

Data and Statistics Division

PRU Census

All Pupil Referral Units in England

Preparation and Guidance for 2012

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Version History

1.0	<p>This section indicates the changes from the 2011 PRU Census Guidance Notes</p> <p>1. 2 Main Changes from School Census 2011</p> <p>1.2.1 Data Item removed</p> <p>Gifted and Talented indicator</p> <p>Usual mode of travel</p> <p>1.2.2 New data items</p> <p>Funded Hours (Children aged under 5)</p> <p>Service Children in Education indicator</p> <p>1.2.3 Other changes</p> <p>Reduction in threshold at which a pupil is defined as 'persistently absent' from 20 to 15 per cent.</p> <p>2.3.1 Snapshot Information on Census Day</p> <p>Information added about the regulations underpinning schools' admission registers.</p> <p>2.3.2 Attendance and Exclusion data</p> <p>Information added about the regulations underpinning schools' attendance registers.</p> <p>4.2.2 Pupil Free School Meal Eligibility</p> <p>Information that Free School Meal Eligibility will be used by the Department in determining the Pupil Premium allocations for PRUs.</p> <p>4.2.3 Connexions Agreement</p> <p>Rewording of guidance to reflect replacement of Connexions with Youth Support Services</p> <p>4.2.6 Funded Hours</p> <p>Guidance on newly introduced data item of 'Funded Hours' in respect of children aged under 5 years.</p> <p>4.2.7 Hours at Setting</p> <p>New guidance around the use of this data item.</p> <p>4.3.4 Pupil Part-time Indicator</p>	Gill Turner September 2011
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	<p>Addition of new guidance and clarification of previous guidance, in line with the Education (Pupil Registration) (England) Regulations 2006.</p> <p>4.7 Attendance Module</p> <p><i>Persistent Absentee Thresholds</i></p> <p>New guidance about the reduction in threshold at which a pupil is defined as ‘persistently absent’ from 20 to 15 per cent.</p> <p><i>Changes in how attendance and absence data should be recorded from September 2011</i></p> <p>References to the changes and where advice can be found on their implementation. These do not affect the data submitted in the 2012 PRU Census but data providers will need to be aware of them when inputting attendance and absence data from September 2011 onwards.</p>	
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1 Introduction

1.1 Purpose of this document

This document is provided for use by Local Authorities (LAs), and Pupil Referral Units (PRUs), so that relevant staff:

- can understand the rationale behind and purpose of the PRUs Census
- are able to populate their systems with the required data for pupils and PRUs
- are able to keep their data up to date during the year, and
- are able to complete the Pupil Referral Unit Census return in 2012.

It is envisaged that this document will be used as a handbook for data collected and stored both by PRUs and by LAs throughout the year, rather than just as guidance on Census days.

This document is published on the Department's website <http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datacollections/prucensus/a0076893/pupil-referral-units-prus-census-2012> and LAs may choose to use it directly with their PRUs, or amend it to suit their local needs as appropriate. Software suppliers and developers of in-house systems, may also find it a useful reference document.

Please note that as PRUs are legally schools so references to "Schools" in this document should be regarded as referring to PRUs as well as mainstream schools.

1.2 Main Changes from PRU Census 2011

1.2.1 Data items removed

- (a) Gifted and Talented Indicator
- (b) Usual Mode of Travel

The Government have an aim of reducing the demands for data made of the front-line by the centre. In the Department for Education a review of all collections was undertaken from August 2010. The content of the School/PRU Census was studied carefully, with input from data providers in schools and LAs. The value of each data item was noted and areas selected where the burden of providing the data might outweigh the value of the information obtained, where there were serious doubts about the quality of the information or where policy changes had lessened the requirement to know about particular topics. Subsequently, recommendations were put to Ministers about the potential removal of specific data items. Ministerial approval was received in June 2011 for the removal of the above two data items.

1.2.2 New data items

- (a) Funded Hours

The data item 'Funded Hours' will be collected for all children aged under 5 in all schools (except City Technology Colleges and Non-Maintained Special Schools) to record the number of hours **funded by the LA** during Census week for the child at

that establishment.

'Funded Hours' should only include the level of free entitlement to education at the setting which is attracted by the child. Any additional hours which are funded by the parent at the establishment should **not** be included within the 'Funded Hours'.

'Funded hours' are different from 'Hours at setting' which record the total number of hours spent by children aged under 5 in **education provision** at the school irrespective of who funded the hours (i.e. it is the total of any hours funded under the free entitlement to nursery education plus any additional hours of education funded from our sources such as parents).

(b) Service Children in Education Indicator

This data item indicates if a child has a parent or parents who are Service personnel serving in regular HM Forces military units of all forces, or in the Armed Forces of another nation and stationed in England, and exercising parental care and responsibility. The information will be of use to help identify both the impact that being a Service child has on their education and the impact that catering for large numbers of Service children has on the school. Please note, however, that data on individual pupils is not being shared with the Ministry of Defence (MoD).

This is only relevant to children whose parents are designated as Personnel Category 1 or 2 which are shown on the MoD website, however all parents will be aware of their Personnel Category

<http://www.mod.uk/DefenceInternet/AboutDefence/CorporatePublications/PersonnelPublications/Welfare/PersonalStatusCategoryDefinitions.htm>

Valid codes are 'Yes', 'No' and 'Refused' with an additional code of 'Unknown' to be held by the school to indicate no response given or other reason for no information. This data item should not be returned for dual registered pupils whose enrolment status at the PRU is S (current Subsidiary - dual registration).

The Service Children Indicator will be used by the Department in determining the Pupil Premium allocations for schools and, as such, it is essential that this data item is correctly recorded on the PRU Census.

1.2.3 Other changes

Individual Pupil Persistent Absentee Threshold

A ministerial announcement was made in July 2011 stating that the Department for Education is changing the definition of '*persistent absence*' to deal with the reality of pupil absenteeism in schools and its impact on their learning. The Department has reduced the threshold at which a pupil is defined as '*persistently absent*' to 15 per cent, down from 20 per cent previously.

Some schools tend to take action to intervene when pupils near the persistently absent threshold, but nearing 20 per cent was too late. Lowering the threshold will help ensure that schools take action sooner to deal with absence.

The new threshold will be published in statistical releases from October 2011

onwards, with the old threshold being published alongside it.

1.3 Which establishments are in the scope of the Pupil Referral Units Census?

The 2012 Pupil Referral Unit Census is a mandatory data collection. This covers education provided by all PRUs in England.

1.4 Rationale behind the Pupil Referral Unit Census

The following factors are the business drivers behind the Pupil Referral Unit Census:

- It is consistent with the overall vision to:
 - Collect data once and use many times
 - Automate the collection of data
 - Data collected should be that which a well prepared PRU uses themselves or be justified with a clear business case
- It assumes that much of the data are already held in schools' MIS ready for transfer on Census day, so the need for data entry on the day is kept to a minimum.
- Given that the majority of the data collected at pupil level are those which a well managed PRU uses themselves, the data should be kept up to date on an event driven basis (i.e. data should be updated by the PRU as soon as it is aware of any change or addition) and so the burden of collection by the Department should not be high.
- The majority of data collected are as defined in the Common Basic Data Set (CBDS)
<http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/data/management/a0058744/common-basic-data-set-cbds-database>.

Analysis of individual pupil records supports the drive to raise standards, provides accurate targeting of funding, and assists the monitoring and development of policy. For example, information about the numbers of pupils, teachers and education support staff is used to monitor pupil:adult ratios; information about pupils with statements, pupils with SEN but without statements (*School Action* or *Early Years Action* and *School Action Plus* or *Early Years Action Plus*), free school meals, ethnicity, absences and permanent exclusions is used to monitor the Government's social inclusion policy. Pupil numbers are used for funding LAs and schools (including development of the new Pupil Premium) and contributing to the School and College Performance Tables exercise. The collection and publication of attainment data on pupils in PRUs is vital to accountability for PRUs. Collecting pupil numbers and details is an important part of providing that accountability.

Data will also continue to be used nationally for the Standard and Testing Agency (STA) Key Stage 2 National Pupil Test Registration process. The data are used to support other key areas involving LAs such as Revenue Support Grant and LA Benchmarking Tables. Without this information it would be very difficult for Ministers,

Parliament, central and local government, pressure groups and the public to monitor government policies and their effectiveness.

The submission of the Pupil Referral Units Census, including a set of individual pupil records, is a statutory requirement under section 537A of the Education Act 1996 <http://www.legislation.gov.uk/ukpga/1996/56/section/537A> . The PRU Census being on a statutory basis ensures that:

- PRUs do not need to obtain consent for the provision of information from parents of individual pupils;
- PRUs and LAs are protected from any legal challenge that they are breaching a duty of confidence; and
- it helps to ensure that returns are completed by PRUs.

1.5 Structure of PRU Census

1.5.1 School and Pupil Levels

The PRU Census is divided into two levels - Pupil and School. Each level comprises modules of data items that relate to a single theme or topic. The modules and the individual data items included in each module are listed in Sections 4 and 5. The PRU Census has been structured in this way to ease development of MISs and to facilitate the merger of the PRU and School censuses at a later date.

1.5.2 One collection a year

Unlike the School Census the PRU Census will be carried out just once a year, in January.

1.5.3 Historical as well as snapshot data

Much of the data to be collected represents some characteristic of a pupil at a point in time, e.g. whether a pupil was eligible for Free School Meals on the Census day. However, the modules for Attendance and Exclusions capture historical data from a previous academic year rather than Census day. This enables the Census to be generated from your software using data that the school will have input at the time, for example the date a pupil left the school.

It also enables LAs and the Department to build up a continuous picture of pupil attendance and exclusions from successive Censuses. **Please note** that these modules will require data on some pupils who have left the PRU before Census Day.

1.5.4 Attendance Data

Please carefully read and consider guidance in relation to Attendance data in Section 4 of this document. For the 2012 PRU Census pupil level attendance data must be provided.

2 Guidance Completing the PRU Census

2.1 Census Dates

A Pupil Level PRU Census Return must be completed in 2012 for every PRU in England.

The PRU Census return can be completed by either the PRU itself or by the LA.

The Census Dates will be as follows:

- The PRU Census for all LAs will take place on the third Thursday in January, 19 January in 2012.
- The Census will collect data on all pupils on roll in PRUs, on Census Day

If unusual circumstances impact on Census day, for example, severe weather conditions or religious observances, schools may find that the numbers of pupils and/or staff who are not at school that day are abnormally high. If any Census figures are affected, then a day and time when the situation can be regarded as normal should be selected.

Schools/LAs may interpret this as the next normal day or as an earlier day in Census week or the previous Thursday, if that reflects the normal situation.

On occasions where other days/times are used, schools should record these for audit purposes.

2.2 Census Process

There are two ways in which data can be submitted to COLLECT by PRUs. Process 1 describes the necessary steps when PRUs are submitting data through their LA. Process 2, describes the necessary steps when PRUs are submitting data directly to COLLECT.

