TSN - 2025/26 Summary

02 November 2026

Background

The total allocated to settings for the programme was £72.4M. The budget allocated and the average allocation to each setting type is shown in the table and chart below

Table: Funding by setting type

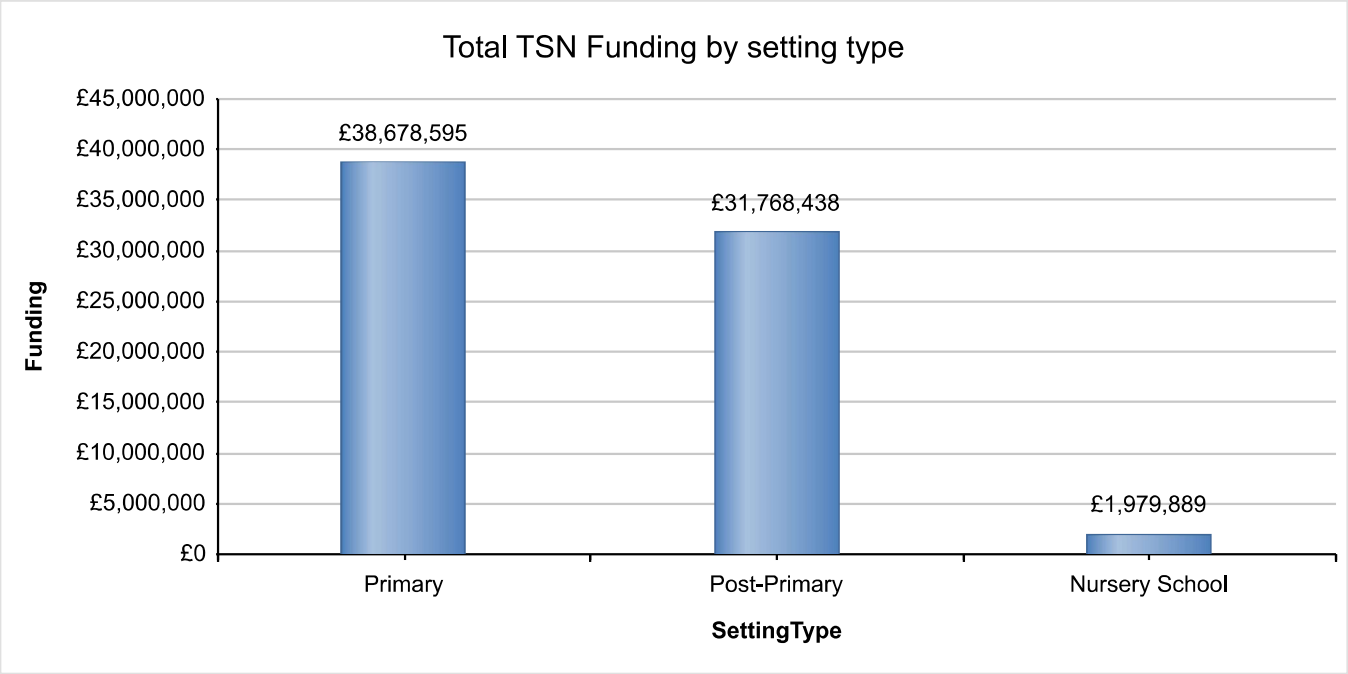
Type	Number of settings	Total Funding	Average funding per setting
Post-Primary	216	£31,768,438	£147,076
Primary	840	£38,678,595	£46,046
Nursery School	194	£1,979,889	£10,206

Table: Funding by management type

Type	Number of settings	Total Funding	Average funding per setting
Grammar	69	£3,019,459	£43,760
Secondary Maintained	73	£13,365,666	£183,091
Secondary Controlled	51	£9,929,407	£194,694
Special Needs	40	£0	£0
Primary Maintained	383	£18,826,702	£49,156
Primary Controlled	371	£16,289,654	£43,907
Integrated Secondary	21	£4,882,278	£232,489
Integrated Primary	46	£2,362,111	£51,350
Nursery School	194	£1,979,889	£10,206
Nursery Unit	257	£0	£0
Pre-School	370	£0	£0
EOTAS	6	£0	£0
Prep School	14	£0	£0
Irish Medium Secondary	2	£571,628	£285,814
Irish Medium Primary	26	£1,200,128	£46,159

Funding By Setting Type

As shown below, the largest share of the budget was allocated to Primary schools which received £38.7m during the year, with another £31.8m for Post-Primary schools and £2m for Nursery schools.



Planner Completion Rate

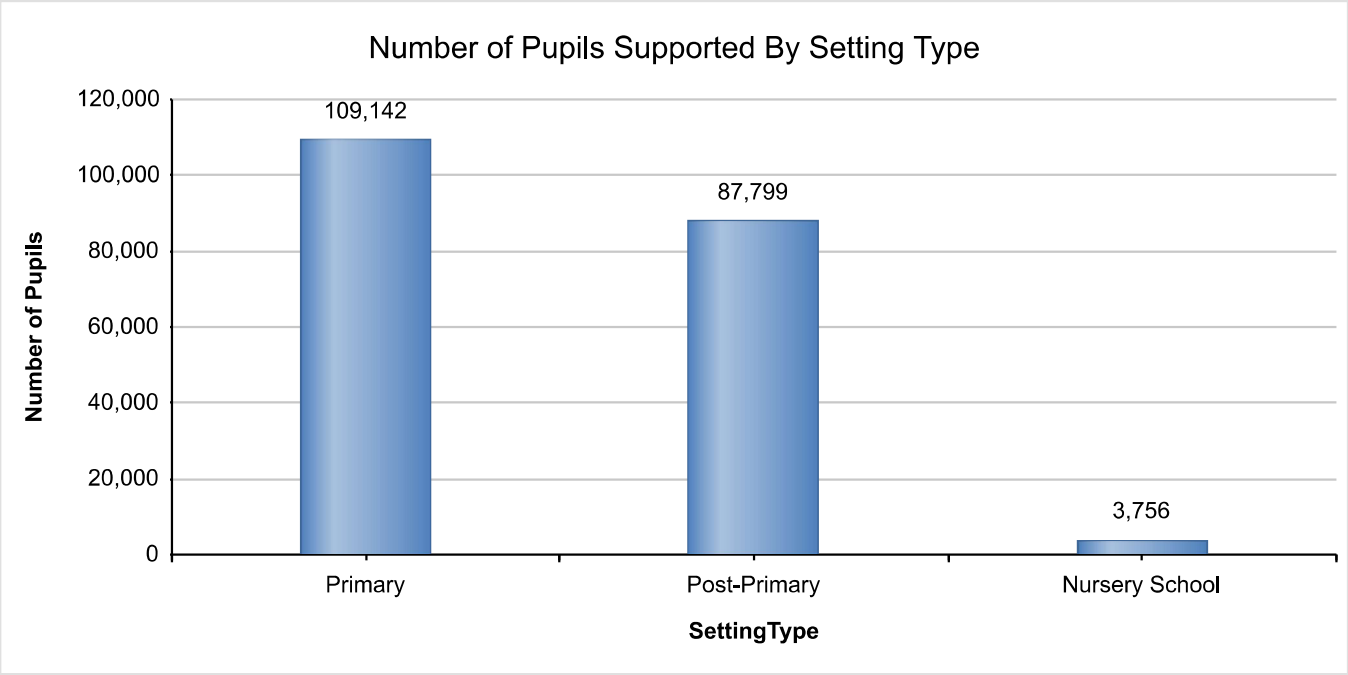
By 02 November 2026, 578 settings had completed sections 1-3 of the planner, which was due by end of December. Sections 4-5, which allow schools to evaluate their programme and plan future actions are to be completed by end of June.

Setting Type	Settings Completed	Percentage	Total Spend
Post-Primary	103	48%	£17,519,079
Primary	414	49%	£30,311,794
Nursery School	61	31%	£1,312,067

