

Lynne Neagle AS/MS
Ysgrifennydd y Cabinet dros Addysg
Cabinet Secretary for Education



Our ref: MA/LN/0038/26 / MA/LN/0583/26

Llywodraeth Cymru
Welsh Government

Professor Dylan E Jones
Chair
Dysgu

27 March 2026

Dear Dylan

Welsh Government's Financial Support for Dysgu's activities in Wales: 2026-27 (updated funding letter)

Following the initial funding letter issued on 10 March 2026, which confirmed a total resource budget and grant-in-aid settlement for Dysgu of £15,775,000 in 2026-27, I wish to confirm an additional £550,000 for professional learning and support in relation to trauma-informed practice.

With this additional funding, a total resource budget of £16,325,000 is approved. This is the resource limit up to which Dysgu can incur expenditure in the specified financial year.

The grant-in-aid settlement for 2026-27 is £16,325,000. This is the level of cash grant-in-aid that may be claimed from Welsh Government in the financial year.

Budget for non-cash and depreciation requirements is not identified at this point, and information is not available on any cash retained at the end of the 2025-26 financial year. These will need to be reported and reflected in due course.

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The resource budget and grant-in-aid settlement are set out in the following table:

	Total net resource budget
	2026 – 2027
	£
Net resource outturn:	
Revenue (net)	16,325,000
Non-cash (depreciation)	0
Capital (net)	0
Capital AME	0
Total resource budget	16,325,000
Grant-in-Aid Adjustments:	
Total resource budget	16,325,000
Less Non-cash (depreciation)	(0)
Debtors/Creditors	0/(0)
Less Cash retained at the end of the previous financial year	(0)
Total Cash Grant-in-aid	16,325,000

Inter-group leases

For inter-group leases, where the property is either owned or the head lease is held by another entity within the Welsh Government central government budget boundary there should be no IFRS16 budget. This will be the case for Dysgu who will be leasing office space within a Welsh Government building. For budgeting purposes, the lease will be treated as an operating lease and the revenue budget covers lease payments. The reason for this is that the property/lease will already score to budgets in full by the Welsh Government who owns the head lease.

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IFRS16: accounting for leases in the public sector under Consolidated Budgeting Guidance, CBG and the FreM

Although Dysgu does not follow the FreM and has not adopted IFRS16, all public sector activity must be budgeted and reported consistently, this means under the CBG and the FReM and will include adjusting leases for IFRS16. Please notify your Partnership team of any changes to leasing arrangements.

Terms and conditions of funding

The remit letter and framework document issued to Dysgu set out various operational requirements and refer to government guidance and policies with which Dysgu needs to comply, in addition to its own duties and responsibilities as a public institution in Wales.

Annex A sets out the purpose of the funding provided to Dysgu for 2026-27, and specifies priorities and requirements in addition to the strategic priorities and operational requirements in the remit letter and framework document.

In-year additional funding

Further additional funding may be made available to Dysgu during the year if additional activities are identified to transfer for delivery by Dysgu before April 2027. Welsh Government officials will be engaging with Dysgu to identify such activities.

Partnership and claim arrangements

Your Welsh Government partnership team is headed up by the Deputy Director, School Practitioner Division and your normal point of contact within the team is the Head of School Leadership Policy. Ongoing appropriate oversight and monitoring arrangements will be agreed with the partnership team, in line with the framework document.

The framework document stipulates that Dysgu is, in response to the funding letter, required to “prepare an annual operational plan setting out the level of service to be achieved in key areas and the performance and output information to be collected to monitor progress. The operational plan is to be informed by the Minister’s remit letter, the term of Government business plan, and the confirmed level of funding available.” This is subject to ministerial agreement via the partnership team. The operational plan will need to be updated to reflect the additional funding and activity.

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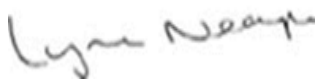
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Funding should be claimed monthly using the form attached at Annex B. The partnership team will agree a monitoring form, including detailed reporting targets and indicators, with you. In addition to this, Dysgu will need to engage with policy owners for funded areas of activity to discuss progress against priorities and requirements, and to plan future requirements.

You will also need to agree with the partnership team on a grant payment schedule, based on profiling when expenditure will be required during the year.