Process 1

- 1 Data is provided by the PRU to the LA. It will be signed off as accurate and complete by the head of the establishment
- 2 LA either inputs or imports data into its own MIS; data will preferably be validated on entry
- 3 Any queries will be resolved between the LA and PRU
- 4 LA produces the Census return according to the Business Specification
- 5 LA uploads the return to COLLECT
- 6 Further validation takes place in COLLECT; any errors are resolved in partnership with the provider so that consistency of records is maintained

7 LA return is finally submitted to DfE via COLLECT

Process 2

- 1 Data is compiled by the PRU; checked for errors
- 2 Data is signed off by the head of the establishment
- 3 PRU produces the Census return according to the Business Specification
- 4 PRU uploads the return to COLLECT
- 5 COLLECT validation takes place; any errors are resolved in partnership with the PRU so that consistency of records is maintained
- 6 PRU return is finally submitted to DfE via COLLECT

2.3 Update PRU MIS with Current Data

PRUs should make sure that their data reflects all the pupils on roll on Census Day, and that all data items described in Sections 4 and 5 are completed. Where installed, PRUs' MIS software will report validation errors and queries. Although strenuous data validation will take place within the software, missing pupils, missing excluded pupils, exclusions and attendance data for pupils no longer on roll and some incorrect data may not be flagged as errors or queries. It is essential therefore that all relevant pupil data have been entered and updated in your system before the PRU Census return is created. PRUs and LAs should agree a process for submitting their data to the Department via COLLECT i.e. the data is submitted via the LA, or directly from PRU to COLLECT (see Processes 1 and 2 (section 2.2 above)).

2.3.1 Snapshot Information on Census Day

Information should be provided for all pupils on the school's admission register (in accordance with Regulation 5 of the Education (Pupil Regulations 2006) (<http://www.legislation.gov.uk/ukxi/2006/1751/regulation/5/made>). This Regulation specifies the information that a school's admission register should contain. The registration of pupils is governed by (i) Section 434 of the Education Act 1996 (<http://www.legislation.gov.uk/ukpga/1996/56/section/434>) which specifies that all persons who are pupils at the school must be registered and (ii) The Education (Pupil Registration) Regulations 2006 (<http://www.opsi.gov.uk/si/si2006/20061751.htm>). Regulation 8 (<http://www.legislation.gov.uk/ukxi/2006/1751/regulation/8/made>) and a subsequent amendment set out in the Education (Pupil Registration) (England) (Amendment) Regulations 2011 (<http://www.legislation.gov.uk/ukxi/2011/1625/made>) specify the circumstances under which a pupil can be removed from the register - for example, registration at another school, written notification of parental intention to educate at home, and long term absence (four weeks or more) where both the school and LA have failed after reasonable enquiry to locate the pupil.

The count on Census Day includes all pupils whose enrolment status is C (Current – single registration at this school), M (current Main - dual registration), S (current

Subsidiary - dual registration), F (FE College) or O (Other Provider) but **excludes any pupil whose enrolment status is G (Guest)**. Note that:

- Children of service families registered at the school on Census Day are no different from any other pupil registered at the school and will have an enrolment status of C (Current – single registration at this school), M (current Main – dual registration), S (current Subsidiary - dual registration), F (FE College) or O (Other Provider). Provided that the pupil is registered at the school on Census Day, they should be included in the school's return.
- Traveller children can be registered at one or more schools and will have an enrolment status of C (Current – single registration), M (current Main – dual registration), S (current Subsidiary – dual registration), F (FE College) or O (Other Provider). Provided that the pupil is registered at the school on Census Day, they should be included in the school return.

If a pupil is no longer on the admissions register at your school on the Census Day and you have already passed information (including UPN) on to their new school then you must not record the pupil on your PRU Census return. **This does not affect the attendance and exclusion areas of the Census**. This applies whether the information has been passed on verbally, in writing or via the Common Transfer File (CTF). Following this guidance should eliminate cases of double counting, any of which the LA would need to investigate.

2.3.2 Attendance and Exclusion data

PRUs and LAs must provide individual Pupil Level Attendance data – which is the statutory requirement for the Census. Regulation 6 of the Education (Pupil Registration) (England) Regulations 2006 (<http://www.legislation.gov.uk/ukxi/2006/1751/regulation/6/made>) and a subsequent amendment set out in the Education (Pupil Registration) (England) (Amendment) Regulations 2010 (<http://www.legislation.gov.uk/ukxi/2010/1725/made>) specify the information that a school's attendance register should contain.

Exclusions data should be provided for any pupils who were subject to any exclusion during the period for which data are collected, ie 1/9/2010 to 31/8/2011.

Attendance and exclusions data could therefore legitimately be required for pupils who are no longer on the school roll on the Census Day. For these pupils, the following modules/data items will also be collected and so must be retained on the MIS even though the pupil is no longer on roll:

- for attendance - the Pupil Status (excluding Pupil Enrolment Status) and Pupil ID modules will be collected and so it is important, for example, that Pupil Date of Leaving is completed.
- for annual exclusions:- the Pupil Status (excluding Pupil Enrolment Status) and Pupil ID modules will be collected together with the In Care indicator and SEN Provision, at the time of exclusion.

2.3.3 School (PRU) Identifier

The Department for Education (DfE) School Number is required as the identifier for the school. It comprises a 3 digit LA code and a 4 digit Establishment code.

It is essential that both these codes are correct and up to date. Any error (including the provision of an old value of either code) is likely to lead to the rejection of your return by DfE. ***If you are in any doubt therefore about these codes, please check with your LA***, or you can check your LA and establishment code by accessing <http://www.edubase.gov.uk/home.xhtml>

2.4 Census specific data

Depending on their local arrangements, PRUs may need to manually complete the following modules at the point of completing the Census return: Exclusions, Attendance, PRU Staffing. Instructions as to what must be done for the Census are given in Sections 4 and 5.

2.5 Validation

Census data are used by DfE policy divisions, other Government Departments, LAs, schools, external agencies and educational researchers. The data are also used for funding purposes. Accuracy of data is therefore of paramount importance.

Both LAs and the DfE expect there to be zero errors on the Census return. An exception to this is where a software bug generates an error that cannot be fixed or circumvented and an agreement has been reached between the LAs and the DfE that the error is acceptable.

LAs should check that every return from PRUs has been authorised by the head of the establishment.

When the data are validated for the PRU Census, a validation **Error** is generated when software rules are broken, for example, an illegal character is entered, a value may be out of range or totals do not add up correctly. Validation **Errors MUST** be corrected.

A **Query** is reported where the data are unusual or unexpected, reflecting a potential inaccuracy or omission in the underlying data in the schools' MIS or entry to the Census form. For example, a query may be raised where no pupils are reported as having special needs or where there is a probability of data being omitted, such as permanent exclusions, even though many schools may genuinely have had none in the previous school year.

MIS software will report queries that should be investigated. As LAs or the DfE will question queries it is also essential to investigate all queries, and to amend the data as necessary.

2.6 Generating the Census return and data checks

These completion notes should be read in conjunction with any software specific PRU Census user guide available through your LA and with the documentation provided by your software supplier.

Where you have a suitable MIS your software supplier is likely to have drawn up a 'data entry specification' listing all the pupil data that must be entered into your system if the pupil records within your PRU Census return are to be complete and correct. If you have not seen this specification, please contact your LA for advice or, if you do not take MIS/ICT support from the LA, your software supplier direct.

Your software may contain a series of 'data checks' which will help you to identify and correct errors and inconsistencies in your data prior to generating your return. Please go through this process carefully as it will substantially reduce the number of validation errors in your return, and the work you will need to do subsequently to resolve these.

Although the data checks are very important, you cannot assume that successful completion of them guarantees that all the necessary data are present, and that your PRU Census return will be correct. The absence of any validation errors or queries also does not guarantee a successful return. You must therefore ensure that you have fully entered into your system all of the data set out in the data entry specification.

The code values for data items are listed in Sections 6 and 7 and will reflect the values contained in the data file which the software prepares for transmission to your LA and the Department. While the Department will endeavour to update guidance if there are any changes to code-sets the definitive lists of code-sets can be found at <http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datamanagement/a0058744/common-basic-data-set-cbds-database>.

2.7 School (PRU) Summary

The PRU Census return software generates a report summarising the data in the Census return automatically. Given that the return itself is too large to be viewed in its entirety, the summary report fulfils a number of purposes:

- to allow school staff preparing the return to check its accuracy and completeness before passing it to the head teacher,
- to allow the head teacher authorising the return to check its accuracy and completeness before submitting the return to the LA and DfE. This contains information about persistent absenteeism. As there is no FORVUS checking exercise before publication in the Performance Tables, this is the school's **only** opportunity to check these figures,
- if the summary is forwarded to the LA, it allows the LA to check the return from the PRU,
- provides DfE with assurance that the return has been subject to some data checking by the PRU and LA.

The summary should be inspected carefully, paying particular attention to those sections that might reveal evidence that some individual pupil data were not entered

on to the system prior to generating the return, e.g. free school meals, number of pupils with SEN. It is vital for a school to check the accuracy of data in this summary, as it will be this data that is submitted to the DfE as an accurate reflection of the school.

2.8 Authorisation

Once the PRU Census data have been submitted to the DfE, it will be deemed to have been authorised by the head teacher. LAs and PRUs can implement further authorisation methods, such as printing and signing the summary, to satisfy local audit purposes.

2.9 Sending the PRU Census Return

Any queries regarding this process should be directed to the **DfE Service Desk** on **01325 392626** or email dsd.helpdesk@education.gsi.gov.uk.

Once the return has been authorised by the head teacher, it should be made available for your LA or DfE, as appropriate. PRUs will need to consult their LAs on arrangements for this process.

PRUs should check with their LA regarding their deadline for provision of the return, which should allow sufficient time for the LA to discuss any queries on the data with the PRU before providing it to DfE.

3 Preparation: Data Items Required

Most of the data collected in the PRU Census are those which a well managed PRU would be expected to use for its own purposes. The majority of data items should therefore be kept up to date within a PRU's MIS on an event driven basis.

Data items that are going to be collected in the PRU Census 2012 have been grouped into modules as follows:

Pupil Level (Section 4)	School Level (Section 5)
Pupil Identifiers	School Characteristics
Pupil Characteristics	School Location
Pupil Status	Staff Information
Special Educational Needs	
Exclusions	
Home Information	
Attendance	

PRUs are urged to take a look at the data items to be collected in the Census before the start of the term to ensure data are entered correctly within their MIS.

Code sets for individual data items are given in Sections 6 and 7 and their existence is highlighted against the appropriate data item.

4 Pupil Level Data Descriptions and Guidance

This section provides a full list of data items at Pupil level. Code sets are supplied separately in Section 6. Data items are presented in the relevant module. For the purposes of this guidance, the term `School' (if used) should be taken to mean `PRU' unless otherwise indicated.

Survey Reference Date

The survey reference date must be 2012-01-19. This should be generated by your MIS, but you will be able to edit the date where there are unusual circumstances.

4.1 Pupil Identifiers module

All data items in this module should be maintained on an event driven basis. This module will be collected for all pupils on roll on Census Day. All the data items (except preferred surname) will be collected for any additional pupils who are no longer on roll but for whom the attendance and exclusions modules are collected.

4.1.1 Unique Pupil Number (UPN)

This is generated by your MIS or transferred to you from another school in a CTF file and you are not expected to calculate it manually. The UPN must be 13 characters in the format Annnnnnnnnnnn or AnnnnnnnnnnnA (for a temporary UPN) where A is a character and n is numeric. UPNs are generally produced automatically using routines programmed into the MIS software when a pupil first enters the maintained schools' sector in England or Wales. Temporary UPNs may only be issued as an interim measure until the permanent UPN is obtained. For further information see: <http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datamanagement/upn/a0064607/upn-policy-and-practice-guidance>.