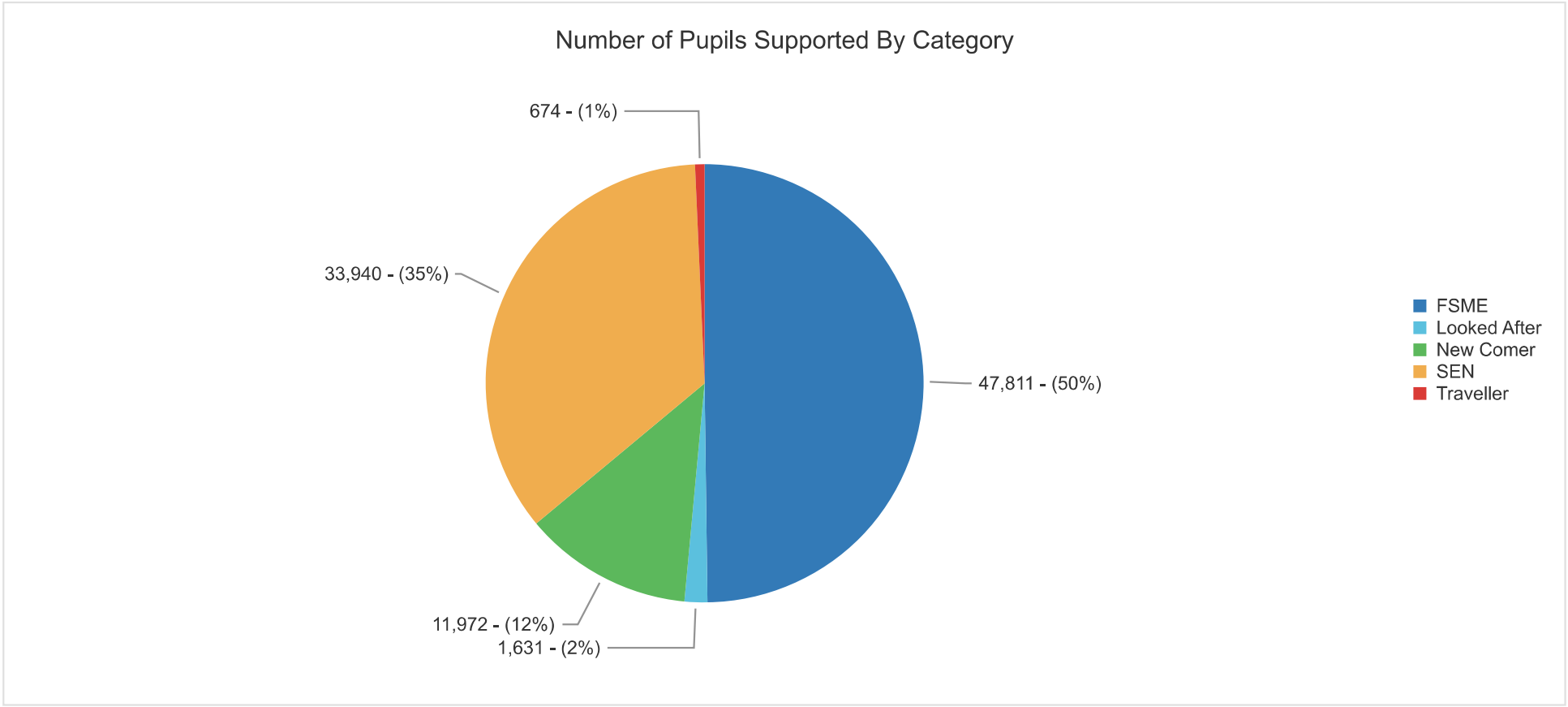
Section 1 Overview

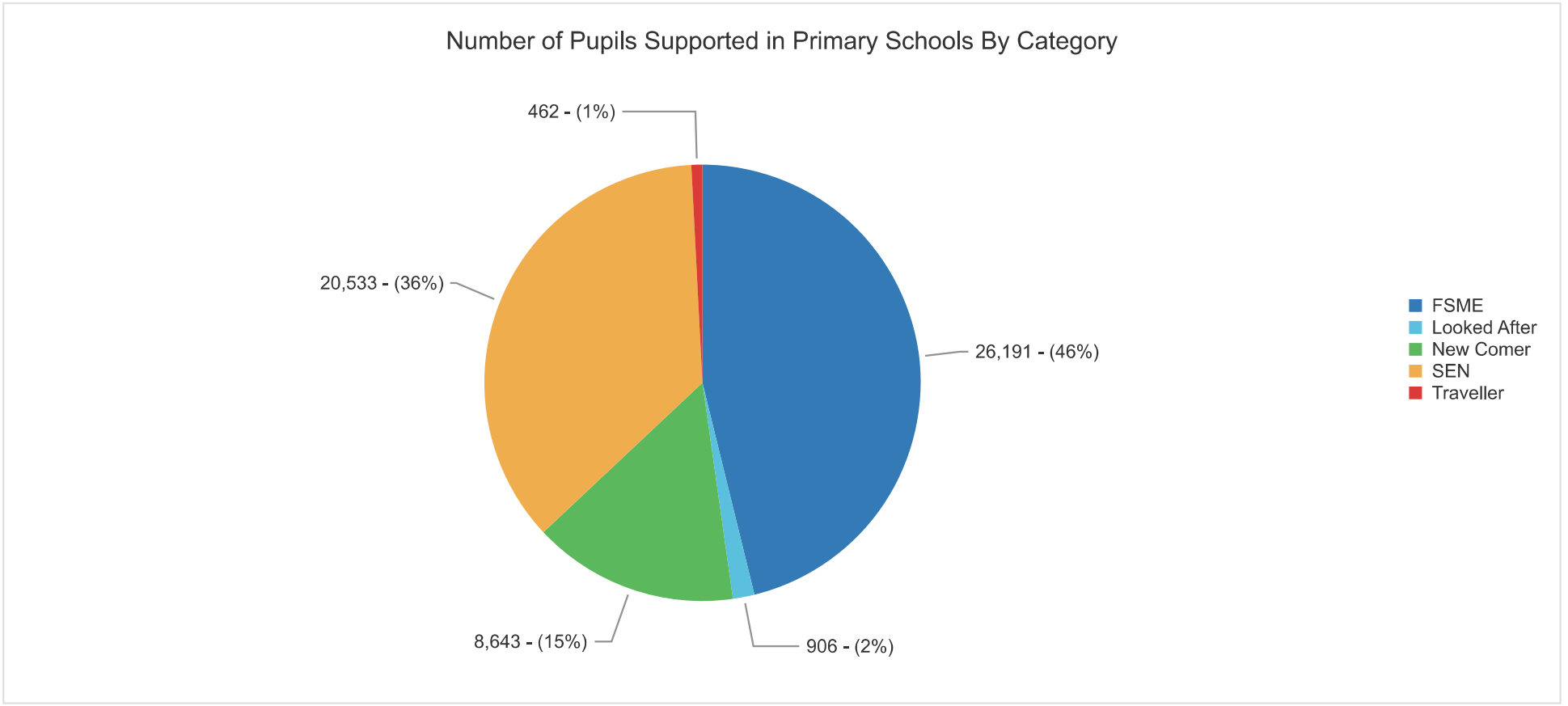
Pupil Groups

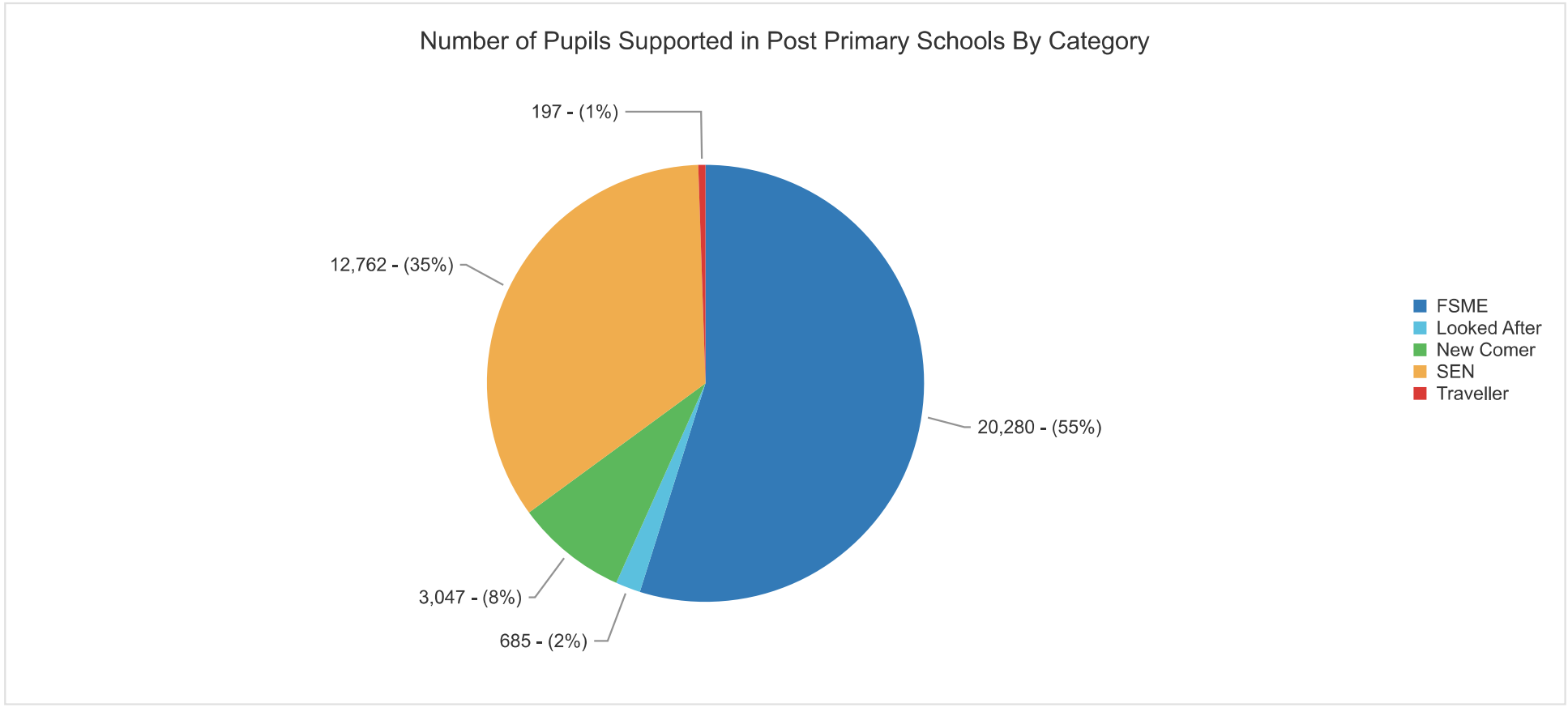
The settings reported that the funding supported 200,697 children and young people as set out below.

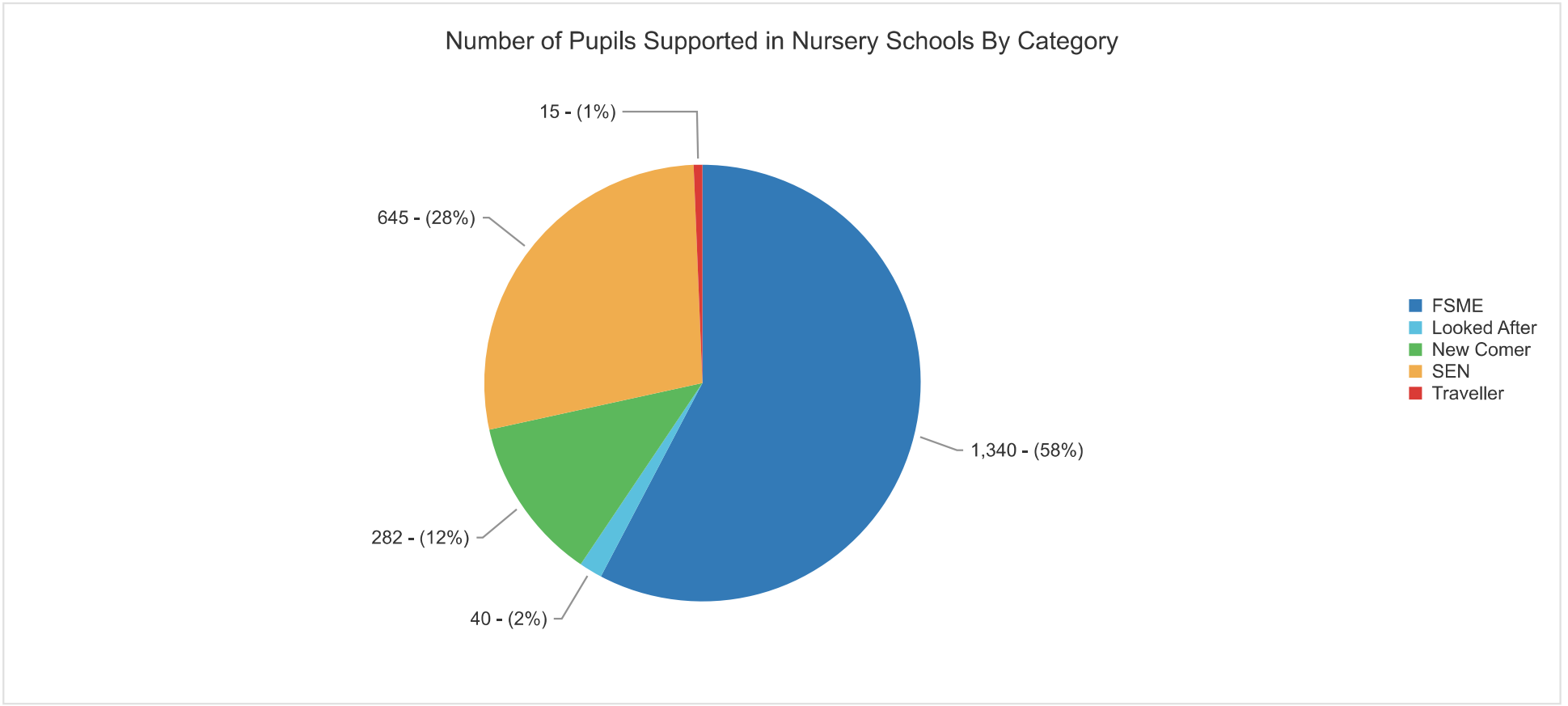


The number of pupils supported within each Section 75 category is shown in the Pie charts below, alongside the number of Free School Meal Entitled (FSME) pupils.




Number of Pupils Supported in Primary Schools By Category
462 - (1%)
20,533 - (36%)
26,191 - (46%)
8,643 - (15%)
906 - (2%)
FSME
Looked After
New Comer
SEN
Traveller


Number of Pupils Supported in Post Primary Schools By Category
197 - (1%)
12,762 - (35%)
20,280 - (55%)
3,047 - (8%)
685 - (2%)
FSME
Looked After
New Comer
SEN
Traveller


Number of Pupils Supported in Nursery Schools By Category
15 - (1%)
645 - (28%)
1,340 - (58%)
282 - (12%)
40 - (2%)
FSME
Looked After
New Comer
SEN
Traveller

