment with DfE's expectations, we will request information throughout the 2026 to 2027 financial year.

These collections will focus on local authorities' ability to complete their school-age childcare sufficiency assessment across term-time and holiday periods, as well as the other expectations set out in this guidance. This will include information on the sustainability of childcare places delivered through the national wraparound childcare programme, and local authorities' plans to address barriers to sufficiency, including any actions relating to government programmes such as free breakfast clubs and the HAF programme.

We will provide further information on the data and monitoring returns local authorities will complete in guidance scheduled for spring 2026.

## Ongoing monitoring of wraparound childcare

Local authorities must monitor and support the sustainability of additional full and partial wraparound childcare places delivered through the [national wraparound childcare programme](#). Local authorities should:

- publish contact information so that providers can contact the team responsible for school-age childcare and wraparound childcare
- make available guidance and advice to childcare providers to support the sustainability of provision, including, but not limited to, all providers that received wraparound programme funding
- promote use of guidance and best practice resources for wraparound childcare providers published by DfE

Local authorities should contact all wraparound providers and recipients of funding at least termly to promote support and resources available. They are encouraged to:

- support providers by gathering and sharing best practice
- monitor the uptake of wraparound childcare places funded through the national wraparound childcare programme
- identify provision at risk of closure or reduction of hours or capacity and proactively offer support to providers to improve the sustainability of provision. This could include:
  - business modelling and management
  - quality of childcare provision
  - marketing and promotion

Local authorities must participate in the wraparound data collection twice yearly (planned June 2026 and January 2027). DfE will streamline the data collection and issue further guidance.

## **Additional evidence**

Local authorities should, where possible, support DfE in the shaping of future policy. They can do this by responding to feedback requests and providing insights as requested.

## **Assurance**

Recipients must maintain reliable, accessible and up to date accounting records with an adequate audit trail for all funding expenditure. DfE will require evidence of how

the funding has been used.

This will be incorporated into the HAF statement of expenditure (or statement of usage) which should be completed by the local authority after the end of the 2026 to 2027 financial year and be submitted to DfE by 1 May 2027. We will provide you with a template and guidance for this document before the end of the reporting period.

Any unspent funding identified by DfE in these reports may be subject to recovery and must be repaid by the local authority if requested.

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