4.1.2 Pupil's Former UPN

This indicates the pupil has held another UPN whilst at your PRU (e.g. where a temporary UPN was allocated when the pupil was first admitted to the school, but subsequently replaced by the permanent UPN being retrieved from a previous school). Adopted pupils should have new UPNs and no link to their former UPNs.

4.1.3 Pupil Surname

Full legal surname, as the PRU believes it to be (PRUs are not necessarily expected to have verified this from a birth certificate or other legal document).

4.1.4 Pupil Forename

In full, not shortened or familiar versions.

4.1.5 Pupil Middle Names

In full, not shortened or familiar versions. If pupil has no middle name(s) then this field must be left blank

4.1.6 Pupil Date of Birth

Date of birth of pupil in the format CCYY-MM-DD

4.1.7 Pupil Gender

Gender of pupil in the format M (Male) or F (Female) (See codeset in Section 6)

4.1.8 Pupil Former Surname

This should only be completed if a former surname is already known to the PRU; otherwise this field should be left blank. PRUs need not and should not take any special steps to establish the existence of former surnames of which they are not already aware. If the pupil has more than one former surname, record the most recently used.

4.1.9 Pupil Preferred Surname

The surname most commonly used in the PRU. In full, not shortened or familiar versions. This is not required for off-roll pupils.

4.1.10 Unique Learner Number

Unique Learner Numbers (ULNs) are assigned to students over the age of 14 in publicly funded education and training. They are allocated and managed by the Learning Records Service (previously known as MIAP) and will remain with the individual for their lifetime. Schools delivering 14-19 Diplomas will need to acquire a ULN for each of their Diploma students and hold these in their MI system.

Schools can acquire and verify ULNs for their students, and make minor updates to student data (the Learning Records Service would like to know about any changes to students' basic identification data, name or address for example) through the ULN Service on the School to School (S2S) website:

<http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datatransfers/s2s/a0064650/school-to-school-s2s>. This enables schools to export data from their MI system and submit it directly to the Learning Records Service for processing. The response file, containing new or verified ULNs, can then be imported back into the school's MI system to update the student records.

4.2 Pupil Characteristics Module

All data items in this module should be maintained on an event driven basis or collected/updated via the PRUs normal data checking procedures.

4.2.1 Ethnicity

All pupils aged 5 and over as at the previous 31 August should have an ethnic category assigned to them or if the information has not yet been collected 'Not obtained' or if the parent or pupil has refused to give the information 'Refused' should be assigned.

The codeset (see Section 6) reflects categories used in the 2001 National Population Census, with additional categories for Travellers of Irish heritage, pupils of Gypsy/Roma heritage and Sri Lankan Other. If the National Population Census categories do not meet the needs of local monitoring, LAs may use the DfE approved list of extended categories. Your LA will have decided which of the ethnic codes to use and these codes should be reflected in your MIS.

4.2.2 Pupil Free School Meal Eligibility

Free School Meal Eligibility will be used by the Department in determining the Pupil Premium allocations for schools and so it is essential that this data item is correctly recorded on the PRU Census.

Pupils should be recorded as eligible ('true') **ONLY** if a **claim** for free school meals has been made by them or on their behalf to the school/LA; **and** either -

- The relevant LA/school has confirmed that they are entitled to free school meals, or
- The relevant LA/school has seen the necessary documentation (e.g. a TC602 Tax Credit Award Notice) that shows that they are entitled to free school meals.

Conversely, if pupils are in receipt of free school meals but the LA/school has confirmed that they are no longer eligible and the provision is to be withdrawn then 'false' should be applied.

The Education (School Lunches) (Prescribed Requirements) (England) Order 2003 sets out an additional requirement for children who have not attained **compulsory school age** but receive education. These children must be registered pupils and be 'receiving education both **before and after** the lunch period' before being eligible for free school meals or a paid-for meal. This requirement was introduced from April 2003.

Children whose parents are in receipt of one of the following are entitled to receive free school meals:

- Income Support (IS)
- Income Based Job Seekers Allowance (IBJSA)
- An income-related employment and support allowance
- Support under part VI of the Immigration and Asylum Act 1999
- Child Tax Credit (provided they are not entitled to Working Tax Credit) and have an annual income which from 6th April 2010 does not exceed £16,190 as assessed by Her Majesty's Revenue and Customs*
- Guarantee element of State Pension Credit.

* Note: Where a parent is entitled to Working Tax Credit during the four-week period

immediately after their employment ceases, or after they start to work less than 16 hours per week, their children are entitled to free school lunches.

Children who receive IS or IBSA in their own right are also entitled to receive free school meals.

Further information can be found at

<http://www.education.gov.uk/schools/leadership/governance/guidetothelaw/b0065507/qttl/health-safety-welfare/meals/free-meals>

It should be noted that it will not be necessary for individual schools / LAs to calculate a family's annual taxable income. The HM Revenue and Customs (HMRC) will perform this income calculation and it is this figure that should be used to determine free school meal entitlement.

Each time a tax credit award is calculated, the HMRC will automatically issue a **Tax Credit Award Notice (TC602)** to the applicant. The award notice will set out the annual income and key family details. This notice includes details of all the information that is required to assess a child's free school meal eligibility (under the 'tax credit' category) and it is strongly suggested that this document is used to make that assessment.

Similarly, it is strongly suggested that the Pension Credit Award Notice (issued automatically by The Pension Service to all those in receipt of Pension Credits) is used to assess a child's free school meal eligibility under the 'Guarantee State Pension Credit' category.

Eligibility Checking Service

The Eligibility Checking Service (ECS) streamlines the FSM eligibility checking process for both local authorities (LAs) and parents. The ECS allows LAs to electronically check in a single application all the relevant data held by three Government Departments (DWP, Home Office and HMRC) in order to confirm FSM eligibility. Rather than providing paper evidence (eg TC602) of being in receipt of the relevant benefit, parents simply need to provide their NI number, date of birth and surname. LAs are then able to undertake an eligibility check in real time via their on-line link to the system.

4.2.3 Connexions Agreement

From April 2010, funding streams that had in the past gone to Connexions and youth services were brought together and focused on targeted support for young people through the Early Intervention Grant (EiG). The term 'Youth Support Services' is generally used to reflect the combined service but local authorities are free to brand the service as they wish. For the purposes of the 2012 PRU Census the field will keep its name of 'Connexions Agreement'.

This field should be completed for all pupils who are aged 12 and above (as at 31 August 2011). If it is not completed the system will default to 'unsought'. The Census mechanism is used to transfer this data item from PRUs to their LA who can then pass on the data to the Connexions Service. This data item is not used by the DfE. (See codeset in Section 6)

There is a legal requirement under the Education and Skills Act 2008 to pass information on request to the Youth Support Service for pupils aged 13 or approaching the age of 13. The information which PRUs are required to provide consists of:

- a) the names and addresses of pupils and their parents – which must be provided to the Youth Support Service in any event;
- b) the date of birth of the pupil;
- c) other information relevant to the provision of Youth Support Services. Parents (or pupils themselves if aged 16 or over) have the right to instruct the PRU not to provide information (over and above name, address and date of birth) to the Youth Support Service.

The provision under (c) is for an opt-out. Until and unless the parent or pupil gives an instruction, the school remains under a statutory duty to provide information to the Youth Support Service on request. Privacy Notices need to be issued to parents advising them of their (or their child's) right to instruct the PRU not to provide information beyond name and address. If the values of 'No' or 'UNS' (Unsought) are recorded: No or UNS (Unsought) then information beyond name, address and date of birth cannot be shared with the Youth Support Service. A model PN for issue by LAs and schools is available on the DfE website at:

<http://www.education.gov.uk/researchandstatistics/statisticalreturns/a0064374/suggested-text-and-guidance-for-issuing-privacy-notices>

4.2.4 In Care Indicator

Indicates whether a pupil is in the care of the LA, this does not include children looked after for short breaks (for respite care). This indicator may be system generated from recording the date that a period in care started for a child on your MIS. The indicator is only collected for excluded pupils and then only to show their in-care status at the time of the exclusion.

Under the Children's Act 1989, a child is looked after by an LA if he or she is in their care or is provided with accommodation for more than 24 hours by the LA.

They fall into four main groups:

- children who are accommodated under a voluntary agreement with their parents (Section 20)
- children who are the subject of a care order (Section 31) or interim care order (Section 38)
- children who are the subject of emergency orders for the protection of the child (Section 44 and 46)
- children who are compulsorily accommodated. This includes children remanded to the LA or subject to a criminal justice supervision order with a residence requirement (Section 21).

In all cases Social Services would be involved.

In Care indicator at the time of any exclusion will be collected together with exclusion information

4.2.5 Language Code

A first language other than English should be recorded where a child was exposed to the language during early development and continues to be exposed to this language in the home or in the community. (See codeset in Section 6)

If a child was exposed to more than one language (which may include English) during early development the language other than English should be recorded, irrespective of the child's proficiency in English. In the case of an older pupil who is no longer exposed to the first language in the home, and who now uses only another language, the PRU should consult with the pupil or parent to determine which language should be recorded.

Where a pupil's first language is not English, PRUs may record specific languages from the extended language codeset or continue to use codes from the short codeset used in PLASC 2006. ENB (Not known but believed to be English) and OTB (Not known but believed to be other than English) are appropriate where a pupil's first language is not known with absolute certainty because the parents have not responded to enquiries, but the PRU can judge with a high degree of confidence whether it is English or not. An LA may specify that PRUs within the LA should use a particular subset of language codes but it is for the PRU to decide whether or not to record specific languages.

This is a compulsory field for all pupils aged 5 and over as at the previous 31 August.

4.2.6 Service Children in Education Indicator

The Service Children Indicator will be used by the Department in determining the Pupil Premium allocations for schools and, as such, it is essential that this data item is correctly recorded on the PRU Census.

Indicates if a child has a parent or parents who are Service personnel serving in regular HM Forces military units of all forces, or in the Armed Forces of another nation and stationed in England, and exercising parental care and responsibility. The information will be of use to help identify both the impact that being a Service child has on their education and the impact that catering for large numbers of Service children has on the school. Please note, however, that data on individual pupils is not being shared with the Ministry of Defence (MoD).

This is only relevant to children whose parents are designated as Personnel Category 1 or 2 which are shown on the MoD website, however all parents will be aware of their Personnel Category

<http://www.mod.uk/DefenceInternet/AboutDefence/CorporatePublications/PersonnelPublications/Welfare/PersonalStatusCategoryDefinitions.htm>

Valid codes are 'Yes', 'No' and 'Refused' with an additional code of 'Unknown' to be held by the school to indicate no response given or other reason for no information.

This field has been default filled with 'No' to reduce the burden on schools so that it will only be necessary to change the entry for those Children who are from Service families. This data item should not be returned for dual registered pupils whose enrolment status at the PRU is S (current Subsidiary - dual registration).

4.2.7 Funded Hours

This data item records for each pupil aged 2, 3 and 4 (as at 31st August) the total number of hours they spent in **education provision** at the school which are **funded under the free entitlement to education for under 5's**. Any additional hours which are funded by other means e.g. the parent, should **NOT** be included against Funded Hours.

Funded Hours will be used to determine the Dedicated Schools Grant and Pupil Premium allocations for pupils aged Under 5 and consequently it is essential that this is recorded correctly for all pupils as part of the PRU Census.