Section 2 Areas and Groups targeted for support

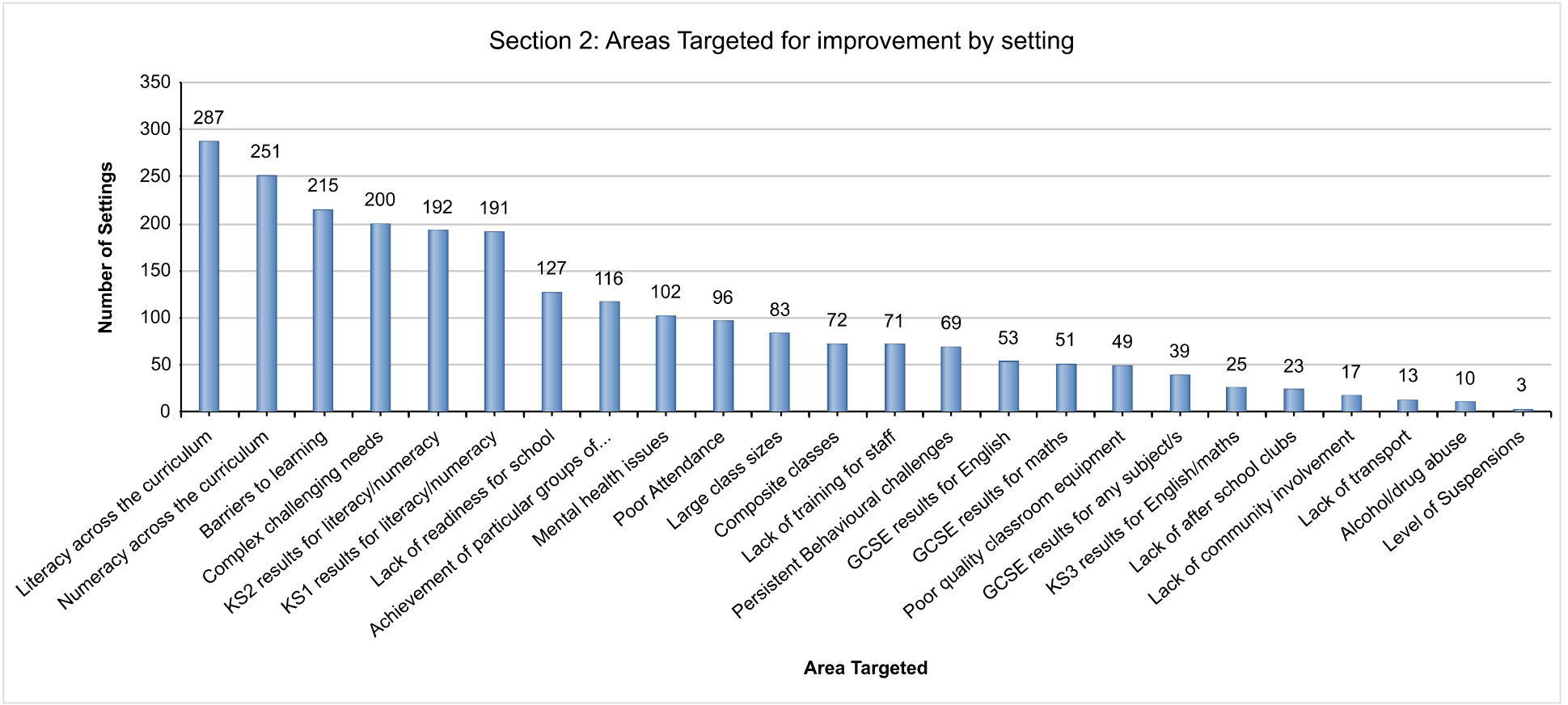
At outset of completing the Planner, schools were asked to (a) identify the areas targeted for improvement in their individual school context, and (b) identify the groups in their school that require support/intervention. The options available in the Planner were as follows:

Areas targeted for improvement	Primary	Post-Primary	Nursery School
KS1 results for literacy/numeracy	191	0	0
KS2 results for literacy/numeracy	191	1	0
KS3 results for English/maths	0	25	0
GCSE results for English	0	53	0
GCSE results for maths	0	51	0
GCSE results for any subject/s	0	39	0
Literacy across the curriculum	228	53	5
Numeracy across the curriculum	205	41	4
Complex challenging needs	133	33	34
Barriers to learning	128	52	35
Lack of readiness for school	77	15	35
Lack of training for staff	53	8	10
Large class sizes	52	15	16
Composite classes	70	1	1
Achievement of particular groups of pupils e.g. LAC/Newcomers/SEN/Travellers etc.	71	24	21
Lack of community involvement	12	4	1
Mental health issues	59	39	4
Alcohol/drug abuse	4	5	1
Poor Attendance	47	48	1
Level of Suspensions	0	3	0
Level of Expulsions	0	0	0
Persistent Behavioural challenges	41	15	13
Lack of after school clubs	16	7	0
Poor quality classroom equipment	32	11	6
Lack of transport	6	7	0

Groups targeted for support/intervention	Primary	Post-Primary	Nursery School
Individual pupils at risk of underachievement	341	88	40
Particular year group	122	26	9
Subject class	19	11	0
Boys	60	29	13
Girls	50	13	12
FSME boys	59	30	12
FSME girls	54	25	12
Teacher - English	24	27	0
Teacher - Math	28	24	0
Teacher - Science	2	5	0
Teacher - Other subject	13	5	2
Teacher - SEN	75	16	7
Classroom Assistants	102	14	25
HODs	3	7	0
Pastoral team	26	27	3
Parents	49	12	13
The wider community	25	3	6
Provide quality resources to improve learning experience	74	24	14
Newcomers	56	21	18
SEN Pupils	201	39	41
LAC	43	15	9
Traveller	14	6	1
Other vulnerable groups e.g Roma	9	4	2

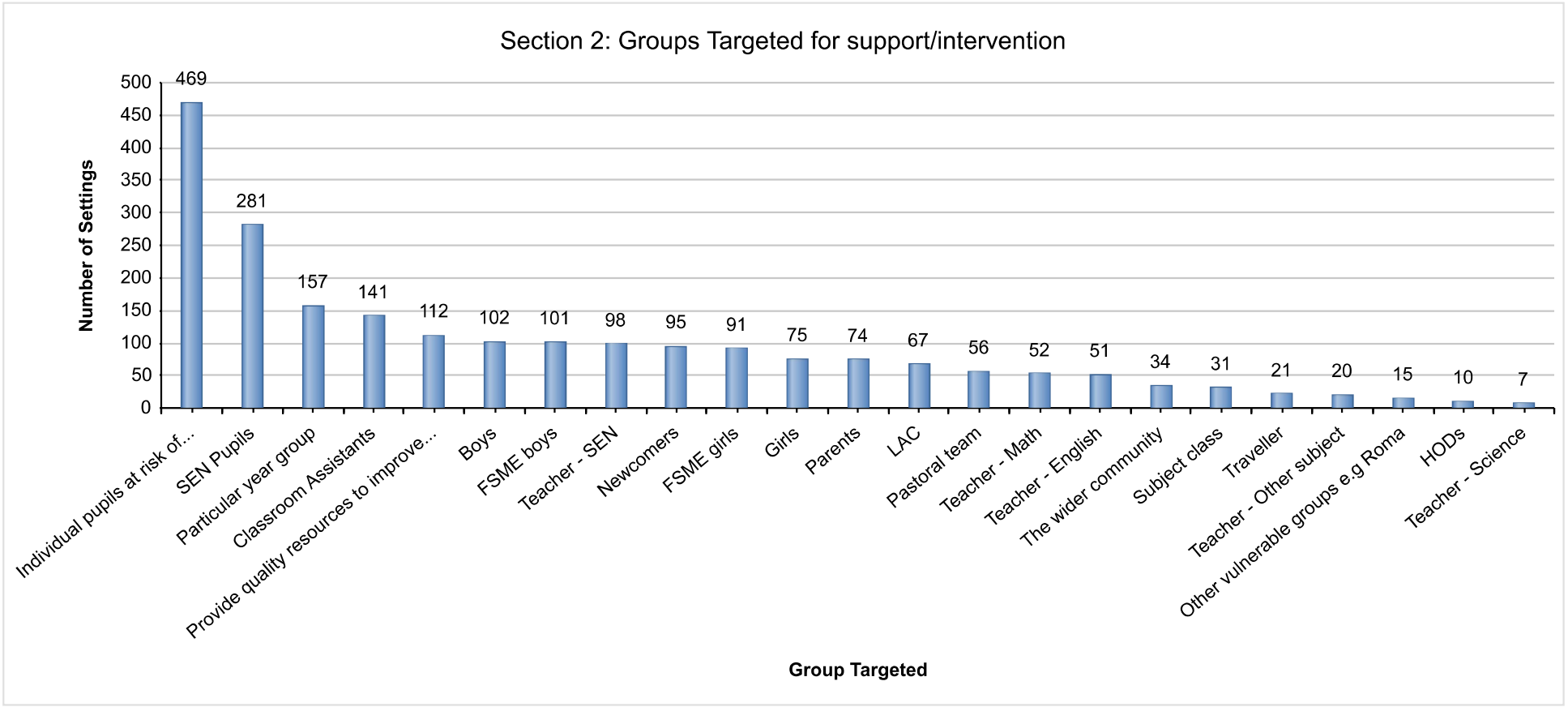
Areas targeted for improvement

Schools identified a total of 2355 areas for improvement as set out in the chart below. The most common area was “Literacy across the curriculum” which was selected by 287 schools, closely followed by “Numeracy across the curriculum” selected by 251 schools. “Barriers to learning” were also a strong focus for schools with 215 schools targeting this area.



Groups targeted for support/intervention

Schools identified a total of 2160 groups to target for support/intervention. The most common group by a wide margin was “Individual pupils at risk of underachievement” which was targeted by 469 settings. Followed by “SEN Pupils” targeted by 281 schools and “Particular year group” targeted by 157 schools.



Section 3 Action Plans

Schools were asked to, in **Step 1**, suggest objectives **(Targets)** to bring about improvement, which sets out what they want to achieve.

Then for each Target they were asked to **–**

Step 2: establish **Success Criteria -** how they will know they have been successful;

Step 3: specify **Actions –** what they will do;

Step 4: specify the **Evidence** they will collect **–** how they will measure impact; and

Step 5: set out the **Resources** required for each Target.

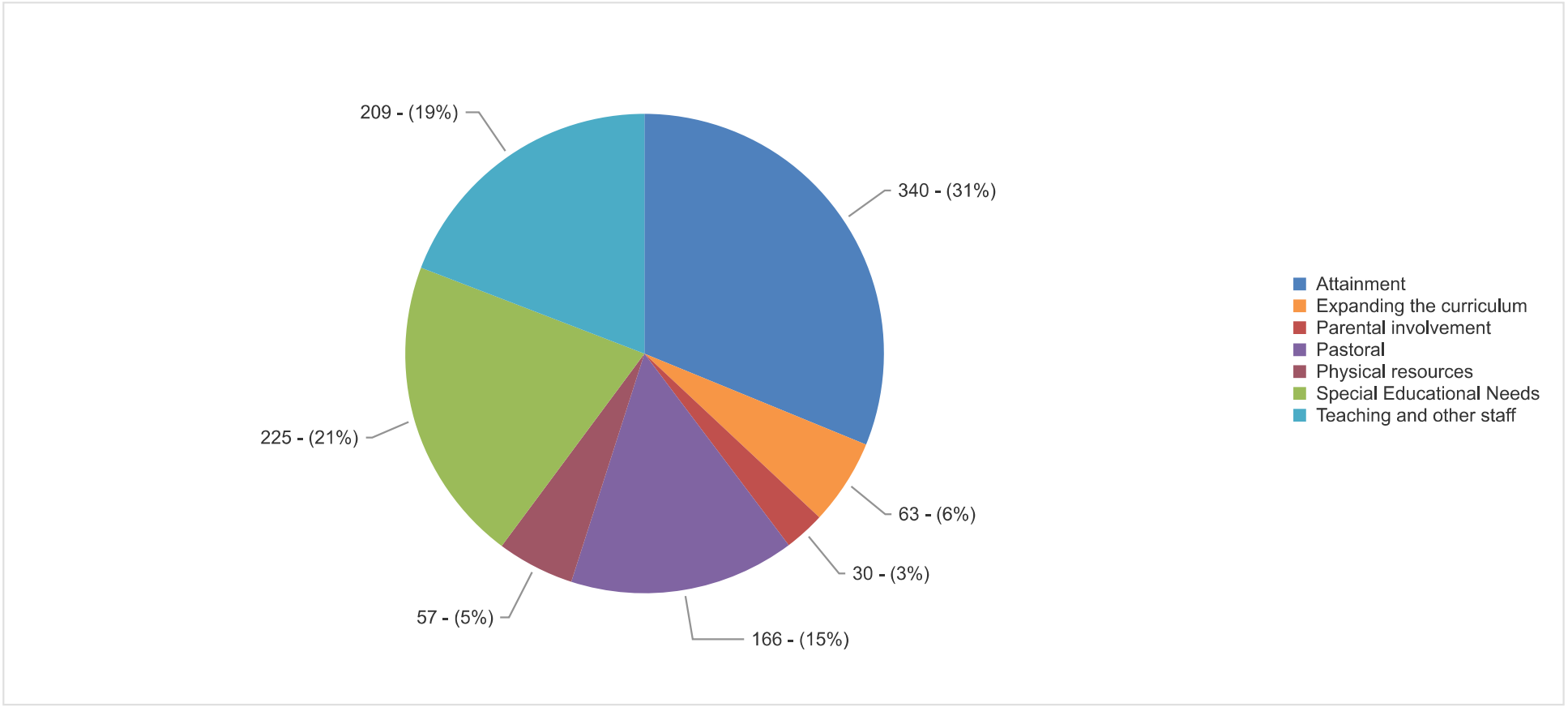
Section 3 Step 1 Establishing Targets (Objectives)