Yours sincerely



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Annex A: Purpose of funding

£16,325,000 is provided to Dysgu to fund its core staffing structure, operations, and programmes and activities. Dysgu will need to prioritise and allocate this funding, based on its remit letter and ongoing discussion with Welsh Government officials of areas where provision is required, and based on organisational design work to establish the most effective staffing structure to achieve its objectives.

This funding is expected to include staff time and programme expenditure in the areas of activity listed below; this list is not exhaustive.

Areas of activity

- Development of quality assurance and impact evaluation for Dysgu's provision, and work with Welsh Government policy officials, partners and stakeholders to ensure that professional development and professional learning aligns with Welsh Government policy, is research-led, practice focused, inclusive and responsive to the needs of school and setting practitioners and leaders and improvement advisers and meets the identified national priorities to effectively support learners to progress in all settings where the Curriculum for Wales is delivered (including schools, PRUs, EOTAS and non-maintained nursery settings).
- Delivery of the NPQH and further provision for aspiring, new and experienced middle leaders and senior leaders; reviewing and refining the professional learning pathway for leaders ensuring that they are supported by a mentor and that there are opportunities for them to develop expertise in a range of areas, including effective self-evaluation and improvement planning, and support for youth work leaders as appropriate.
- Contribution to the development and delivery of the induction programme for Newly Qualified Teachers (provision is delivered by local authorities, funded by Welsh Government through the EWC) to develop a structured Early Career Pathway to support teachers during their initial teacher education (ITE) and their first 3-4 years of teaching.
- Contribution to the development and delivery of the Teaching Assistants Learning Pathway (provision is delivered by a partnership of local authorities, funded by Welsh Government through the LAEG) and reviewing and refining the professional learning pathway for teaching assistants to provide opportunities for them to develop expertise in supporting learners with a range of needs. This will include work with local authorities to ensure TAs are fully supported to engage with the pathway.
- Development and delivery of professional learning to support the teaching of Welsh in English-medium schools and settings, to support the implementation of the Welsh Language and Education (Wales) Act (in partnership with local authorities and the National Centre for Learning Welsh).

- Development and delivery of professional learning to develop effective pedagogy in teaching through the medium of Welsh or bilingually, to support the implementation of the Welsh Language and Education (Wales) Act (in partnership with local authorities and CYDAG).
- Development and delivery of professional learning and opportunities for secondary teachers to enhance their subject knowledge, coherent with expectations of Curriculum for Wales, to enable them to confidently teach across a broader range of subjects beyond their specialist subjects, especially in priority areas of the curriculum (in partnership with Universities and CYDAG).
- Funding and grant management of Diversity and Anti-racist Professional Learning (DARPL) for schools, including additional data and impact reporting, and liaison with Welsh Government to enable understanding of the impact of the programme across the education sector.
- Funding and grant management of Diversity and Anti-racist Professional Learning (DARPL) for childcare and play settings including those delivering nursery education. Providing support to local authorities, practitioners, and leaders across the childcare, play and early years (CPEY) sector in developing and implementing anti-racist approaches, strengthening sector-wide knowledge and understanding. The Curriculum for Wales will be a golden thread throughout this support. Delivery will include but will not be limited to developing a local authority toolkit, focused enhanced leadership series, regional roadshows, ongoing support to leaders through regular open sessions, and continued promotion of resources including the *Creating an Anti-racist Culture in Settings* toolkit.
- Funding and oversight of the National Masters and Doctorate in Education, including providing funding support for eligible practitioners, providing funding to the HEI partnership for the development and design of the programmes, and engagement with the HEI partnership to monitor and contribute to the programmes' continued development and delivery. This includes ensuring the MA and EdD complement Dysgu's wider offer, and form part of coherent professional learning and leadership pathways for practitioners.
- Building on the [Generative artificial intelligence in education](#) guidance, professional learning and practical support for teaching assistants, teachers and leaders in the effective and appropriate use of digital technology to support teaching and learning and to reduce workload.
- Professional learning for developing practice and reflection, and embedding pedagogy across all professional learning, based on knowledge and understanding of child and adolescent development, and developmentally-appropriate pedagogy.