The allocation of Dedicated Schools Grant (DSG) and Pupil Premium funding for pupils aged Under 5 for 2012-13 will be based on the Funded Hours recorded on the 2012 PRU Census and not the full time / part time indicator (the funding methodology will be the same as for 2011-12 except Funded Hours rather than Hours at Setting will be used). Consequently it is essential that the Funded Hours recorded on the census accurately reflect the hours at the setting (to the nearest 0.5 - see examples below) **funded under the free entitlement to education for under 5's** as this will be used to determine the funding allocation from DfE.

Examples:

- 12 hours and 0 to 14 minutes = 12.0 Hours
- 12 Hours and 15 to 44 minutes = 12.5 Hours
- 12 Hours and 45 to 59 minutes = 13.0 Hours

For funding purposes, the Funded Hours recorded on the PRU Census will be capped at 12.5 hours per week for 2 year olds with SEN and 15 hours per week (i.e. the free entitlement) for rising 3s and pupils aged 3 at 31 August 2011. All pupils aged 4 as at the 31 August 2011 are also entitled to 15 hours free entitlement education provision. However the Department fully supports LAs who choose to fund 4 year olds full time and, therefore, Funded Hours will be capped at 25 hours for pupils aged 4 at 31 August 2011. The table below shows the maximum Funded Hours available for pupils aged Under 5 years split by age group.

	Maximum Funded Hours (Per week)
2 year olds with SEN Pupils aged 2 years at 31 December 2011 with Special Educational Needs (Born between 01/01/09 and 31/12/09)	12.5 hours
Rising 3's Pupils aged 2 years at 31 August 2011 but 3 by 31 December 2011 (Born between 01/09/08 and 31/12/08)	15 hours
3 year olds Pupils aged 3 years at 31 August 2011 (Born between 01/09/07 and 31/08/08)	15 hours
4 year olds Pupils aged 4 years at 31 st August 2011	25 hours

	Maximum Funded Hours (Per week)
(Born between 01/09/06 and 31/08/07)	

Funded Hours should only include the hours the pupil spent in **education provision** and should therefore exclude any hours of 'childcare' and breaks where the pupils are not receiving education. Extended schools services (e.g. breakfast clubs and after school clubs) should also be excluded as they are not considered to be education provision.

4.2.8 Hours at Setting

This data item records, for each pupil aged 2, 3 and 4 (as at 31 August) the total number of hours they spent in **education provision** at the school irrespective of who funded the hours (i.e. it is the total of any hours funded under the free entitlement to nursery education plus any additional hours of education funded from our sources such as parents).

For dually registered pupils only the actual hours attending each school should be recorded. The main registration should **only** include the hours spent in education at the main registration. The subsidiary registration should **only** include the hours spent in education there.

This will allow the Department to monitor the hours attended at maintained settings on the same basis as private/voluntary/independent provision

Hours at Setting should only include the hours the pupil spent in **education provision** (to the nearest 0.5 - see examples below)

- 12 hours and 0 to 14 minutes = 12.0 hours
- 12 hours and 15 to 44 minutes = 12.5 hours
- 12 hours and 45 to 59 minutes = 13.0 hours

Hours at setting should exclude any hours of 'childcare' and breaks where the pupils are not receiving education. Extended schools services (e.g. breakfast clubs and after school clubs) should also be excluded as these are not considered education provision.

4.2.9 Unit Contact Time

This item should indicate the number of contact hours the pupil spent with the PRU in Census week. This should include time in the PRU and, in the case of pupils receiving their education through home visits (or being educated in hospital), time spent in contact with staff members of the PRU.

Where the PRU has arranged for the pupil to receive their education via another establishment (eg an FE college or work-placement) then the time spent under the supervision of this establishment should be counted as part of the contact time. The PRU is also responsible for recording attendance at the other establishment.

In some cases pupils will remain in their registered school while being visited by PRU staff (through an outreach programme). This should not be included in the Unit Contact Time.

4.3 Pupil Status Module

All data items in this module should be maintained on an event driven basis. This module will be collected for all pupils on roll on Census Day and Pupil Date of Entry, Pupil Date of Leaving and Pupil Part-time Indicator will be collected for any additional pupils who are no longer on roll but for whom the attendance and exclusions modules are collected.

4.3.1 Pupil Enrolment Status

Indicates the enrolment status of a pupil using one of the registration codes supplied in the code set: C (Current – single registration at this school), M (Current Main – dual registration), S (Current Subsidiary – dual registration), F (FE College) or O (Other Provider). It is important that each pupil recorded on the PRU Census is assigned the correct enrolment status as that will ensure that they are correctly registered at a school in line with the Pupil Registration Regulations and ensures that funding is accurately targeted in line with published funding methodologies.

The MIS will automatically default the value of this field to C for (Current – single registration at this school). (See code set in Section 6).

Pupils recorded as “Guest” should **NOT** be included in the Census return.

Please ensure that dually registered and guest pupils are recorded correctly.

Please note that From September **2011** the way schools should record attendance and absence for ‘**Dually Registered**’ pupils will change. ‘Advice for Pupil Registers, Attendance Codes, and School Day/Year for Schools and Local Authorities’ provides specific advice on the recording of dually registered pupils at:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/attendance/schoolattendancedata/a0010008/pupil-registration-regulations-and-guidance>. It also gives details of changes in the use of Code Y. **These changes do not affect the data submitted in the 2012 PRU Census, but data providers need to be aware that they will need to take account of these changes when entering attendance and absence data for their pupils from September 2011.**

For safeguarding reasons, schools must follow up all unexplained and unexpected absences in a timely manner.

For pupils that are present **at a supervised educational activity that is off-site and approved by the school** it is important the alternative provider and the school have an agreement in place to share attendance information. The onus is on the school to contact the alternative provider and establish these agreements. Schools must not assume that a pupil is present at the “supervised educational activity” just because he / she are expected to be. They must only use the “present at approved educational activity” when it is confirmed that the pupil was present.

Schools and local authorities have raised a number of situations where difficulties have been encountered trying to allocate the correct enrolment status to a pupil. The following advice is designed to help address those situations. **Not all these scenarios will apply to PRUs but they are included in case they are of assistance.**

(a) Managed / Negotiated Transfers

A pupil may be transferred to another school on a trial basis. In such a case, the original school will maintain the pupil's registration. If the receiving school decide to accept the pupil on a permanent basis then, obviously, the registration will transfer at that time. During the trial period, however, there is no method of indicating this situation in the receiving school. As the data collected during the census is used for future funding purposes, the inability to credit the receiving school is perceived as a disincentive to accept the pupil, often to the pupil's detriment. The financial arrangements between the schools are a matter for their mutual agreement, but it is important to be able to identify pupils in this situation.

It is recommended that for the duration of any trial period:

- the original school maintains the pupil's record with an Enrolment Status of 'M' (Current Main - dual registration)
- the receiving school maintains the pupil's record with an Enrolment Status of 'S' (Current Subsidiary - dual registration)

(b) Consortia schools

Schools often provide courses of study in collaboration with other schools (or other educational establishments). These may be formal or informal arrangements. A pupil registered in one school may have part, or even all, of their academic tuition in the premises of another school. In such circumstances it is important that the pupil is assigned correctly to the school which holds the pupil's registration. The financial arrangements between the schools are a matter for their mutual agreement but it is important to be able to identify pupils in this situation.

It is recommended that for a pupil who is receiving tuition at a school other than the registration school:

- the registration school maintains the pupil's record with an Enrolment Status of 'C' (Current - Single registration at this school)
- the providing school maintains the pupil's record with an Enrolment Status of 'G' (Guest - Pupil not registered at this school but attending some lessons or sessions)

The guidance above is a recommendation. However, if the relevant schools agree that this is not appropriate for their local circumstances, then dual registration can be used.

(c) Post 16 and Diploma pupils

The guidance provided above for Consortia schools will be the same for Post 16 pupils and pupils who are attending tuition in the premises of another school as

part of Diploma arrangements.

(d) Traveller Pupils

A traveller pupil may attend another school during periods when his parent is travelling in the course of trade or business. In such cases, the school where the pupil ordinarily attended, during the immediately preceding 18 months when not travelling, will maintain the pupil's registration. It is recommended that for the duration of this period:

- the ordinary school of attendance maintains the pupil's record with an Enrolment Status of 'M' (Current Main – dual registration)
- the receiving school maintains the pupil's record with an Enrolment Status of 'S' (Current Subsidiary – dual registration)

(e) Family units

Although PRUs are primarily for pupils of compulsory school-age, it is possible that a PRU could offer nursery education for children of teenage mothers, rather than just child-care, and may also provide wider childcare and/or family support services. Often, the establishment wishes to maintain a single management information system for all the children it serves and, equally often, it is the school management information system which is used for this purpose. When submitting information for census purposes, however, it is important to distinguish between those children who are receiving nursery education and those who are receiving other services. It is recommended that

- for children receiving nursery education, the school/establishment maintains the pupil's record with an Enrolment Status of 'C' (Current – single registration at this school)
- for children receiving childcare provision but not nursery education the school / establishment, if it wishes to do so, maintains the pupil's record with an Enrolment Status of 'G' (Guest – Pupil not registered at this school but attending some lessons or sessions)
- where the children of mothers who attend the PRU receive both nursery education and childcare provision, the school/establishment records the pupil as part-time and maintains the pupil's record with an Enrolment Status of 'C' (Current – single registration at this school)

(f) Specialised Units

In some LA areas units have been established to deliver specialised education services for pupils from schools in an extended area, not just the school in which the unit is located. These units often provide support for English Language acquisition (English as an Additional Language) or special education needs support, commonly with those children who have Visual or Hearing Impairments or have Speech and Language difficulties.

It is recommended that for a pupil who is receiving tuition in a specialised unit at a school other than the registration school:

- the registration school maintains the pupil's record with an Enrolment Status of 'C' (Current – single registration at this school)
- the providing school, if it wishes to do so, maintains the pupil's record with an Enrolment Status of 'G' (Guest - Pupil not registered at this school but attending some lessons or sessions)

The guidance above is a recommendation. However, if the relevant schools agree that this is not appropriate for their local circumstances, then dual registration can be used

(g) Inclusion Classes

To foster the inclusion agenda for pupils with special educational needs, "inclusion classes" have been established whereby pupils who are registered at a special school are taught in classes located in a mainstream school's premises. Tuition is provided, either wholly or partly, by teachers from the special school.

These classes are, effectively, satellite classes of the special school and should not be treated as classes of the mainstream school.

It is recommended that for a pupil who is attending an inclusion class:

- the special school maintains the pupil's record with an Enrolment Status of 'C' (Current - Single registration at this school)
- the mainstream school, if it wishes to do so, maintains the pupil's record with an Enrolment Status of 'G' (Guest - Pupil not registered at this school but attending some lessons or sessions)

(h) External Candidates

Occasionally, adults are registered at a school in order for them to enter an examination and, perhaps, receive some level of tuition towards this aim. In such cases it is recommended that the providing school, if it wishes to do so, maintains the adult's record with an Enrolment Status of 'G' (Guest - Pupil not registered at this school but attending some lessons or sessions)

(i) Purchased Tuition

In some schools externally provided tuition may be purchased at another establishment for a registered pupil. If the provider establishment is a maintained school then the situation should be treated as for consortia schools above.

If the provider is a commercial organisation, or an organisation outside the maintained school sector, then the pupil should be recorded with an Enrolment Status of 'C' (Current - Single registration at this school).