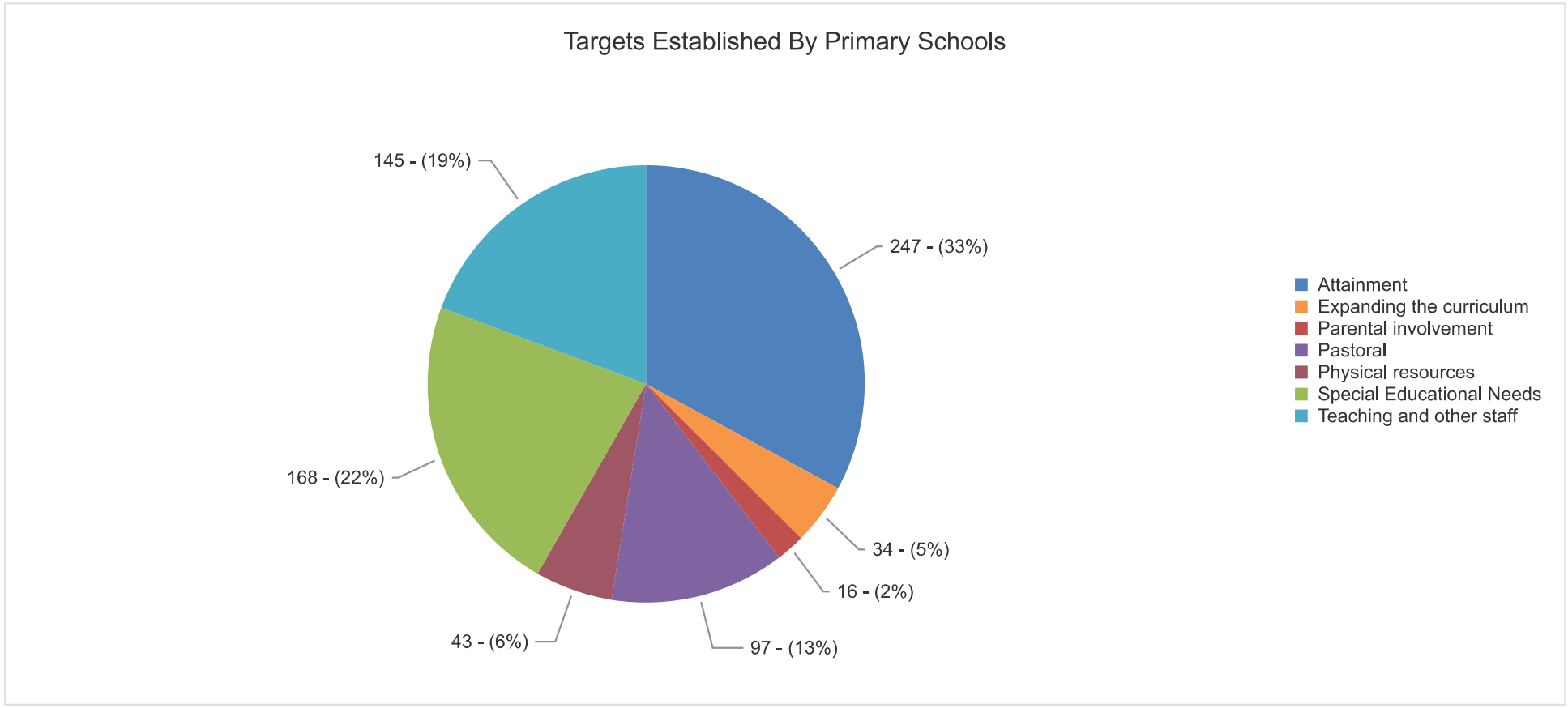
Schools were asked to suggest one or more Targets, which set out what they want to achieve. This establishes objectives against which they will measure improvement. The options for Targets in the Planner were as follows:

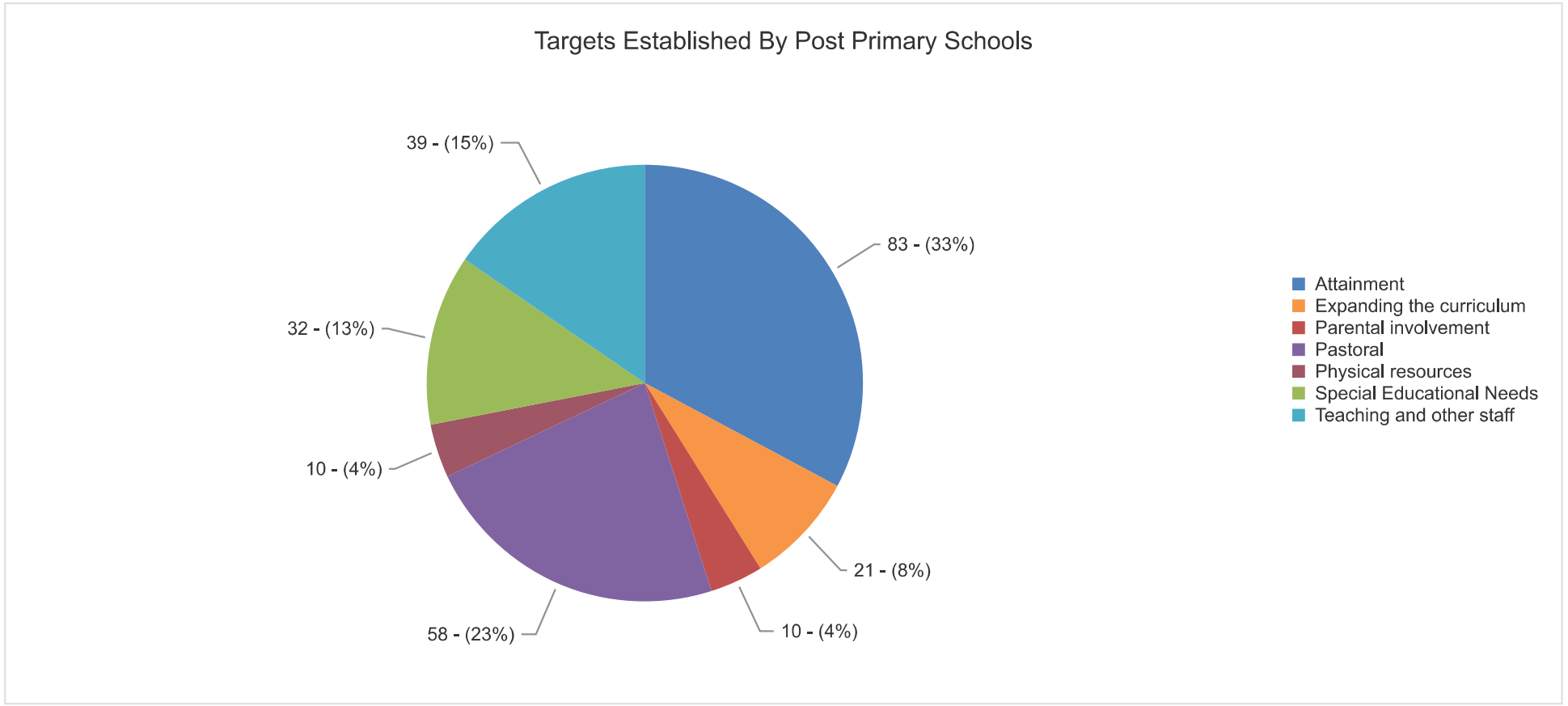
Attainment	**Primary**	**Post-Primary**	**Nursery School**
Increase the number of pupils reaching their potential	74	31	9
Raise pupil attainment in Literacy	71	15	0
Raise pupil attainment in Numeracy	53	12	0
Improve independent reading skills	10	1	0
Reduce % of pupils underachieving in (English/maths/IT/subject X)	36	20	0
Maintain the DSC programme for English and/or maths	0	0	0
Other Attainment	3	4	1
Teaching and other staff	**Primary**	**Post-Primary**	**Nursery School**
Ensure teachers have the requisite knowledge to provide appropriate interventions to tackle underachievement	79	25	11
Ensure support staff (i.e. Classroom Assistant) have the requisite knowledge and skills to support pupils and teachers	44	7	9
Other Teaching and staff	22	7	5
Parental involvement	**Primary**	**Post-Primary**	**Nursery School**
Increase parental engagement in child's educational experience	12	7	4
Increase parental involvement in the school	4	2	0
Other Parental involvement	0	1	0
Expanding the curriculum	**Primary**	**Post-Primary**	**Nursery School**
Widen access to sports	9	5	3
Widen access to arts	0	0	0
Widen access to languages	2	2	0
Widen access to music	5	3	1
Ensure all pupils can access school trips/events	5	3	3
Raise attainment through provision of after school activities (over and above Ext Schools provision)	11	5	0
Other Expanding the curriculum	2	3	1
Special Educational Needs	**Primary**	**Post-Primary**	**Nursery School**
Ensure appropriate support for SEN pupils	120	19	18
Expand access to learning support centre	1	0	0
Expand access to learning support interventions	41	10	4
Other Special Educational Needs	6	3	3
Physical resources	**Primary**	**Post-Primary**	**Nursery School**
Ensure there are no composite classes	24	0	0
Reduce the number of classes	5	2	0
Other Physical resources	14	8	4
Pastoral	**Primary**	**Post-Primary**	**Nursery School**
Increase attendance rates	13	28	0
Ensure pupils are ready for learning	34	8	9
Help pupils to manage their emotions	40	16	2
Other Pastoral	10	6	0

Targets (Objectives) established within each Target Heading

Schools established 1090 Targets (objectives) in total within the seven headings. The most common by far are those targets within the “Attainment” heading, with 340 targets chosen by schools. “Special Educational Needs” targets are the next most common with 225 targets established.

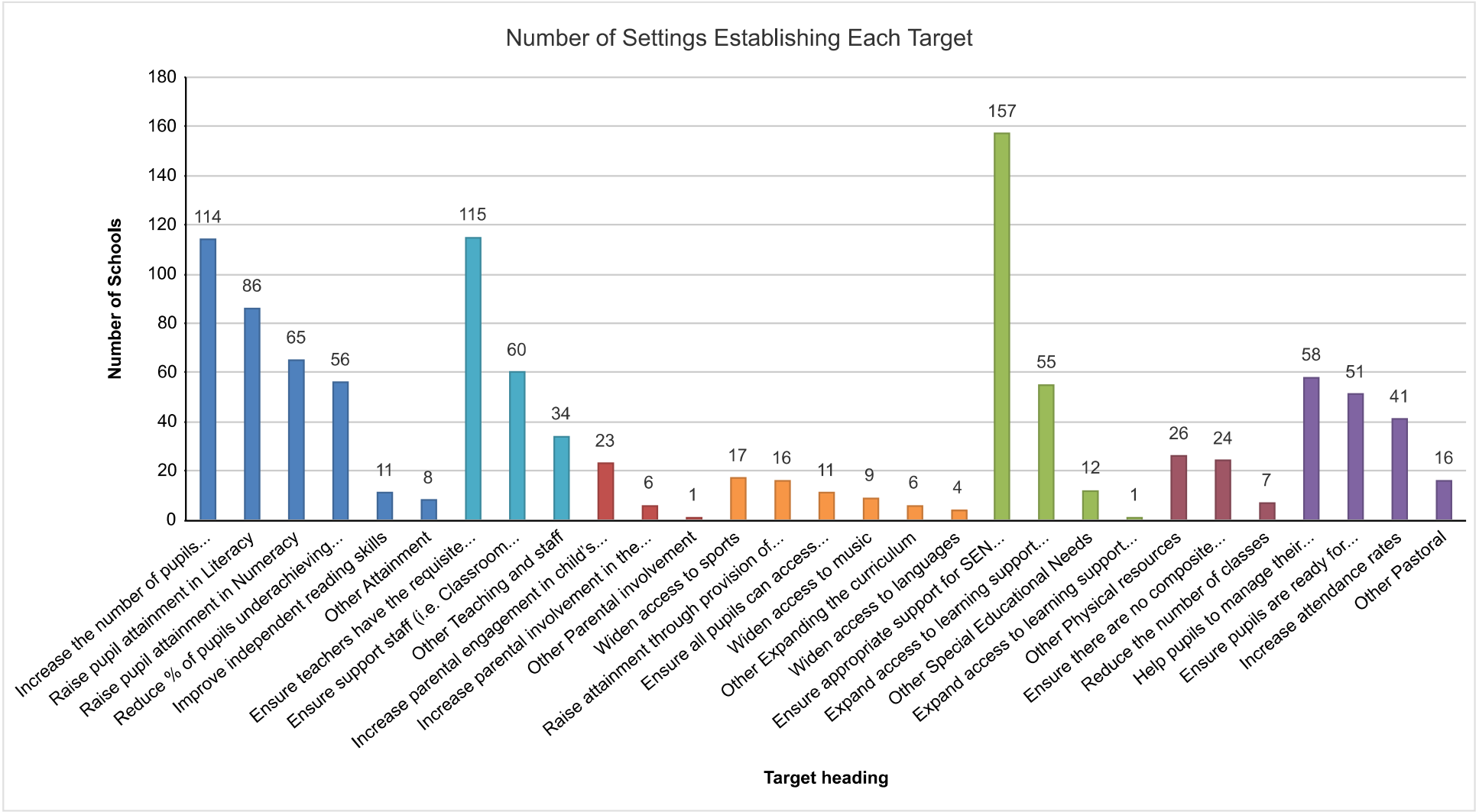



Targets Established By Primary Schools
145 - (19%)
247 - (33%)
168 - (22%)
34 - (5%)
16 - (2%)
43 - (6%)
97 - (13%)
Attainment
Expanding the curriculum
Parental involvement
Pastoral
Physical resources
Special Educational Needs
Teaching and other staff


Targets Established By Post Primary Schools
39 - (15%)
83 - (33%)
32 - (13%)
10 - (4%)
21 - (8%)
58 - (23%)
10 - (4%)
Attainment
Expanding the curriculum
Parental involvement
Pastoral
Physical resources
Special Educational Needs
Teaching and other staff

Number of settings establishing each Target

Settings established a total of 29 targets across a very wide range of areas as shown below. The most common group by a wide margin was “Ensure appropriate support for SEN pupils” which was targeted by 157 settings. Followed by “Ensure teachers have the requisite knowledge to provide appropriate interventions to tackle underachievement” targeted by 115 schools and “Increase the number of pupils reaching their potential” targeted by 114 schools.