- Professional learning, scoped and designed in partnership with the Education Improvement Team, to enable the implementation of School Improvement Guidance by supporting self-evaluation and improvement planning in schools (including evaluation through collaborative inquiry), and developing system leadership.
- Coordination and engagement with Welsh Government officials, Adnodd and Qualifications Wales to ensure appropriate professional learning is available to support delivery of new qualifications.
- Development and quality assurance of professional development and professional learning resources and pages on Hwb, working with Welsh Government officials to review and update priority areas.
- Funding and grant management of the 8 Curriculum for Wales grant support programme awards for literacy and numeracy.
- Seconded literacy and numeracy professional advisors to lead on professional learning within these areas that is coherent with the Curriculum for Wales.
- Development, delivery and quality assurance on a national professional learning additional learning needs programme for LA staff, leaders, ALNCo's, specialist staff and all teaching staff in partnership with the Welsh Government ALN team, to enable the delivery of the ALN system and inclusive education, and to meet the needs of learners with ALN, aligning with the Curriculum for Wales, and the Welsh Language and Education Act (Wales) 2025, building on existing provision.

Core deliverables in year 1 will include, but will not be limited to, delivery of an action plan to outline develop and delivery of an ALN national training programme by June 2026, that includes year 1 deliverables and 2026-27 spend plan.

- Development and roll-out of the Calm Classrooms, Thriving Minds programme ensuring a strong focus on expanding practitioner knowledge and understanding of the importance of child and adolescent development in supporting social, emotional, cognitive and physical development.
- Commission and deliver a comprehensive programme to enable all maintained schools (primary, secondary, PRUs and special schools) in Wales to implement and embed trauma-informed practice. This will support schools to reduce the negative impact of trauma experiences and support positive mental and physical health outcomes for learners and staff. The programme should be underpinned by a relational approach, aligned to the NEST framework and the Whole School Approach to Emotional and Mental Wellbeing, emphasising the critical role of emotionally available adults in building positive, trusting relationships across school communities.

Spanning three years (2026-27 to 2028-29), the programme will deliver a programme of training and professional development for teachers and school leadership teams. This will be delivered through a cluster model, ensuring that every school is supported to integrate trauma-informed practices into its culture and daily practice, and that practitioners have access to expert knowledge and a comprehensive suite of resources to enable effective application in classrooms and across the wider school environment.

By fostering expertise and providing ongoing support, the programme should aim to position schools as leaders and role models in the field of trauma-informed practice. The initiative should complement existing policies, including the Curriculum for Wales Health and Wellbeing Area of Learning and Experience, the Whole School Approach to Emotional and Mental Wellbeing, and strategies to improve attendance and attainment. This initiative should align with the Anna Freud Centre's Strategies for Safety and Wellbeing Programme, creating a cohesive framework for promoting emotional and mental health across schools in Wales.

Additional priorities and requirements

The remit letter and framework document set out the strategic priorities and operational requirements for Dysgu. In addition to this, and in addition to delivering on the purposes of the funding provided as outlined above, during 2026-27 Dysgu will need to take action on the following:

- In addition to the monitoring arrangements to be agreed with the partnership team, engagement with policy owners for Dysgu's areas of activity within the Education Directorate, to discuss progress against Welsh Government priorities and requirements, and to plan future requirements, including the transfer of the National Support Programme for Curriculum and Assessment Design and seconded professional advisors, requirements regarding professional learning on safeguarding, and scoping future support for youth work.
- Engagement with Welsh Government policy officials, practitioners and wider stakeholders (including, but not exclusively, Adnodd, Estyn and LAs) to explore areas of possible additional support to be developed in future years, beyond what is offered in 2026-27, including any additional professional learning that may be needed on curriculum and assessment design (including enabling learning), literacy, numeracy, RSE and the Humanities.
- Engagement with Adnodd to build understanding of the sector's needs and to ensure close alignment in your development of professional learning, and Adnodd's work in commissioning education resources and supporting materials. You will seek opportunities to jointly engage with schools and settings, and wider stakeholders, to ensure coherence in planning while minimising burdens on schools.

- All Dysgu staff will undertake the National Professional Support for Curriculum and Assessment Design to ensure coherent expectations in all professional learning subsequently designed through Dysgu.
- Embedding inclusive practice, supporting learners with ALN, and an understanding of roles and responsibilities relating to ALN and the Additional Learning Needs and Education Tribunal (Wales) Act 2018, across relevant programmes, including within leadership and early career pathways.
- Embedding understanding of equity-related areas, including creating equitable and inclusive learning environments, addressing learner behaviour, safeguarding and anti-racist principles, across relevant programmes.
- You will engage with organisations funded through the Curriculum for Wales grant support programme (as necessary) to ensure professional learning developed as part of that support is fit for purpose.
- Your seconded Professional Advisors for literacy and numeracy will work closely with Welsh Government policy officials, organisations providing support to schools and settings through the Curriculum for Wales grant support programme, and local authority leads for literacy and numeracy to ensure coherence and effective communication to schools and settings on available support.
- You will work closely with Welsh Government officials during the year to plan the further transfer to Dysgu of grant funded support where that relates to professional learning.
- Collection of quantitative evidence on the demographic and role profiles of practitioners who take up Dysgu's provision.