(j) School-supervised off-site Education

Some PRUs have registered pupils who, for varying reasons, receive all or part of their tuition at home or other suitable premises, under the supervision of the PRU. The school will support the pupil and staff will carry out regular visits; often, the pupil will have had a computer installed and online tutoring is provided. In such

cases, the pupil should be recorded with an Enrolment Status of 'C' (Current - single registration at this school).

Some PRUs will have registered pupils who receive all or part of their education at an FE college or other establishment where the staff deal with the day-to-day teaching. In such cases, the pupil should be recorded with an Enrolment Status of 'O' (Other Provider) or 'FE' (FE College).

(k) Dually Registered Pupils - Hospital PRUs

For those pupils who may be attending a 'hospital PRU' they should only be recorded on the register if they are receiving an education provision. They should **not** be recorded if they are only attending such an establishment for 'hospital check ups', 'day surgery' or any other form of medical appointment or operation.

However, if the pupil receives an education provision from the 'hospital PRU' on a regular basis and also attends a mainstream school, then they should be recorded as dually registered. The school of 'ordinary attendance' should be recorded as the 'main' registration. In the majority of cases this will be the mainstream school, and the hospital PRU should then record the pupil with a subsidiary registration. If the pupil receives an education provision from the 'hospital PRU' during their stay in hospital, then they can be recorded as a 'Guest' registration.

If a pupil is originally solely registered at the 'hospital PRU' and also attends a mainstream school as part of a reintegration programme then they should be recorded as dually registered with the 'hospital PRU' holding the 'main registration'.

If after consultation with the school, medical advisors, parents and the LA, the conclusion is that the pupil should attend the 'hospital PRU' full time to meet the pupil's SEN needs, and that the decision is a permanent arrangement, then the pupil must be removed from the mainstream school and solely registered at the 'hospital PRU'. However if this scenario is only a temporary measure the pupil should be dually registered, with the mainstream school holding the main registration, and the 'hospital PRU' recording the subsidiary registration.

(l) Overseas / Exchange Pupils

Overseas or exchange pupils on the school register at the time of the census should be recorded therein with an Enrolment Status of 'G' (Guest - Pupil not registered at this school but attending some lessons or sessions) and therefore not included on the school census returns.

4.3.2 Pupil Date of entry

Date of entry to current PRU.

Where a pupil has had more than one placement at the PRU the Date of Entry of the current or most recent placement should be used.

4.3.3 Pupil Date of leaving

Date pupil left current PRU. The completion of this field will enable identification of pupils who are no longer on the PRU's roll.

4.3.4 Pupil Part-time Indicator

This indicates whether a pupil is part-time in education (attends fewer than 10 sessions a week) or not. It does not indicate that a pupil is part-time at one or more establishments. A pupil attending three full days in one school and two full days in another school should not be classified by either school as part-time. The MIS will automatically default the value of this field to false as the majority of pupils will not be part-time.

In certain circumstances some pupils of compulsory school-age will be placed on a part-time timetable in order to meet their individual needs, for example when a medical condition prevents them from attending full-time, as part of a re-integration package or as part of a flexi-schooling agreement. The part-time timetable should not be treated as a long-term solution. Any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full-time and be agreed with the pupil's parents / carers.

Compulsory school-age pupils on a part-time timetable are, by definition, not present at school for part of the week or day. They are also not attending approved educational activity and must therefore be absent from school. In agreeing to the part-time timetable the school has agreed to the absence and must therefore record it in their system as an authorised absence. This will ensure that the school has a record of the amount of education a pupil has missed and help it to identify pupils that might need additional support. Schools cannot record the pupil as "not required to attend" or that the school was closed to the pupil in question as this would contravene the regulations.

Therefore compulsory school-age pupils on a part-time timetable should be recorded as full-time with the appropriate absence code used for the sessions when they are not required to attend.

For further guidance please see the school attendance website.

<http://www.education.gov.uk/schools/pupilsupport/behaviour/attendance/schoolattendance/a009991/absence-data>.

4.3.5 Pupil Boarder Indicator

Indicates whether a pupil is a boarder or not. The MIS will automatically default the value of this field to N, not a boarder. (See code set in Section 6)

4.3.6 Pupil's Actual National Curriculum Year Group

The year group in which the pupil is taught for the majority of their time, regardless of their chronological age. (See code set in Section 6)

4.4 Special Educational Needs (SEN) Module

All data items in this module should be maintained on an event driven basis. SEN provision will be collected for all pupils on roll on Census Day. SEN Provision at the time of any exclusion will also be collected.

4.4.1 Pupil SEN Provision

Valid provision types under the SEN Code of Practice. For further details, see <http://www.education.gov.uk/schools/pupilsupport/sen/guidance/a0013160/the-sen-code-of-practice> It is anticipated that a history of provision should be recorded within a PRU's MIS.

This data item will be collected for all pupils on roll on Census Day. SEN Provision at the time of any exclusion will also be collected. (See code set in Section 6)

4.4.2 Pupil SEN Type ranking

This indicates the rank order of a pupil's special educational need, recorded in Pupil SEN type. The most significant, or primary need, should be ranked 1, the secondary 2.

This data item will be collected for all pupils on roll on Census Day with an SEN Provision of P (School Action Plus or Early Years Action Plus) or S (Statement).

4.4.3 Pupil SEN type code

This field records the nature of a pupil's special educational need. The primary need and, if appropriate, their secondary need should be recorded. Guidance on data collection by type of special educational need is available at <http://www.education.gov.uk/schools/pupilsupport/sen/data/a0013057/data-collection-by-type-of-sen>

This data item will be collected for all pupils on roll on Census Day with an SEN Provision of P (School Action Plus or Early Years Action Plus) or S (Statement), (See code set in Section 6)

4.5 Exclusions Module

The module will be collected for all types of exclusions that occurred in the period 01/09/2010 – 31/08/2011.

Where known, the following **should not be included**:

- a) permanent exclusions overturned by the governors where the pupil has been reinstated;
- b) permanent exclusions overturned by an independent appeal panel where the pupil has been reinstated
- c) permanent exclusions overturned by an independent appeal panel where, because of exceptional circumstances or other reasons, it was not practical to give a direction requiring reinstatement, although it otherwise would have been appropriate to give such a direction.

To satisfy conditions (b) and (c) above, exclusions with Exclusion Appeal Result equal to R (Reinstatement) or O (Reinstatement would be appropriate but not in the best interests of the child given other circumstances) will be filtered out by the extract routine. **PRUs must therefore ensure that Exclusion Appeal Result is maintained on an event driven basis so that these exclusions can automatically be filtered out when data are extracted for the Census.**

The Census extract routine will select all those exclusions with Start Dates from 01/09/2010 – 31/08/2011. Whilst these dates do not represent real term dates, they will ensure that the vast majority of exclusions are picked up for the majority of schools.

If PRUs do not use a module in their MIS which records exclusions the data items will need to be manually calculated for each pupil and manually added to the Census return.

4.5.1 Exclusion Category

For each exclusion, this indicates the type of exclusion: fixed period, lunchtime or permanent. (See codeset in Section 6)

4.5.2 Exclusion Reason

For each exclusion, the reason for the exclusion. Some MIS allow PRUs to enter more than one reason for any exclusion, so PRUs can record a main reason as well as secondary reasons for any exclusion on their MIS, but for the Census only the main reason will be collected.

The following table provides descriptions of reasons for exclusions. The categories should cover the main reasons for exclusions and the 'other' category should be used sparingly. The descriptions should be used as a guide and are not intended to be used as a tick list for exclusions.

Exclusion Reason	Description
Bullying	Verbal Physical Homophobic bullying
Damage includes damage to school or personal property belonging to any member of the school community	Arson Graffiti Vandalism
Drug and alcohol related	Alcohol abuse Drug dealing Inappropriate use of prescribed drugs Possession of illegal drugs Smoking Substance abuse
Persistent disruptive behaviour	Challenging behaviour Disobedience Persistent violation of school rules
Physical assault against adult	Obstruction and jostling Violent behaviour

Exclusion Reason	Description
	Wounding
Physical assault against pupil	Fighting Obstruction and jostling Violent behaviour Wounding
Racist abuse	Derogatory racist statements Racist bullying Racist graffiti Racist taunting and harassment Swearing that can be attributed to racist characteristics
Sexual misconduct	Lewd behaviour Sexual abuse Sexual assault Sexual bullying Sexual graffiti Sexual harassment
Theft	Selling and dealing in stolen property Stealing from local shops on a school outing Stealing personal property (adult or pupil) Stealing school property
Verbal abuse / threatening behaviour against adult	Aggressive behaviour Carrying an offensive weapon Homophobic abuse and harassment Swearing Threatened violence Verbal intimidation
Verbal abuse / threatening behaviour against pupil	Aggressive behaviour Carrying an offensive weapon Homophobic abuse and harassment Swearing Threatened violence Verbal intimidation

Other includes incidents which are not covered by the categories above but this category should be used sparingly.

4.5.3 Exclusion Start Date

The exclusion start date should reflect the date the exclusion starts, i.e. the date that the pupil was asked to leave the PRU by the head teacher. It is anticipated that collecting the data retrospectively will ensure that all appeals procedures would have been completed by the time the data are collected and so only exclusions which have been upheld will be included in a return.

4.5.4 Exclusion - Actual number of sessions

For each fixed period and lunchtime exclusion, the actual number of sessions for which the exclusion is in effect. For fixed period exclusions, each full school day counts as two sessions: a half school day counts as one session. For lunchtime exclusions, each lunchtime for which the exclusion applies counts as one session. Although information about reinstated exclusions are not being collected in the PRU

Census, PRUs may wish to record the number of sessions for which the child was excluded before being reinstated and for this the actual, not the planned number of sessions should be recorded.

As noted in the guidance for Pupil Identifiers, Pupil Characteristics and SEN modules, all items in the Pupil Identifiers module (except Preferred Surname) will be collected for pupils no longer on roll but for whom the exclusions module is collected and In Care Indicator and SEN provision at the time of any exclusion will also be collected.

4.6 Home Information Module

All data items should be maintained on an event driven basis. These data items will be collected only for a pupil's current address.

PRUs are able to provide the Department with pupil addresses in whichever format their data is currently held within their MIS, either SAON, PAON, Post Town etc Postcode (BS7666 Address), or Address Line 1-5, Postcode (UK Postal Address). (PRUs should not worry if these field names do not mean anything to them; no change is needed to the way in which address information is currently held within their MIS to complete the Census returns.)

The expectation is that PRUs will be able to provide a valid home address for the great majority of their pupils (including boarding pupils). Boarding pupils from abroad should be recorded with their "home" address as the address where they reside during term time, which may be the PRU's address. (If a second address is an overseas address, validation errors on the postcode can be ignored.) Where a child has multiple addresses (ie where the child lives with both parents at different stages of the week) both addresses should be supplied.

Whilst every effort must be made to obtain these pupil details, the Department understands that in extreme circumstances this is not always possible. In such extreme cases these fields can be left blank or a partial address can be supplied and the validation errors ignored.

4.6.1 Postcode

The code allocated by the Post Office to identify a group of postal delivery points.

And

4.6.2 SAON

Flat, apartment name or number or other sub-division of a dwelling.

4.6.3 PAON

Dwelling name and/or number.

4.6.4 Street

Street name or street description. (Validation will result in a query where there is a dwelling name/number but no street. If the address legitimately has no street, the query can be ignored.)

4.6.5 Locality

The locality name refers to a neighbourhood, suburb, district, village, estate, settlement, or parish that may form part of a town

4.6.6 Town

The town name refers to a city or town that is not an administrative area, a suburb of an administrative area that does not form part of another town or a London district.