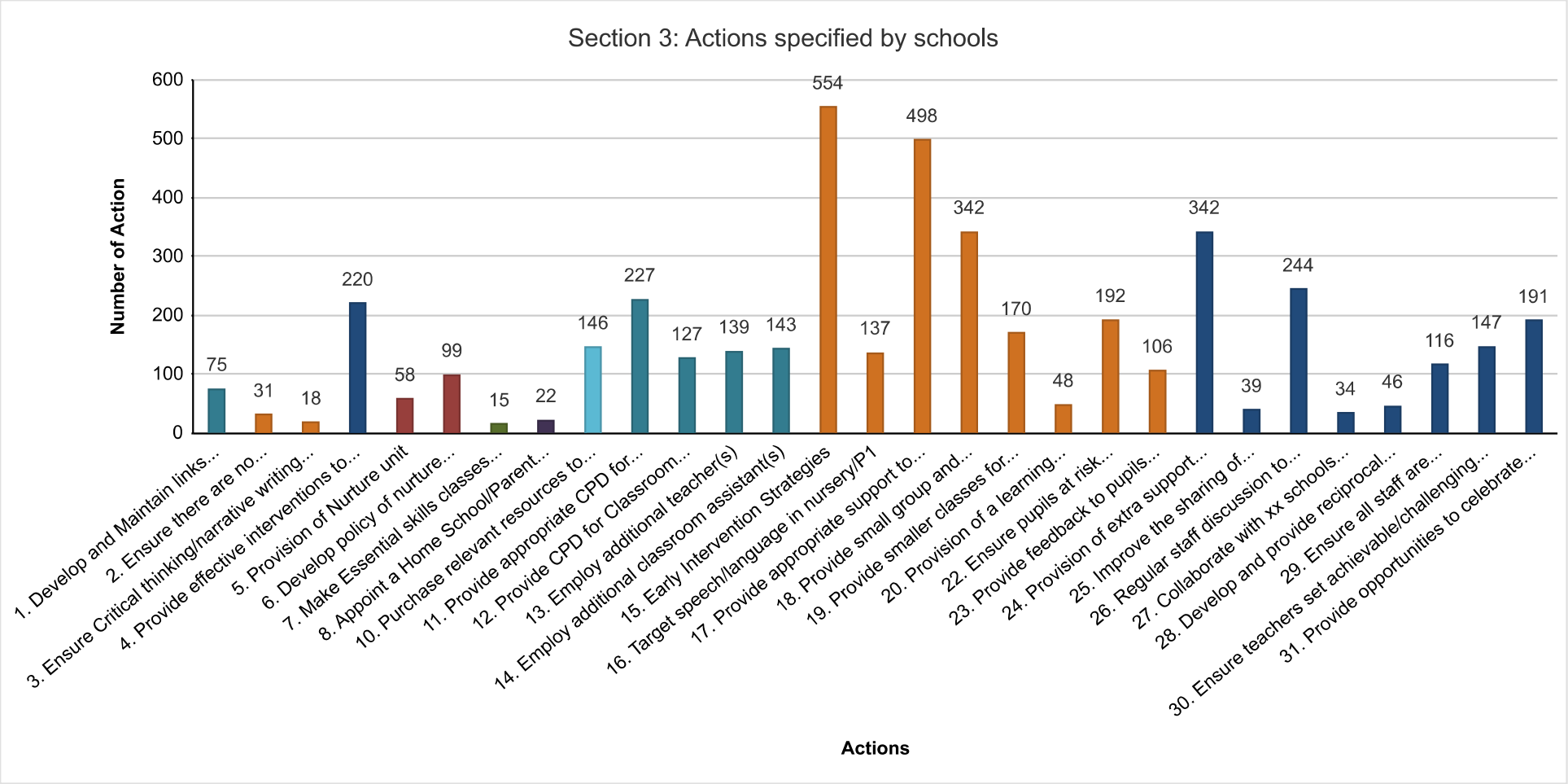
Section 3 Step 3 Actions

Schools were asked to specify Actions describing what they will do. The options for Actions in the Planner were as follows:

Action	Action type
1. Develop and Maintain links with local community organisations	Community
2. Ensure there are no composite classes	Curriculum
3. Ensure Critical thinking/narrative writing are part of the curriculum	Curriculum
4. Provide effective interventions to improve emotional wellbeing of pupils	Health and Wellbeing
5. Provision of Nurture unit	Nurture
6. Develop policy of nurture across the whole school	Nurture
7. Make Essential skills classes available to parents	Parent Engagement
8. Appoint a Home School/Parent Liaison Officer	Parent engagement
9. Undertake activities to encourage parental engagement	Parent Engagement
10. Purchase relevant resources to meet objectives (equipment/furniture/IT)	Resources
11. Provide appropriate CPD for Teachers	Staffing
12. Provide CPD for Classroom Assistants in English/maths	Staffing
13. Employ additional teacher(s)	Staffing
14. Employ additional classroom assistant(s)	Staffing
15. Early Intervention Strategies	Targeted support
16. Target speech/language in nursery/P1	Targeted support
17. Provide appropriate support to SEN pupils	Targeted support
18. Provide small group and one to one tuition – via teacher release	Targeted support
19. Provide smaller classes for particular year groups/subjects	Targeted support
20. Provision of a learning support centre	Targeted support
21. Develop and provide Maths interventions	Targeted support
22. Ensure pupils at risk of underachievement have individual/personal targets	Targeted support
23. Provide feedback to pupils to improve their understanding of targets/progress etc.	Targeted support
24. Provision of extra support in class	Whole School approach
25. Improve the sharing of info on FSME pupils with all staff	Whole School approach
26. Regular staff discussion to identify/monitor/review strategies	Whole School approach
27. Collaborate with xx schools as part of (KS2/3 transition project/ALC/Primary cluster groups etc.)	Whole School approach
28. Develop and provide reciprocal reading programme	Whole School approach
29. Ensure all staff are focused on measuring, collating/ analysing data	Whole School approach
30. Ensure teachers set achievable/challenging targets	Whole School approach
31. Provide opportunities to celebrate achievements	Whole School approach

Actions specified by settings

Schools planned to deliver a total of 4526 Actions in school to address the targets. “15. Early Intervention Strategies” was the most common (with a total of 554 actions) followed by “17. Provide appropriate support to SEN pupils” with 498 actions.



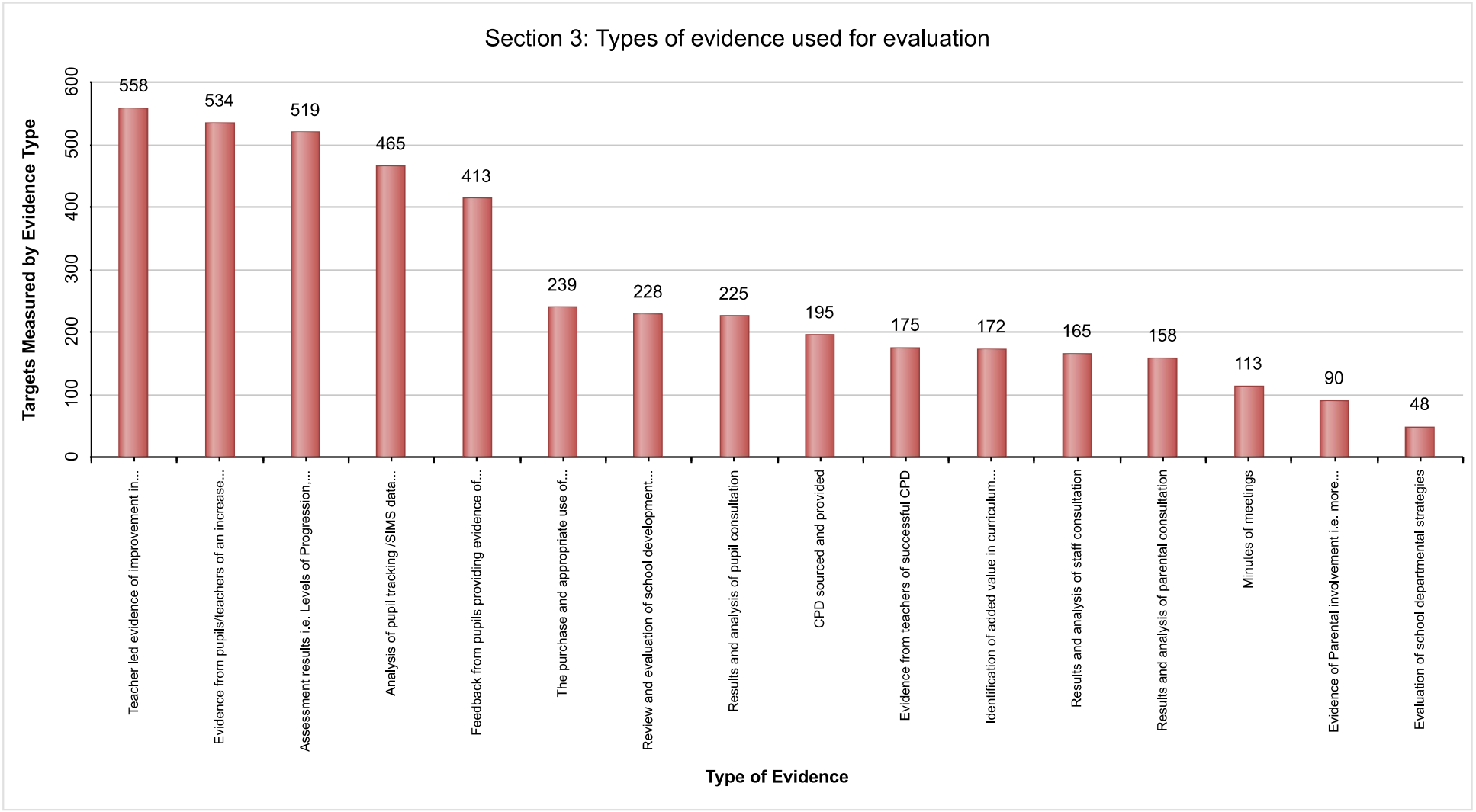
Section 3 Step 4 Evidence

Schools were asked to specify the Evidence they will collect to self-evaluate their interventions and how they will measure impact. The options for Evidence in the Planner were as follows:

1. Teacher led evidence of improvement in area targeted including analysis of examples of pupils work
2. Analysis of pupil tracking /SIMS data i.e. attendance records
3. Assessment results i.e. Levels of Progression, GCSEs, PIE, PIM etc
4. Feedback from pupils providing evidence of improvement in area targeted
5. Evidence from pupils/teachers of an increase in skills and confidence
6. Identification of added value in curriculum outcomes
7. CPD sourced and provided
8. Evidence from teachers of successful CPD
9. Results and analysis of pupil consultation
10. Results and analysis of parental consultation
11. Results and analysis of staff consultation
12. Evidence of Parental involvement i.e. more parents signing diaries
13. Evaluation of school departmental strategies
14. Review and evaluation of school development plans
15. Minutes of meetings
16. The purchase and appropriate use of additional resources

Types of Evidence used for evaluation

The graph below shows the types of evidence used. The most popular was “Teacher led evidence of improvement in area targeted including analysis of examples of pupils work” followed by “Evidence from pupils/teachers of an increase in skills and confidence” and then “Assessment results i.e. Levels of Progression, GCSEs, PIE, PIM etc”.