Annex B

Grant-in-aid Claim & Monitoring Progress Report Form

The partnership team should fill in (a), (b) and (c) and ask the public body to complete (d), (e) and (f).

Claimant Name (organisation): Dysgu

Claimant contact details:

Financial Year: 2026-27

Claim Period:

Cash Grant-in-Aid claim					
Cash Grant-in-Aid Awarded (a)	Cash Grant-in-Aid claimed to date (b)	Balance of Cash Grant-in-Aid awarded (c) (a-b)	Payments Due (d)	Cash held at bank and in hand (e)	Cash Grant-in-Aid claimed (f) (d-e)
Financial Year YYYY-YY	Financial Year YYYY-YY	Financial Year YYYY-YY	dd/mm/yy to dd/mm/yy		Claim Period From dd/mm/yy to dd/mm/yy
£	£	£	£	£	

Cash grant-in-aid is the cash available to Dysgu to draw down to meet payments as they fall due. Cash grant-in-aid must not be drawn down in advance of need as retaining excessive amounts of cash is an inefficient use of public funding. Any unspent grant-in-aid retained each month and at the end of the year must be kept within 4% and 2% respectively of the total cash grant-in-aid awarded for that year.

**Monitoring: General Budget
Resource budgeting monitoring**

Expenditure Heading	Forecast Resource Outturn													Budget Total	Variance from Budget
	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Total		
	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£
Revenue															
Non-cash															
Capital															
Other Income (excluding bank interest)															
Bank interest (net)															N/A

The Resource Outturn is the net revenue and capital expenditure Dysgu expects to report in their resource accounts at the year end. It is made up of both cash and non-cash, e.g. depreciation and other accounting adjustments. The UK Public Expenditure framework reporting requirements and controls are applied to the Resource budget.

Each monitoring period forecasts should be replaced with actual expenditure incurred for previous months and other income should be updated for income receivable.

The impact of the actuals on the remaining forecasts should also be considered and the remaining forecasts updated accordingly.

In Wales we have a Receipts Order under GOWA 2006 that prevents any entity that has been designated by the GOWA 2006 (Budget Motions and Designated Bodies) Order from retaining bank interest and the body must surrender any net bank interest (net of costs) via the Welsh Government to the Welsh Consolidated Fund at the end of the year.

DECLARATION

I hereby make a claim on behalf of Dysgu for grant-in-aid.

- a) I confirm that to the best of my knowledge and belief, the sum claimed is within the approved expenditure limits.
- b) I confirm that Dysgu is not in receipt of any other funding from any other organisation (including other Welsh Government funding streams) to support the expenditure detailed in this claim. This includes applications that are pending. / I confirm that Dysgu is in receipt of and/or has applied for other capital and/or revenue funding to support the expenditure detailed in this claim - details are provided overleaf*.

*Please delete as appropriate

Declaration	
Signature:	Date:
Name (Printed):	Position:

The information we have collected from you will be shared with fraud prevention agencies who will use it to prevent fraud and money-laundering and to verify your identity. If fraud is detected, you could be refused certain services, finance or employment in future. Further details of how your information will be used by us and these fraud prevention agencies, and your data protection rights, can be found by contacting DataProtectionOfficer@gov.wales

This form needs to be completed by the organisation and returned to: Partnership Team

Please submit your claim by: [date]

Other funding supporting the expenditure detailed in this claim				
Type of funding and purpose	Amount of funding received/applied for	% of post cost/capital item	Source of funding	Funding received or application pending?
<i>E.g. 3 x full-time development officer posts</i>	<i>£150,000</i>	<i>100%</i>	<i>Big Lottery</i>	<i>Received</i>
<i>Purchase of capital equipment</i>	<i>£30,000</i>	<i>70%</i>	<i>Barclays Bank</i>	<i>Application pending</i>