4.6.7 Administrative Area

Geographic area that may be the highest level local administrative area eg county or unitary authority

4.6.8 Post Town

The Post Office usually assigns these based on Sorting Office.

Or

4.6.9 Address Line 1

First line of address.

4.6.10 Address Line 2

Second line of address.

4.6.11 Address Line 3

Third line of address.

4.6.12 Address Line 4

Fourth line of address

4.6.13 Address Line 5

Fifth line of address.

4.7 Attendance Module

This module will provide information for a pupil's attendance in the academic year prior to Census (i.e. academic year 2010-11 for 2012 Census).

This module will only be collected for pupils who were 5 or over and also under 16 years of age on 31 August 2010, and on roll for at least one session from the start of Autumn term 2010 to 27 May 2011 IF the pupil entry date is before 27 May 2011.

This module will not be collected for any pupils who are boarders, i.e. Pupil Boarder indicator does not equal N.

The data required for each pupil will be the aggregate number of possible attendance sessions and the actual number of absences by reason for absence.

For schools that use the electronic registration module on their MIS, the Census will extract relevant data for each pupil for each term. However, PRUs which use an electronic registration system that is not integrated with their main MIS (or record attendances in paper registers) will need to extract the relevant data for each pupil included in the Census, according to the dates for the previous term, and manually add this data to the Census return. In this case absence reporting by reason is not required and PRUs should report on the number of authorised and unauthorised absences for each pupil. PRUs should seek advice from the supplier of their main MIS on how to manually add data for the Census return.

Persistent Absentee Thresholds

The Department has reduced the threshold at which a pupil is defined as '*persistently absent*' to 15 per cent, down from 20 per cent previously. Some schools tend to take action to intervene when pupils near the persistently absent threshold, but nearing 20 per cent was too late. Lowering the threshold will help ensure that schools take action sooner to deal with absence.

The table below shows the new thresholds against which absence statistics will be published in future. Initially, statistics will be published for both the 20 and 15 per cent thresholds.

	Threshold sessions for Persistent Absence			
	20% threshold		Newly introduced 15% threshold	
	Half term	Cumulative	Half term	Cumulative
Autumn Half Term 1	14	14	10	10
Autumn Half Term 2	14	28	12	22
Spring Half Term 1	12	40	8	30
Spring Half Term 2	12	52	8	38
Summer Half Term 1	12	64	8	46

Changes in how attendance and absence data should be recorded from September 2011

From September **2011** some changes were made to way in which:

- schools should record attendance and absence for '**Dually Registered**' pupils
- the way in which Code Y should be used and
- what is included in possible sessions

'Advice for Pupil Registers, Attendance Codes, and School Day/Year for Schools and Local Authorities' will provide specific advice relating to these changes and will be published by the end of September at:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/attendance/schoolattendance/a0010008/pupil-registration-regulations-and-guidance>. A summary of these changes are already available on this site.

These changes do not affect the data submitted in the 2012 PRU Census, but data providers need to be aware that they will need to take account of these changes when entering attendance and absence data for their pupils from September 2011.

4.7.1 Possible Sessions

Record the number of possible sessions for the Academic Year 2010/11 i.e from the beginning of the Autumn Term to 27 May 2011. There are 2 sessions for each school day (morning and afternoon).

PRUs which use electronic registration that is not integrated with their main MIS, or record attendances in paper registers, should manually calculate and add to their Census return:

4.7.2 Sessions missed due to Authorised Absence

Authorised absence is absence which has been authorised by a teacher or other authorised representative of the school. Absence can be authorised retrospectively if the teacher or other authorised representative of the PRU subsequently 'accepts' a reason for the absence provided by a parent.

4.7.3 Sessions missed due to Unauthorised Absence

Unauthorised absence is absence without leave from a teacher or other authorised representative of the PRU. This includes all unexplained or unjustified absences.

For PRUs which use electronic registration systems integrated with their main MIS:

4.7.4 Pupil Attendance Codes

Valid reasons for absence codes. The use of fixed codes is to assist in monitoring not only whether pupils are absent with or without the permission of the PRU, but also why pupils are absent from the PRU. (See code set in Section 6)

4.7.5 Number of sessions missed

The number of sessions missed for each specified reason for absence.

Schools which use electronic registration that is not integrated with their main MIS, or which record attendances in paper registers, should manually calculate this figure and add to their Census return.

5 School Level Data Descriptions and Guidance

Code sets are supplied separately in Section 7. Data items are presented in the relevant Module. For the purposes of this guidance, the term 'School' (if used) should be taken to mean 'PRU' - unless otherwise indicated. All data items should be maintained on an event driven basis.

Survey Reference Date

The survey reference date must be 2012-01-19. This should be automatically input by your MIS, but should be variable to allow for alternative dates where there are special circumstances.

5.1 School Characteristics Module

5.1.1 LA Number

A three digit code that identifies a particular LA. The LA number represents the LA responsible for maintained education. The LA numbers can be found in codeset D00004 in the Common Basic Data Set at:

<http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datamanagement/a0058744/common-basic-data-set-cbds-database>

5.1.2 DfE Establishment Number

The DfE Establishment number is a four digit reference number allocated to each PRU. You can check your DfE Estab number by accessing <http://www.edubase.gov.uk/home.xhtml>

5.1.3 School Name

In full, including the words 'PRU', 'School' or 'College' etc if this is part of the PRU's full name.

5.1.4 School Phase

This code indicates the phase of education offered by your PRU. The Department would expect this to be 'PR' (PRU).

5.1.5 Highest NC Year Group

This is the highest NC year group for which the PRU customarily makes provision. (See codeset in Section 7)

5.1.6 Lowest NC Year Group

This is the lowest NC year group for which the PRU customarily makes provision. (See codeset in Section 7)

5.1.7 Intake Type

This code denotes the policy for admitting pupils to the PRU and is decided by the PRU in conjunction with the LA. The Department would expect this to be 'COMP' (Comprehensive). (See codeset in Section 7)

'COMP' means comprehensive in the sense 'of broad scope'.

5.1.8 Governance

This code specifies the governance of the school as indicated on a PRU's Instrument of Government. The Department would expect this to be 'CO' (Community). (See codeset in Section 7)

5.1.9 School Telephone Number

This should be the main PRU telephone number which is used for official purposes – please ensure the number is recorded including the area code.

5.1.10 Child Mothers

Indicates whether there are places for child mothers at the PRU

5.1.11 Teen Mother Places

Indicates the number of teenage mothers attending the PRU in the week of Census.

5.1.12 Childcare Places

Indicates whether the PRU has childcare facilities.

5.2 School Location Module

5.2.1 School Email Address

The e-mail address for official communications must be present and include the character @. The email address provided must be for an account that is used on a regular basis and one that is accessible to the Head teacher, e.g. 'head@' or 'office@'. It would not normally be one that identifies a particular individual by name. This email address may be used for future DfE correspondence.

5.2.2 Postcode

The code allocated by the Post Office to identify a group of postal delivery points.

PRUs are able to provide the Department with their addresses in whichever format their data is currently held within their MIS, either, SAON, PAON, Street, Locality, Town, Administrative Area (BS7666 Address), or Address Line 1, Address Line 2, Address Line 3, Address Line 4 and Address Line 5 (UK Postal Address). (PRUs should not worry if these field names do not mean anything to them; no change is needed to the way in which address information is currently held within their MIS to complete the Census returns.)

Address Options:-

5.2.3 SAON

Flat, apartment name or number or other sub-division of a dwelling.

5.2.4 PAON

Dwelling name and/or number.

5.2.5 Street

Street name or street description.

5.2.6 Locality

The locality name refers to a neighbourhood, suburb, district, village, estate, settlement, or parish that may form part of a town, or stand in its own right within the context of an administrative area. Where an industrial estate contains streets it is defined as a locality in its own right.

5.2.7 Post Town

The Post Office usually assigns these based on Sorting Office.

5.2.8 Town

The town name refers to a city or town that is not an administrative area, a suburb of an administrative area that does not form part of another town or a London district.

5.2.9 Administrative Area

The administrative area is a geographic area that may be the highest level local administrative area, which may be a county or a unitary LA

Or

5.2.10 Address Line 1

First Line of Address

5.2.11 Address Line 2

Second Line of Address

5.2.12 Address Line 3

Third Line of Address

5.2.13 Address Line 4

Fourth Line of Address

5.2.14 Address Line 5

Fifth Line of Address

5.3 Staff Information Module

The information required may be held in the personnel module of your MIS or it may be held elsewhere. This module is split for ease of presentation into Teachers and Education Support Staff.

5.3.1 Teachers

Include all teachers who normally work at the PRU (during the school day, not including teachers working in extended school services), including all outreach and peripatetic teachers. The source of funding is immaterial for the purposes of the PRU Census return and teachers funded from any source should be included: the fact that the teacher normally works at the school is the crucial factor.

Information is required for:

- a) all teachers normally employed at the PRU as at the Census week (week beginning 16 January 2012) unless unusual arrangements occur in that week, in which case the normal situation should be recorded (an example of an unusual situation may be flooding),
- b) as a subset of a) teachers normally employed who are teachers of ethnic minority pupils.

The information required for each of these groups is set out in a series of diagrams below. These diagrams do not necessarily correspond exactly to any screen displayed by your software, although there may be some similarities. It may be that information in precisely the format required cannot be generated from the personnel module of your software, even if you have fully populated it with data, and that you will therefore need to carry out some manual adjustments or data entry.

For all the teacher categories below, the information required includes the total weekly directed hours of part-time staff. 'Directed hours' are the average hours per week for which a teacher is required to attend the PRU, including assembly but excluding lunch breaks. A full-time teacher is considered to work 32.5 directed hours per week, and the weekly directed hours of part-time teachers should be calculated on a pro rata basis. For each category of teacher for which a figure is required, the directed hours of each part-time teacher in that category should be calculated in this way and then added up. The total should be rounded to the nearest whole number of hours (rounding 0.5 upwards).

You may find the following ready reckoner helpful for converting contracted full-time equivalence (FTE) to directed hours per week

0.1	=	3.25 directed hours per week	0.6	=	19.5
0.2	=	6.5	0.7	=	22.75
0.3	=	9.75	0.8	=	26.0
0.4	=	13	0.9	=	29.25
0.5	=	16.25	1.0	=	32.5

Teachers normally employed at the PRU as at the Census week

Include:

- peripatetic teachers who regularly teach at your school
- staff on short term paid absence (less than a term)
- relief staff covering long term absence (a term or more)
- relief staff filling nominal vacancies

Exclude:

- staff on long term paid absence (a term or more); for example on maternity or sick leave or
- staff on secondment. In these cases the absent teacher is, by virtue of the length of absence no longer regarded as 'normally employed'
- relief staff covering short term absence (less than a term); in these cases the absent teacher is still regarded as 'normally employed'
- any vacancies not filled by relief staff
- student teachers on School Centred Initial Teacher Training (SCITT) courses.

Information required for these teachers is as per the following diagram (a):

Teacher Category (see below)	Full-time staff		Part-time staff			
	Number of Men	Number of Women	Men		Women	
			Number	Directed Hours per week	Number	Directed Hours per week
QT (qualified teacher)						
Teachers who have been awarded Qualified Teacher Status (QTS), following the successful completion of an approved course of initial teacher training (ITT), or via an alternative route (even if they have not passed induction)						
NQ (teachers not recognised as qualified)						
Any person without QTS teaching as an "unqualified teacher or instructor" (even if they are on the qualified teacher pay spine) but excluding anyone on any scheme leading to Qualified Teacher Status.						
LQ (Teachers on schemes leading to Qualified Teacher Status)						
A person who is either waiting to start an ITT course for which they've been accepted, is currently undertaking an ITT course, or has completed an ITT course but has not yet been awarded QTS. Students on teaching practice, however, should not be included.						