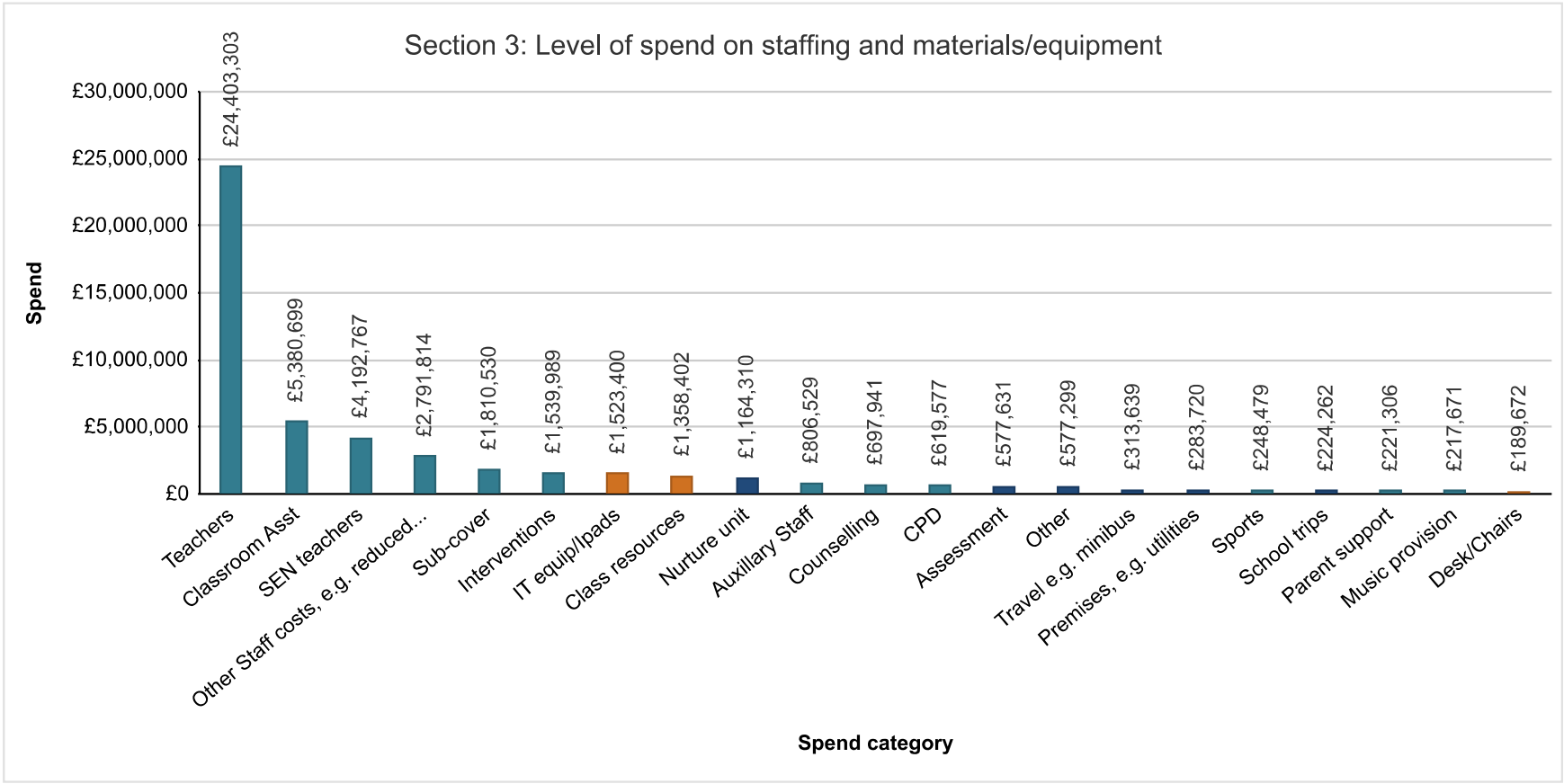
Section 3 Step 5 Resources

In the final step in Section 3, schools were asked to set out the Resources required for each Target. The options for Resources in the Planner were as follows:

Type	Resource	Primary	Post-Primary	Nursery
Other	Premises, e.g. utilities	£82,445	£180,386	£20,889
Other	Other	£113,231	£455,878	£8,190
Staffing	Teachers	£17,682,480	£6,668,631	£52,192
Staffing	Classroom Asst	£3,888,597	£720,250	£771,852
Staffing	Music provision	£92,426	£116,865	£8,380
Staffing	CPD	£299,726	£296,541	£23,310
Staffing	Sports	£57,061	£187,958	£3,460
Staffing	Sub-cover	£877,692	£765,287	£167,551
Equipment	Class resources	£763,125	£479,621	£115,656
Other	Assessment	£271,354	£305,926	£351
Staffing	SEN teachers	£3,096,659	£1,096,108	£0
Staffing	Auxillary Staff	£11,652	£769,795	£25,082
Staffing	Interventions	£652,366	£867,293	£20,330
Equipment	Desk/Chairs	£63,050	£124,909	£1,713
Other	Travel e.g. minibus	£48,261	£264,733	£645
Equipment	IT equip/Ipads	£457,638	£1,055,632	£10,130
Other	Nurture unit	£684,652	£478,708	£950
Staffing	Counselling	£350,263	£347,678	£0
Other	School trips	£80,092	£139,787	£4,383
Staffing	Parent support	£146,818	£68,179	£6,309
Staffing	Other Staff costs, e.g. reduced timetable, teacher release	£592,206	£2,128,914	£70,694

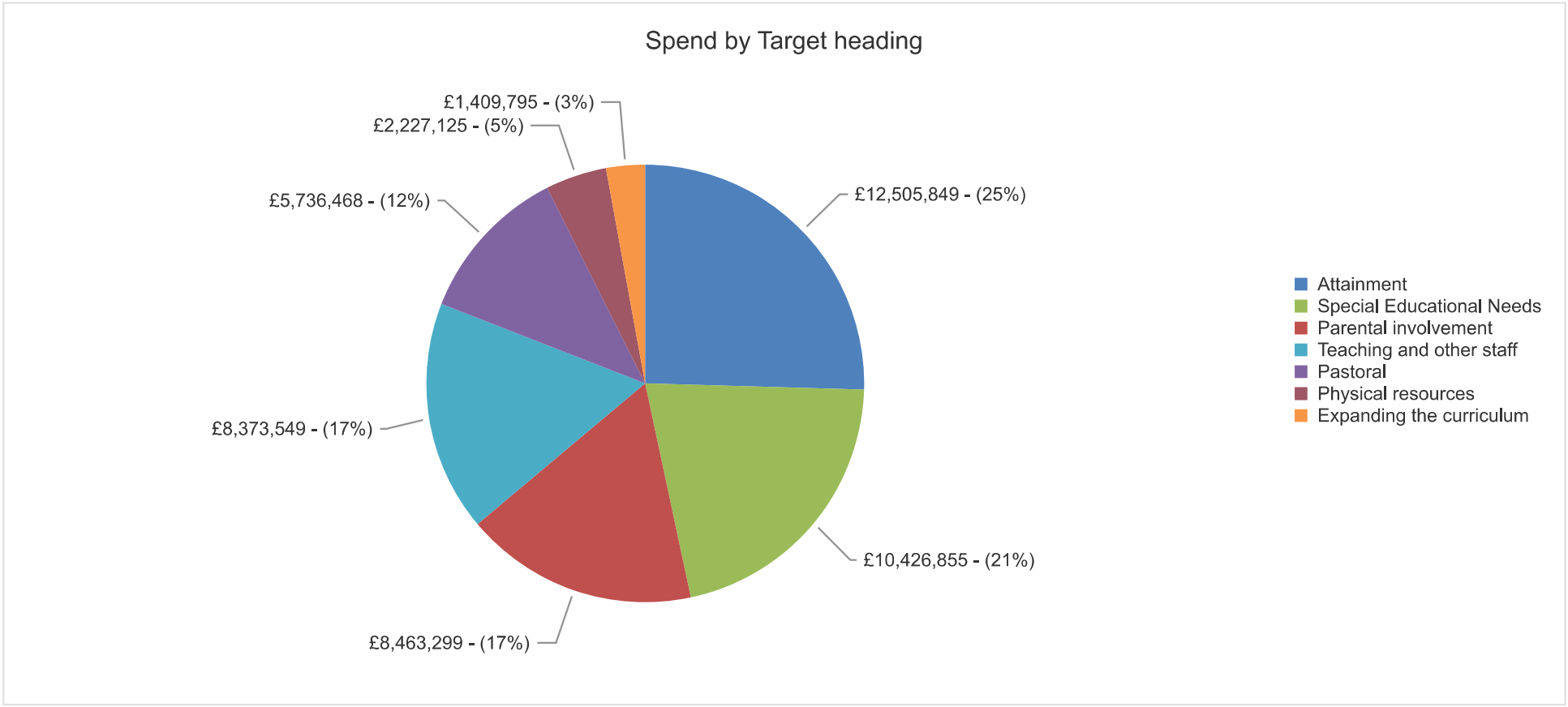
Spend by staff type

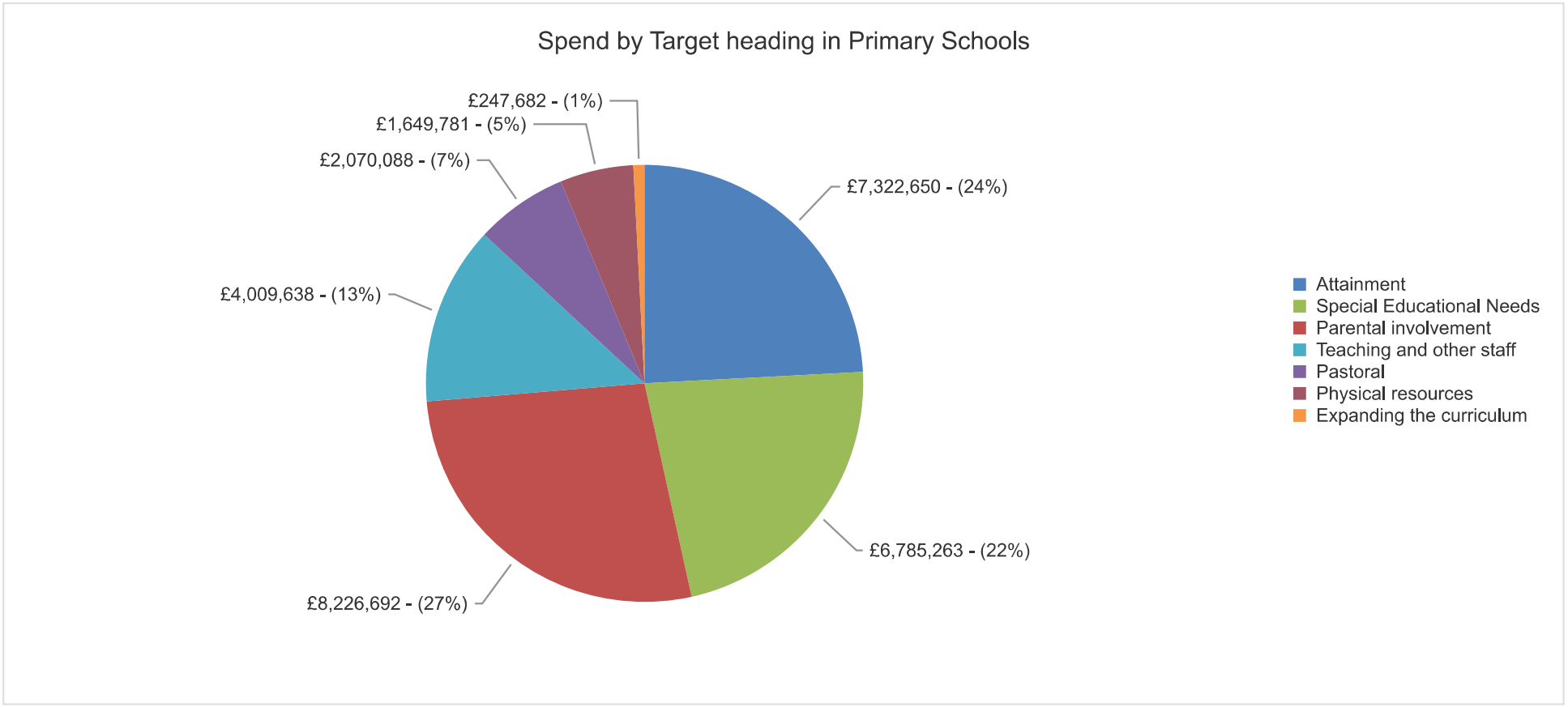
The Planner shows that settings spent the vast majority of their budget on “Teachers”, as well as on “Classroom Asst”, followed by “SEN teachers”.

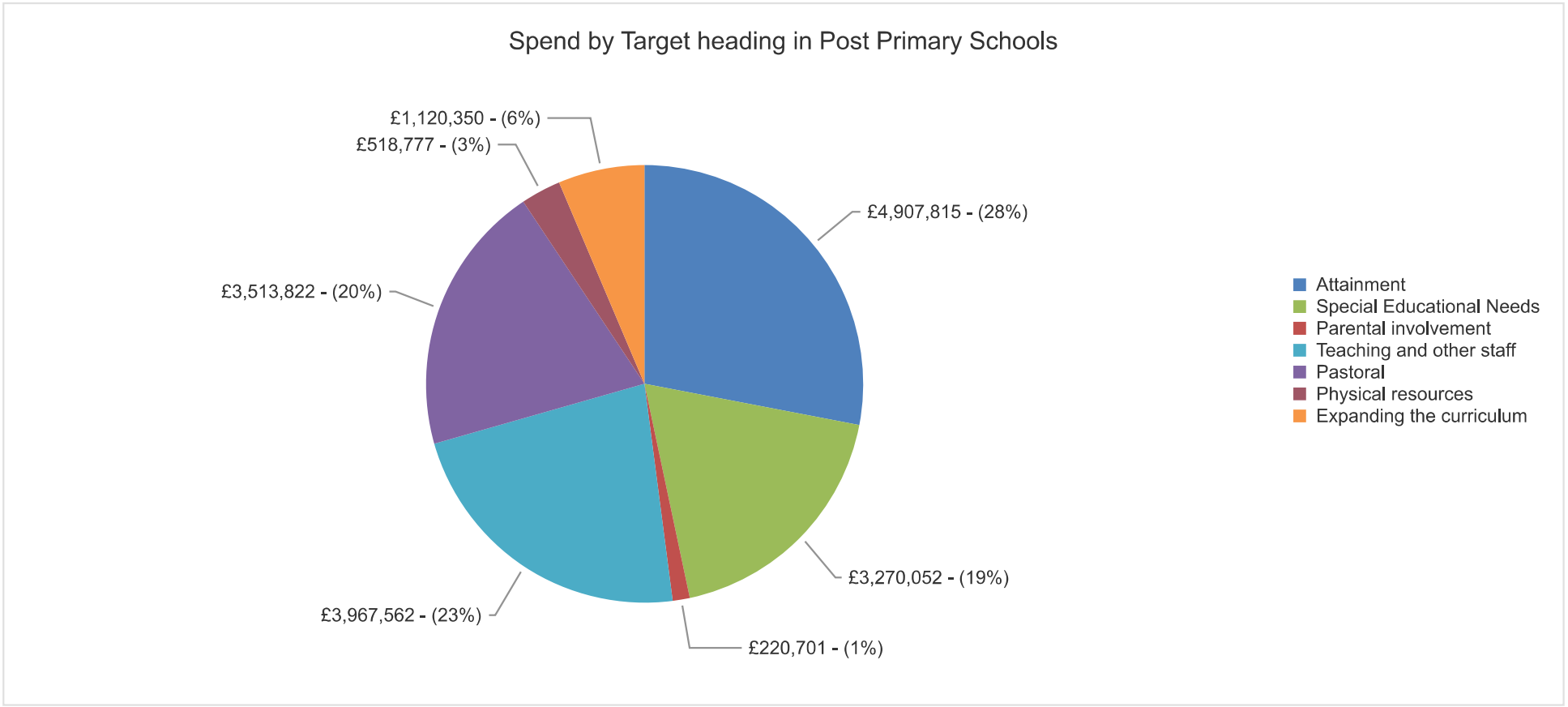


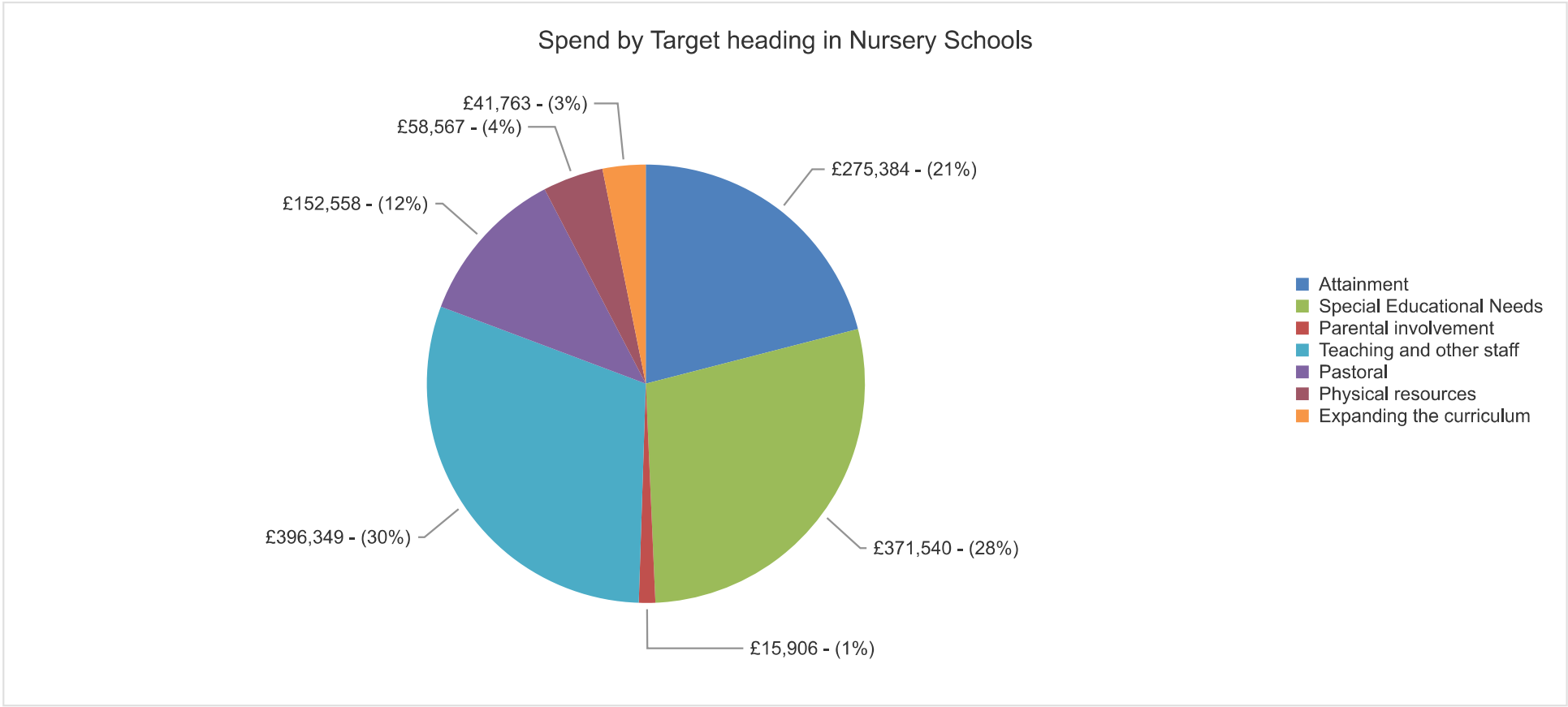
Spend by Target heading

The level of spend by target heading gives a good indication of how schools have interpreted the programme and where they identified the needs of pupils. The most common areas of spend were within the “Attainment” target heading, with £12.5m of spend. “Special Educational Needs” targets were the next most common with £10.4m of spend, followed by “Parental involvement” target heading with £8.5m of spend.



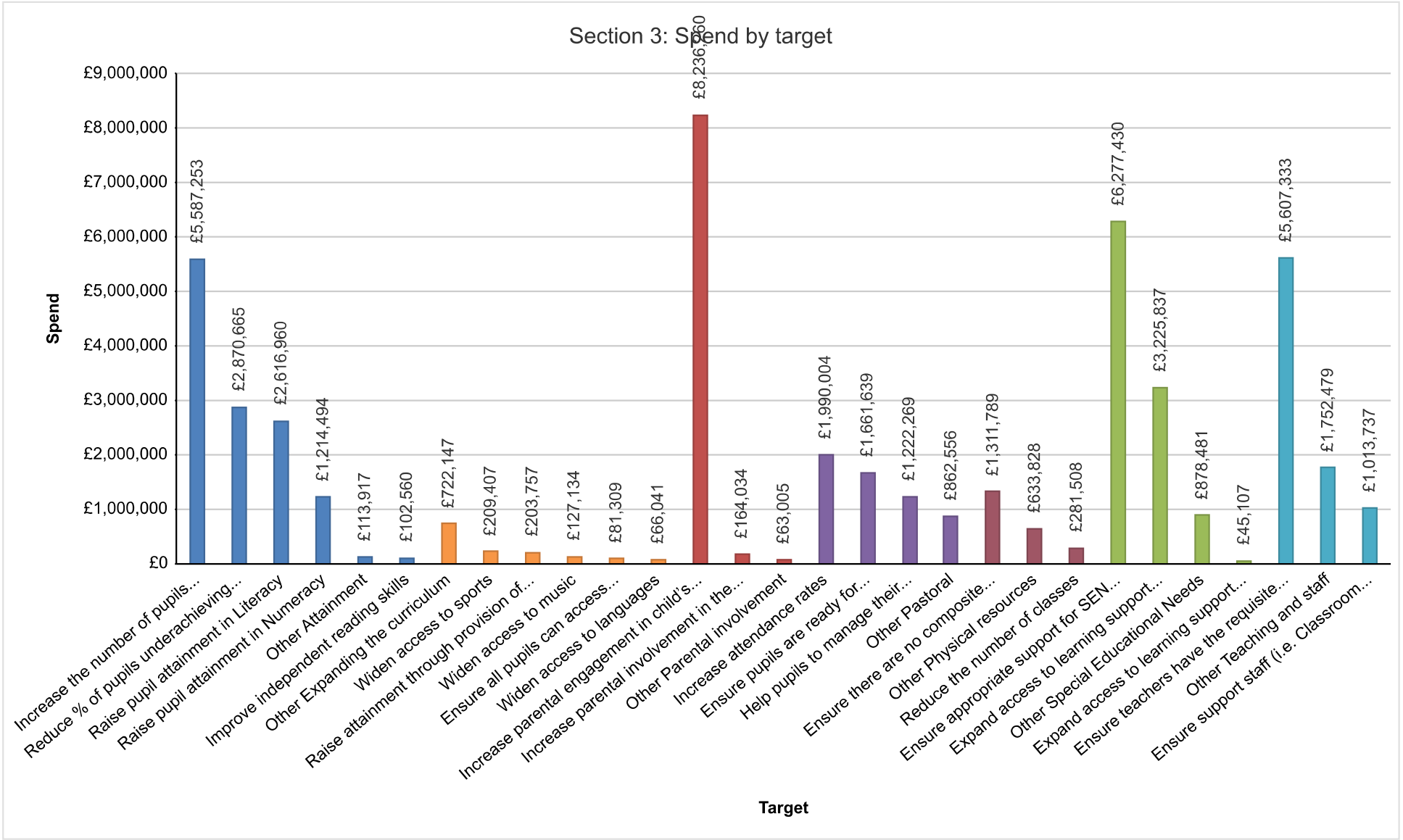

Spend by Target heading in Primary Schools
£247,682 - (1%)
£1,649,781 - (5%)
£2,070,088 - (7%)
£7,322,650 - (24%)
£4,009,638 - (13%)
£6,785,263 - (22%)
£8,226,692 - (27%)
Attainment
Special Educational Needs
Parental involvement
Teaching and other staff
Pastoral
Physical resources
Expanding the curriculum


Spend by Target heading in Post Primary Schools
£1,120,350 - (6%)
£518,777 - (3%)
£4,907,815 - (28%)
£3,513,822 - (20%)
£3,270,052 - (19%)
£3,967,562 - (23%)
£220,701 - (1%)
Attainment
Special Educational Needs
Parental involvement
Teaching and other staff
Pastoral
Physical resources
Expanding the curriculum


Spend by Target heading in Nursery Schools
£41,763 - (3%)
£58,567 - (4%)
£275,384 - (21%)
£152,558 - (12%)
£396,349 - (30%)
£371,540 - (28%)
£15,906 - (1%)
Attainment
Special Educational Needs
Parental involvement
Teaching and other staff
Pastoral
Physical resources
Expanding the curriculum

Spend on each Target

The level of spend by target gives a good indication of how schools have interpreted the programme and where they identified the needs of pupils. The most common area of spend was the “Increase parental engagement in child’s educational experience” target, with £8m of spend. “Ensure appropriate support for SEN pupils” was the next most common with £6m of spend, followed by “Ensure teachers have the requisite knowledge to provide appropriate interventions to tackle underachievement” with £5m of spend.