Teachers normally employed who are teachers of minority ethnic pupils

Any teacher shown above (with teacher type QT, NQ or LQ) who is employed at least partly to teach English as an additional language or to meet other needs of minority ethnic pupils should be included again here, with teacher type ET or LT, as appropriate.

If a teacher:

is employed at the PRU solely to teach English as an additional language or to meet other needs of minority ethnic pupils, then their full or part-time status, and if part-time their directed hours, will be the same here as a teacher normally employed at the PRU

but if:

they are not employed solely to teach English as an additional language or to meet other needs of minority ethnic pupils, then they should be counted as part-time here (even if they appear as full-time under (a), and their directed hours should be based on their time specifically related to the teaching of English as an additional language or meeting other needs of minority ethnic pupils)

Teacher Category (see below)	Full-time staff		Part-time staff			
	Number of Men	Number of Women	Men		Women	
			Number	Directed Hours per week	Number	Directed Hours per week
ET (Teachers of Ethnic Minorities)						
Any teacher who is employed to meet the needs of minority ethnic pupils should be included again here.						
LT (Teachers of English as an Additional Language)						
Any teacher who is employed wholly or partly to teach English as an additional language should be included again here.						

5.3.2 Education Support Staff

Include all appropriate education support staff who normally work at the PRU (during the school day, not including teachers working in extended school services), regardless of how they are funded.

Information should relate to staff employed in the Census week (the week beginning 16 January 2012) unless unusual arrangements occur in that week, in which case the normal situation should be recorded (an example of which may be flooding).

Include

- staff on short term paid absence (less than a term);
- relief staff covering long term absence (a term or more)

Exclude

- staff on long term paid/unpaid absence (a term or more); - for example on maternity or sick leave. In these cases the absent staff member is, by virtue of the length of absence, no longer regarded as 'normally employed'.
- relief staff covering short term absence (less than a term); in these cases the absent staff member is still regarded as 'normally employed'
- premises related staff such as caretakers;
- canteen staff, lunchtime supervisors and lunchtime welfare assistants
- anyone doing unpaid voluntary work
- any support staff appointed to manager or support an Early Years or Children's Centre provision where the children are not pupils of the school e.g. Children's Centre and Early Years Centre Manager.

The information required is set out in the diagram below, which may resemble, but probably not correspond exactly to, a screen displayed by your software. This information consists of:

- for each of a series of staff types, the cumulative hours worked per week for all staff doing work of that type
- for each of a series of staff types, a headcount of the staff doing work of that type
- the total number of staff, taking all staff types together

Higher Level Teaching Assistant (HLTA) status was introduced in PLASC 2005. HLTA is not a qualification. It is possible that someone could be using HLTA as a job title even though the person concerned has not been awarded HLTA status. Only those individuals who have been awarded HLTA status by the Training and Development Agency for Schools (TDA), formerly Teacher Training Agency, on behalf of the Secretary of State (SoS) should be counted.

HLTA status is awarded to individuals who have demonstrated that they meet the national professional standards for HLTAs by successfully completing an HLTA programme at one of the providers who have been approved to deliver HLTA assessment and training programmes by the TDA. On successful completion of an HLTA programme they will be sent a letter awarding HLTA status by the TDA on behalf of the SoS.

It is unlikely that information in this table can be derived directly from the personnel module of your software, even if you have fully populated it with data.

Any information generated by your software is therefore likely to require manual adjustments.

Note that:

- staff should be recorded and their weekly hours counted on the basis of their normal working arrangements during term time, whether or not they work or get paid during school holidays;
- for each staff type, once the weekly hours (excluding lunch breaks) of staff doing work of that type have been added up, the total should be rounded to the nearest whole number (rounding 0.5 upwards)
- a member of staff may be recorded in more than one area under headcount.

A full-time member of education support staff is considered to work 37 hours per week (excluding lunch breaks), unless a different figure is specified by your LA. Where a member of staff does work of more than one type, their total hours, taking all types of work together, should be used to determine whether they are full-time or part-time. They, and their hours, should then be counted on that basis throughout.

Examples: A member of staff works 22 hours per week as a secretary and 15 as a librarian. Their total hours are therefore 37 per week, making them full-time. In the diagram below, they contribute 22 hours to the cumulative hours of admin officers/secretaries and the post count would reflect them under this category, and 15 hours to the cumulative hours of librarians and the post count would reflect them under this category. In part (Section 5.4.6) they are counted as one full-time member of staff.

Another member of staff works 10 hours per week as a bilingual assistant and 8 as a nurse – total hours 18 per week, making them part-time. In part (Section 5.4.5) of the diagram they contribute 10 hours to the cumulative hours of bilingual assistants and the post count would reflect them under this category, and 8 to the cumulative hours of matrons/nurses/medical staff and the post count would reflect them under this category. In part (Section 5.4.6) they are counted as one part-time member of staff.

Cumulative Weekly Hours of Education Support Staff by Staff Type

		Cumulative Weekly Hours (excluding lunch breaks)	Post count
Education Support Staff			
HL	Higher Level Teaching Assistant		
TA	Teaching Assistants (include nursery nurses, nursery assistants, literacy and numeracy support and any non-teaching staff regularly employed to support teachers in the classroom but not special needs and minority ethnic pupils support staff)		
SN	Special Needs Support Staff		
Minority Ethnic Pupils Support Staff			
EB	Bilingual Assistants		
EO	Others		
Other Education Support Staff			
ME	Matrons/Nurses/Medical Staff		
LI	Librarians		
IT	IT Technicians		
TE	Technicians (including laboratory assistants, design technology assistants, home economics and craft technicians)		
SS	Others (including welfare assistants in the classroom*, learning mentors (employed at the school), study supervisors, cover supervisors, any other education support staff regularly employed at the school (not covered in teaching assistants)		
Admin/Clerical Staff (including only those who look after the administration of the school)			
AO	Admin Officers/Secretaries		
BU	Bursars (including School Business Managers)		
AC	Other Admin/Clerical Staff		

* Any staff designated 'welfare assistants' who only work lunchtimes are NOT to be included on this return

Total Number of Education Support Staff (including admin and clerical staff)

Total number of full-time education support staff	
Total number of part-time education support staff	

6 CODESETS - PUPIL LEVEL

Pupil Gender	
M	Male
F	Female

Connexions Agreement	
Yes	Permission has been given by the parent or guardian
No	Parent or guardian has refused permission
UNS	Unsought - school has not yet sent out Fair Processing Notices (Data cannot be shared with Connexions)
SNR	Sought, No Reply - school has sent out Fair Processing Notices, but has received no reply from parent or guardian (Data can be shared with Connexions)

Pupil Enrolment Status	
C	Current (single registration at this school)
G	Guest (pupil not registered at this school but attending some lessons or sessions)
M	Current Main (dual registration)
S	Current Subsidiary (dual registration)
F	FE College
O	Other

Pupil Boarder	
B	Boarder, nights per week not specified
N	Not a boarder

Pupil NC Year Group	
N1	Nursery first year
N2	Nursery second year
R	Reception
1-14	Years 1 to 14
X	National Curriculum not followed – available only for special schools where pupils are not following a particular M

Pupil SEN Provision	
N	No Special Educational Need
A	School Action or Early Years Action
P	School Action Plus or Early Years Action Plus
S	Statement

Pupil SEN Type	
SPLD	Specific Learning Difficulty
MLD	Moderate Learning Difficulty
SLD	Severe Learning Difficulty
PMLD	Profound & Multiple Learning Difficulty
BESD	Behaviour, Emotional & Social Difficulties
SLCN	Speech, Language and Communication Needs
HI	Hearing Impairment
VI	Visual Impairment
MSI	Multi-Sensory Impairment
PD	Physical Disability
ASD	Autistic Spectrum Disorder
OTH	Other Difficulty/Disability

Pupil Exclusion Category	
FIXD	Fixed Period
PERM	Permanent
LNCH	Lunchtime

Pupil Exclusion Reason	
PP	Physical assault against a pupil
PA	Physical assault against an adult
VP	Verbal abuse/threatening behaviour against a pupil
VA	Verbal abuse/threatening behaviour against an adult
BU	Bullying
RA	Racist abuse
SM	Sexual misconduct
DA	Drug and alcohol related
DM	Damage
TH	Theft
DB	Persistent disruptive behaviour
OT	Other

Pupil Attendance Codes (relating to absence)	
I	Authorised absence due to illness (NOT medical or dental etc. appointments) - code used on management information systems is "I"
M	Authorised absence due to medical/ dental appointments - code used on management information systems is "M"
R	Authorised absence due to religious observance - code used on management information systems is "R"
S	Authorised absence due to study leave - code used on management information systems is "S"
T	Authorised absence due to traveller absence - code used on management information systems is "T"
H	Authorised absence due to agreed family holiday - code used on management information systems is "H"
F	Authorised absence due to agreed extended family holiday - code used on management information systems is "F"
E	Authorised absence as pupil is excluded, with no alternative provision made - code used on management information systems is "E"
C	Authorised absence as pupil is absent due to other authorised circumstances - code used on management information systems is "C"
G	Unauthorised absence as pupil is on a family holiday, not agreed, or is taking days in excess of an agreed family holiday - code used on management information systems is "G"
U	Unauthorised absence as pupil arrived after registers closed - code used on management information systems is "U"
O	Unauthorised absence as pupil missed sessions for an unauthorised absence not covered by any other code/description - code used on management information systems is "O"
N	Unauthorised absence as pupil missed sessions for a reason that has not yet been provided - code used on management information systems is "N"

Language Code List			Language Code List		
Descriptor	Full Code List		Descriptor	Full Code List	
Acholi	ACL		Chokwe	CKW	
Adangme	ADA		Cornish	CRN	
Afar-Saho	AFA		Chitrالي/Khowar	CTR	
Afrikaans	AFK		Chichewa/Nyanja	CWA	
Akan/Twi-Fante	AKA		Welsh/Cymraeg	CYM	
Akan (Fante)	AKAF		Czech	CZE	
Akan (Twi/Asante)	AKAT		Danish	DAN	
Albanian/Shqip	ALB		Dagaare	DGA	
Alur	ALU		Dagbane	DGB	
Amharic	AMR		Dinka/Jieng	DIN	
Arabic	ARA		Dutch/Flemish	DUT	
Arabic (Any Other)	ARAA		Dzongkha/Bhutanese	DZO	
Arabic (Algeria)	ARAG		Ebira	EBI	
Arabic (Iraq)	ARAI		Edo/Bini	EDO	
Arabic (Morocco)	ARAM		Efik-Ibibio	EFI	
Arabic (Sudan)	ARAS		Believed to be English	ENB	*
Arabic (Yemen)	ARAY		English	ENG	*
Armenian	ARM		Esan/Ishan	ESA	
Assamese	ASM		Estonian	EST	
Assyrian/Aramaic	ASR		Ewe	EWE	
Anyi-Baule	AYB		Ewondo	EWO	
Aymara	AYM		Fang	FAN	
Azeri	AZE		Fijian	FIJ	
Bamileke (Any)	BAI		Finnish	FIN	
Balochi	BAL		Fon	FON	
Beja/Bedawi	BEJ		French	FRN	
Belarusian	BEL		Fula/Fulfulde-Pulaar	FUL	
Bemba	BEM		Ga	GAA	
Bhojpuri	BHO		Gaelic/Irish	GAE	
Bikol	BIK		Gaelic (Scotland)	GAL	
Balti Tibetan	BLT		Georgian	GEO	
Burmese/Myanma	BMA		German	GER	
Bengali	BNG		Gogo/Chigogo	GGO	
Bengali (Any Other)	BNGA		Kikuyu/Gikuyu	GKY	
Bengali (Chittagong/Noakhali)	BNGC		Galician/Galego	GLG	
Bengali (Sylheti)	BNGS		Greek	GRE	
British Sign Language	BSL		Greek (Any Other)	GREA	
Basque/Euskara	BSQ		Greek (Cyprus)	GREC	
Bulgarian	BUL		Guarani	GRN	
Cambodian/Khmer	CAM		Gujarati	GUJ	
Catalan	CAT		Gurenne/Frafra	GUN	
Caribbean Creole English	CCE		Gurma	GUR	
Caribbean Creole French	CCF		Hausa	HAU	
Chaga	CGA		Hindko	HDK	
Chattisgarhi/Khatahi	CGR		Hebrew	HEB	
Chechen	CHE		Herero	HER	
Chinese	CHI		Hungarian	HGR	
Chinese (Any Other)	CHIA		Hindi	HIN	
Chinese (Cantonese)	CHIC		Iban	IBA	
Chinese (Hokkien/Fujianese)	CHIH		Idoma	IDM	
Chinese (Hakka)	CHIK		Igala	IGA	
Chinese (Mandarin/Putonghua)	CHIM		Igbo	IGB	
			Ijo (Any)	IJO	

Descriptor	Full Code List	
Ilokano	ILO	
Itsekiri	ISK	
Icelandic	ISL	
Italian	ITA	
Italian (Any Other)	ITAA	
Italian (Neapolitan)	ITAN	
Italian (Sicilian)	ITAS	
Javanese	JAV	
Jinghpaw/Kachin	JIN	
Japanese	JPN	
Kikamba	KAM	
Kannada	KAN	
Karen (Any)	KAR	
Kashmiri	KAS	
Kanuri	KAU	
Kazakh	KAZ	
Katchi	KCH	
Kirghiz/Kyrgyz	KGZ	
Khasi	KHA	
Kihaya/Luziba	KHY	
Kinyarwanda	KIN	
Kirundi	KIR	
Kisi (West Africa)	KIS	
Kalenjin	KLN	
Kimbundu	KMB	
Kimeru	KME	
Konkani	KNK	
Kinyakyusa-Ngonde	KNY	
Kikongo	KON	
Korean	KOR	
Kpelle	KPE	
Krio	KRI	
Kru (Any)	KRU	
Kisii/Ekegusii (Kenya)	KSI	
Kisukuma	KSU	
Kurdish	KUR	
Kurdish (Any Other)	KURA	
Kurdish (Kurmanji)	KURM	
Kurdish (Sorani)	KURS	
Lao	LAO	
Luba	LBA	
Luba (Chiluba/Tshiluba)	LBAC	
Luba (Kiluba)	LBAK	
Luganda	LGA	
Lugbara	LGB	
Lugisu/Lumasaba	LGS	
Lingala	LIN	
Lithuanian	LIT	
Lango (Uganda)	LNG	
Lozi/Silozi	LOZ	
Lusoga	LSO	
Latvian	LTV	
Luxemburgish	LTZ	
Luvale/Luena	LUE	
Lunda	LUN	
Luo (Kenya/Tanzania)	LUO	
Luhya (Any)	LUY	
Magahi	MAG	

Descriptor	Full Code List	
Maithili	MAI	
Makua	MAK	
Manding/Malinke	MAN	
Manding/Malinke (Any Other)	MANA	
Bambara	MANB	
Dyula/Jula	MANJ	
Maori	MAO	
Marathi	MAR	
Maasai	MAS	
Maldivian/Dhivehi	MDV	
Mende	MEN	
Macedonian	MKD	
Malagasy	MLG	
Malayalam	MLM	
Maltese	MLT	
Malay/Indonesian	MLY	
Malay (Any Other)	MLYA	
Indonesian/Bahasa Indonesia	MLYI	
Magindanao-Maranao	MNA	
Mongolian (Khalkha)	MNG	
Manx Gaelic	MNX	
Moore/Mossi	MOR	
Mauritian/Seychelles Creole	MSC	
Munda (Any)	MUN	
Maya (Any)	MYA	
Nahuatl/Mexicano	NAH	
Nama/Damara	NAM	
Nubian (Any)	NBN	
Ndebele	NDB	
Ndebele (South Africa)	NDBS	
Ndebele (Zimbabwe)	NDBZ	
Nepali	NEP	
Norwegian	NOR	
Information not obtained	NOT	*
Nuer/Naadh	NUE	
Nupe	NUP	
Newari	NWA	
Nzema	NZM	
Ambo/Oshiwambo	OAM	
Ambo (Kwanyama)	OAMK	
Ambo (Ndonga)	OAMN	
Ogoni (Any)	OGN	
Oriya	ORI	
Oromo	ORM	
Believed to be Other than English	OTB	*
Other than English	OTH	*
Other Language	OTL	
Pangasinan	PAG	
Pampangan	PAM	
Pashto/Pakhto	PAT	
Pahari/Himachali (India)	PHA	
Pahari (Pakistan)	PHR	
Panjabi	PNJ	
Panjabi (Any Other)	PNJA	
Panjabi (Gurmukhi)	PNJG	
Panjabi (Mirpuri)	PNJM	
Panjabi (Pothwari)	PNJP	

Descriptor	Full Code List	
Polish	POL	
Portuguese	POR	
Portuguese (Any Other)	PORA	
Portuguese (Brazil)	PORB	
Persian/Farsi	PRS	
Farsi/Persian (Any Other)	PRSA	
Dari Persian	PRSD	
Tajiki Persian	PRST	
Quechua	QUE	
Rajasthani/Marwari	RAJ	
Refused	REF	*
Romany/English Romanes	RME	
Romani (International)	RMI	
Romanian	RMN	
Romanian (Moldova)	RMNM	
Romanian (Romania)	RMNR	
Romansch	RMS	
Runyakitara	RNY	
Runyankore-Ruchiga	RNYN	
Runyoro-Rutooro	RNYO	
Russian	RUS	
Samoan	SAM	
Serbian/Croatian/Bosnian	SCB	
Bosnian	SCBB	
Croatian	SCBC	
Serbian	SCBS	
Scots	SCO	
Shilluk/Cholo	SHL	
Shona	SHO	
Sidamo	SID	
Sign Language (Other)	SIO	
Slovak	SLO	
Slovenian	SLV	
Sindhi	SND	
Sango	SNG	
Sinhala	SNH	
Somali	SOM	
Spanish	SPA	
Sardinian	SRD	
Siraiki	SRK	
Sotho/Sesotho	SSO	
Sotho/Sesotho (Southern)	SSOO	
Sotho/Sesotho (Northern)	SSOT	
Swazi/Siswati	SSW	
Tswana/Setswana	STS	
Sundanese	SUN	
Swahili/Kiswahili	SWA	
Swahili (Any Other)	SWAA	
Comorian Swahili	SWAC	
Swahili (Kingwana)	SWAK	
Swahili (Brava/Mwiini)	SWAM	
Swahili (Bajuni/Tikuu)	SWAT	
Swedish	SWE	
Tamil	TAM	
Telugu	TEL	

Descriptor	Full Code List	
Temne	TEM	
Teso/Ateso	TES	
Tigre	TGE	
Tagalog/Filipino	TGL	
Filipino	TGLF	
Tagalog	TGLG	
Tigrinya	TGR	
Thai	THA	
Tibetan	TIB	
Tiv	TIV	
Berber/Tamazight	TMZ	
Berber/Tamazight (Any Other)	TMZA	
Berber/Tamazight (Kabyle)	TMZK	
Berber (Tamashek)	TMZT	
Tonga/Chitonga (Zambia)	TNG	
Tongan (Oceania)	TON	
Tok Pisin	TPI	
Traveller Irish/Shelta	TRI	
Tsonga	TSO	
Turkmen	TUK	
Tulu	TUL	
Tumbuka	TUM	
Turkish	TUR	
Ukrainian	UKR	
Umbundu	UMB	
Urdu	URD	
Urhobo-Isoko	URH	
Uyghur	UYG	
Uzbek	UZB	
Venda	VEN	
Vietnamese	VIE	
Visayan/Bisaya	VSY	
Visayan/Bisaya (Any Other)	VSYA	
Hiligaynon	VSYH	
Cebuano/Sugbuanon	VSYS	
Waray/Binisaya	VSYW	
Wa-Paraok (South-East Asia)	WAP	
West-African Creole Portuguese	WCP	
Wolof	WOL	
West-African Pidgin English	WPE	
Xhosa	XHO	
Yao/Chiyao (East Africa)	YAO	
Yiddish	YDI	
Yoruba	YOR	
Zande	ZND	
Zulu	ZUL	
Classification Pending	ZZZ	

* The categories marked with an asterisk are the Language Type (P52) categories previously used for PLASC and School Census. Schools that have no need to use individual language codes may still use these for Language.

7 CODESETS - SCHOOL LEVEL

School Phase	
PR	Pupil Referral Unit

Intake Type	
COMP	Comprehensive

Governance	
CO	Community

Establishment List	
1100 – 1149	Pupil Referral Units

	School NC Year Group
N1	Nursery first year
N2	Nursery second year
R	Reception
1	Year 1
2	Year 2
3	Year 3
4	Year 4
5	Year 5
6	Year 6
7	Year 7
8	Year 8
9	Year 9
10	Year 10
11	Year 11
12	Year 12
13	Year 13
14	Year 14
M	Mixed Year Class - Used for Class Information

Teacher Category		
QT	Qualified Teacher	Heads and Deputies to be included in the above categories (normally QT)
NQ	Teachers not recognised as qualified	
LQ	Teachers on schemes leading to Qualified Teacher Status	
LT	Teachers of English as an Additional Language	Double counted ie schools are asked to count LT and ET teachers in QT, LQ, or NQ as well
ET	Teachers of Ethnic minorities	

Teacher Gender	
M	Male
F	Female

Non-Teacher Category	
AC	Other admin/clerical staff
AO	Admin Officers/secretaries
BU	Bursars
EB	Minority ethnic pupils support staff - bilingual assistants (all schools)
EO	Minority ethnic pupils support staff – other
HL	Higher level teaching assistant
IT	IT Technicians
LI	Librarians
ME	Matrons/nurses/medical staff
SN	Special needs support staff
SS	Other education support staff
TA	Teacher assistants (middle and secondary schools)
TE	Technicians

Notes on Support Staff

TA: include nursery nurses, nursery assistants, literacy and numeracy support staff and any other non-teaching staff regularly employed to support teachers in the classroom; Exclude: special needs and minority ethnic pupils support staff

TE: includes laboratory assistants, Design Technology assistants, Home economics and craft technicians; excludes IT technicians

SS: includes welfare assistants (in the classroom), learning mentors (employed at the school), and any other non-teaching staff employed at the school (not covered in teaching assistants); excludes special needs and minority ethnic pupils support staff