Section 4 Impact Data

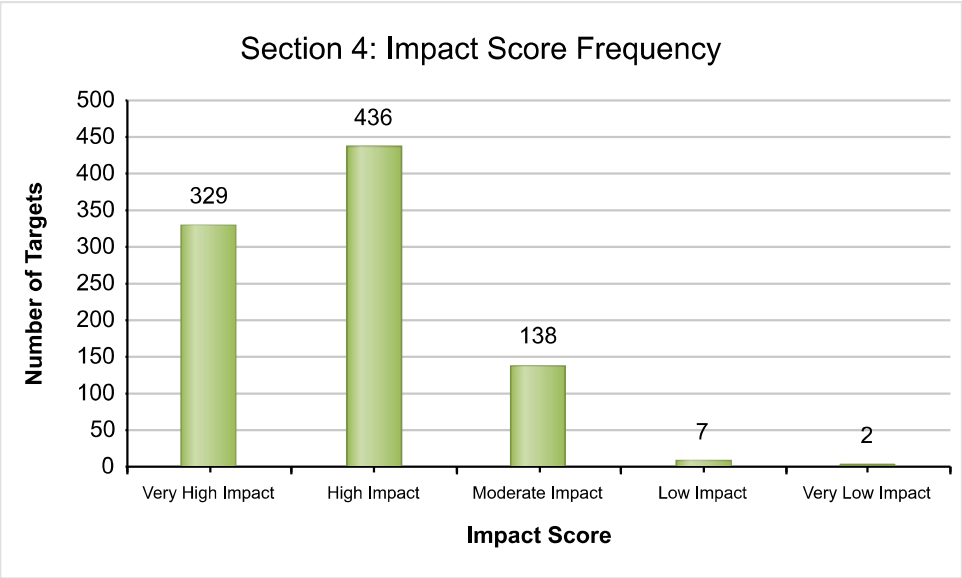
The Planner asked each school in Section 4 to assess the impact of the programme in their school at the end of the academic year. The impact against each Target was assessed by schools using the following five point scale:

Table: Overall assessment of Engage spend – five point scale

5. Very High Impact	4. High Impact	3. Neutral Impact	2. Low Impact	1. Very Low Impact

By 02 November 2026 , 498 settings had submitted their evaluation including scoring the impact of the programme in their setting against the baselines they had established at the beginning of the programme. Others may have been delivering interventions up to the end of the academic year and will evaluate the outcome and upload it to the planner in due course. The overall impact of the programme, measured against all 912 targets scored was 4.2. The frequency of each impact score is shown in the chart below. This shows that schools' interventions to address 436 targets were found to have had a High Impact, 329 had a Very High Impact, while 7 had a Low Impact, and 2 had a Very Low Impact.

Impact Score Frequency



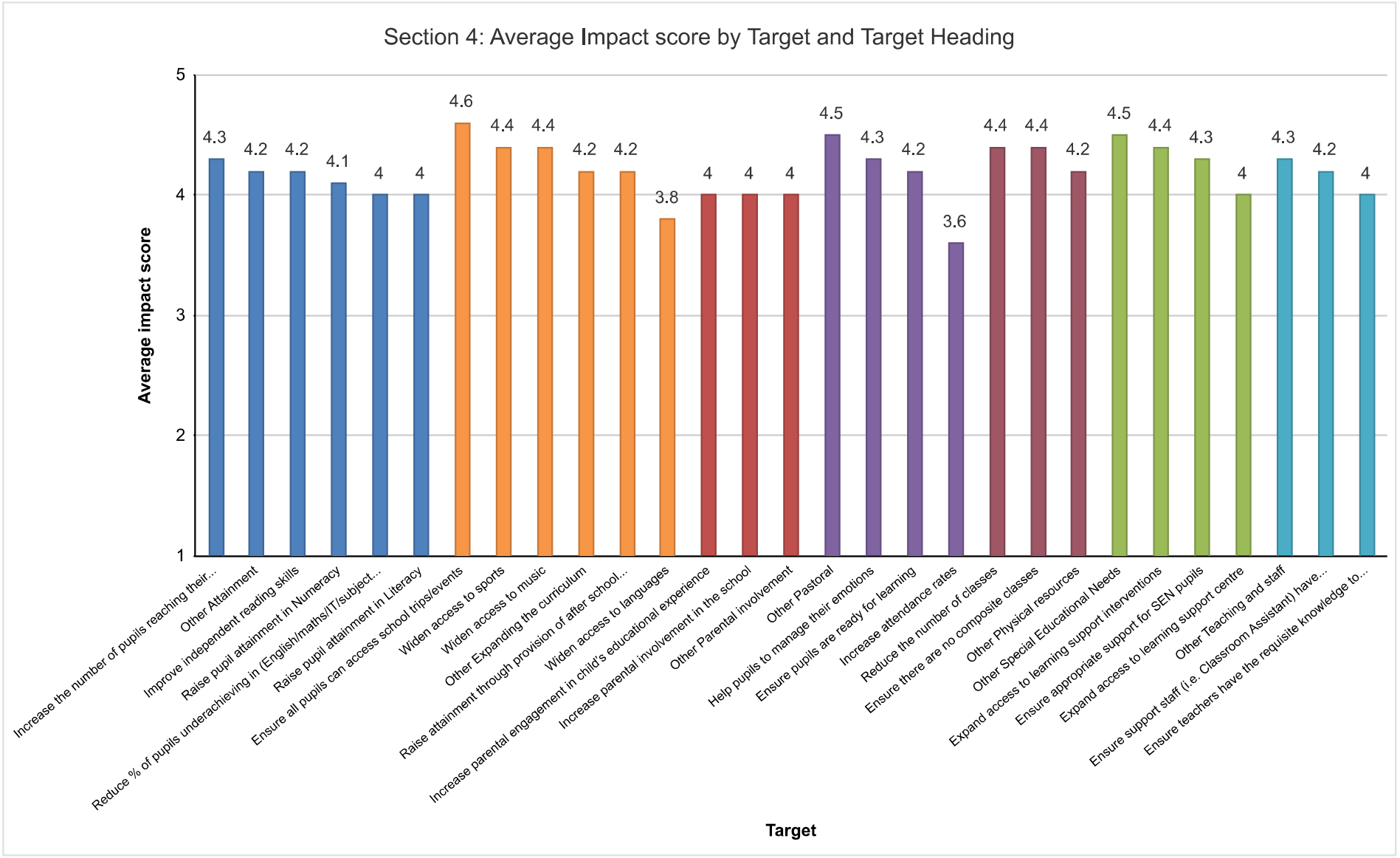
Impact Score by Heading

The overall impact of the programme, for targets within each target heading is shown in the table below. The overall impact score of 4.2 out of 912 targets with a range from 4.0 to 4.3.

Target Heading	Number of targets assessed within the target heading	Average impact score as assessed by schools
Expanding the curriculum	51	4.3
Special Educational Needs	195	4.3
Pastoral	141	4.1
Teaching and other staff	174	4.1
Physical resources	47	4.3
Attainment	279	4.1
Parental involvement	25	4.0
Total	**912**	**4.2**

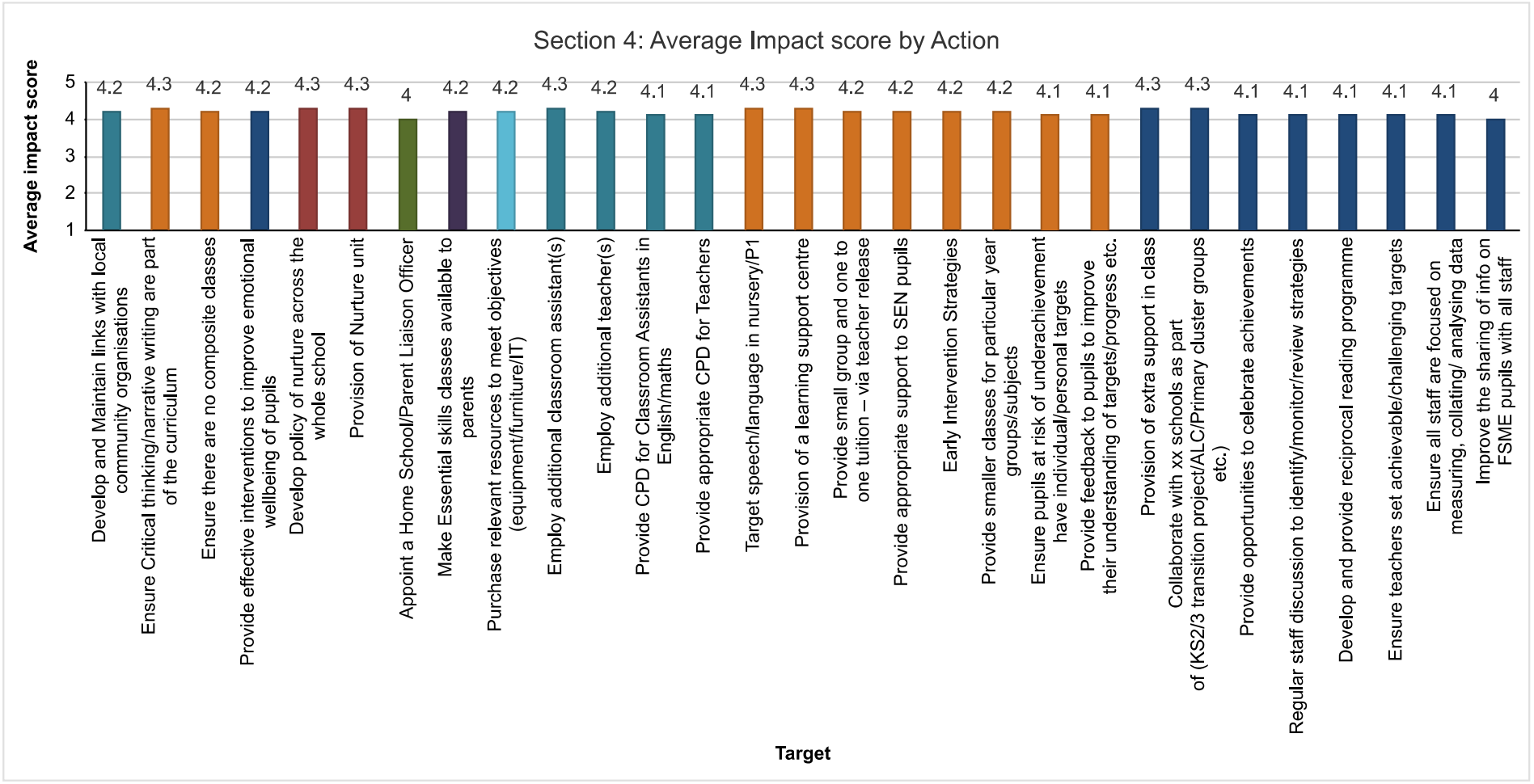
Impact Score by Target

The average impact score given by settings for each target is shown in the chart below, within each target heading. 912 targets were assessed in total. The impact was assessed as between 5 (Very High Impact) and 4 (High Impact) for almost all of the targets.



Impact Score by Action

The average impact score given by settings for each Action is shown in the chart below, within each target heading. The impact was assessed as between 5 (Very High Impact) and 4 (High Impact) for almost all of the actions.



Impact Score by Setting Type

The average impact score given by each type of setting is shown in the chart below. Settings assessed overall impact of the programme on a range of 1-5, with 5 being best.

