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**Technical completion notes for local authorities and schools**

**Pupil Level Annual School Census (PLASC) – January 2015**

**(Census day: Tuesday, 13 January 2015)**

**Nursery schools**

**Version 1.0**

**Audience**

Headteachers of maintained nursery schools, local authorities.

**Status**

Technical completion notes.

**Date of issue**

October 2014.

**Further information**

PLASC question and answer document available at

<http://wales.gov.uk/topics/educationandskills/schoolhome/schooldata/ims/datacollections/pupillev elannualschoolcensus/?lang=en>. You may also e-mail [PLASC@wales.gsi.gov.uk](mailto:PLASC@wales.gsi.gov.uk) or contact the Welsh Government staff below.

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These completion notes can also be found at [www.wales.gov.uk/ims](http://www.wales.gov.uk/ims)

Please check that the school name and contact details held by the Welsh Government for your school are correct on the Welsh Government website (select 'school sector' from tabs at the foot of each worksheet) at [www.wales.gov.uk/topics/statistics/about/reference/schooladdress/?lang=en](http://www.wales.gov.uk/topics/statistics/about/reference/schooladdress/?lang=en). Amendments, authorised by the headteacher, should be sent to [plasc@wales.gsi.gov.uk](mailto:plasc@wales.gsi.gov.uk) with 'school address change' typed in the subject box.

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# Changes to January PLASC 2015

## 1. New items added

There have been no new items added to the collection.

## 2. Existing Items Altered

No items have been altered in the collection.

## 3. Items removed

No items have been removed from the collection.

## Further notes

- **All pupils on roll must be included in the PLASC return. PLASC pupil numbers and free school meal eligibility data will be used to finalise funding allocations. It is very important that you are content with their accuracy before submitting PLASC returns to the Welsh Government.** Please thoroughly check the reports created in DEWi to verify pupil numbers and eligibility for free school meals as **this has a major impact on future funding calculations.**
- Amendments will only be accepted via a resubmitted PLASC file before the end of the summer term and **not** during the autumn when WG will be circulating the funding calculations to LAs.
- Note on Enrolment status - please note that only pupils with an enrolment status of M (Main) or C (Current) will be included in funding calculations i.e. pupils with an enrolment status of S (Subsidiary) or G (Guest) will not be included in funding calculations.

## Section 1: Introduction

**1.1** The Pupil Level Annual School Census (PLASC) requires that information about pupils is provided as individual pupil records, including the pupil's name and "unique pupil number" (UPN), rather than as school totals. Information on teaching and non-teaching staff, and classes as taught, is also required for PLASC.

**1.2** Analysis of the individual pupil records from PLASC, in conjunction with pupils' Key Stage and examination results, provides schools, LAs and central agencies with a far greater range of information than is possible with school totals. This supports the drive to raise standards, the more accurate targeting of funding, and the monitoring and development of policy.

**1.3** The individual pupil records for PLASC will be generated automatically by your management information software (MIS) and parts of them may not be editable manually. **It is essential therefore for all relevant pupil data to be entered into your system before the PLASC return is created.** Information on teaching and non-teaching staff and classes as taught will (as far as possible) also be extracted automatically where the relevant data have previously been entered, but can if necessary be keyed directly into the PLASC return. If you are unsure of the data that are required for PLASC 2015, please contact your Local Authority.

**1.4** Your software will carry out an extensive set of validation checks on the PLASC return, and produce reports of errors and queries. **You should attempt to resolve as many of these errors as possible before forwarding the return to your LA.** If there are still errors on the file, when the return reaches the WG, then the WG may require it to be re-submitted (see section 7). The school will be required to amend the errors in their MIS and upload the revised return file through DEWi, the online, secure data transfer system. **Returns will not be edited by the WG after being submitted via DEWi.**

**1.5** The provision of individual pupil records means that PLASC returns are very large and cannot readily be viewed in their entirety and visually checked for accuracy. The software therefore creates a **"school summary" of the PLASC return. This summary should be carefully scrutinised before the return is authorised and forwarded to your LA.**

**1.6** The stages to producing your PLASC return are therefore:

- (a) ensure that all relevant pupil, school, teacher and class data have been correctly entered into your management information system;
- (b) generate the PLASC return, keying in other non-pupil data as required;
- (c) study reports of errors and queries, and resolve as many as possible;
- (d) scrutinise the school summary closely, in particular for signs that some pupil data may not have been entered;
- (e) obtain the head teacher's authorisation and send the return via the online data transfer system DEWi, and school summary to your Local Authority.

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

## Overview

These notes are for use by maintained nursery schools and Local Authorities in completing the Pupil Level Annual School Census (PLASC) in January 2015. The reason for issuing these notes is so that schools and LAs are aware of the data items required by PLASC, and to assist schools in providing those data items to common definitions.

The completion notes in sections 3 to 6 describe each required item in detail, providing information where appropriate on:

- The nature of the data to be returned;
- The valid codes/categories to be used;
- Background information detailing any special caveats or situations that apply.

Sections 7 to 10 provide additional information on data scrutiny, validation and the procedure for submitting the return. Section 11 contains a data item checklist that may be used to ensure all relevant data items have been entered into the PLASC return prior to submitting it to your LA.

## Section 2: Data entry and data checking

**2.1** The Welsh Government has sent out to appropriate LA representatives a list of all the pupil, teacher, class, and school data items that must be entered into your system if the records within your PLASC return are to be complete and correct. If you have not seen this list, please see the list in section 11 of this guidance or contact your LA for advice.

**2.2** 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 PLASC return. Please go through this process carefully as it will substantially reduce the number of validation errors in your return and the subsequent work that you may need to do to resolve these. Please thoroughly check the reports created in DEWi to verify pupil numbers and eligibility for free school meals as **this has a major impact on future funding calculations.**

**2.3** However neither these data checks, nor the validation rules the software subsequently applies to the PLASC return, can establish whether or not you have entered all the pupil data that should have been entered for example, that all pupils who are registered eligible for free school meals are recorded as such in your system. The validation process will issue a query if none of the pupils in the return are shown as eligible for free school meals, but if some are shown as eligible there will be no query, yet there may still be other pupils who are eligible but have not been entered as such in your system.

**2.4** So, although the data checks are very important, you cannot assume that successful completion of them guarantees that all necessary data are present, and that your PLASC return will be correct. Nor does the absence of any validation errors or queries guarantee that. **You must therefore ensure that you have fully entered into your system all of the data set out in the data entry specification.**

**2.5 IMPORTANT NOTE:** Unless otherwise stated, all data items described in the following sections are mandatory for PLASC 2015.

## Section 3: General school information

The information given in this section will be used on My Local School, All Wales Core Data Sets and Welsh Government publications, so it is very important that this is up to date and accurate.

**3.1** The following **identifying details** for the school are required:

<b>LA number</b>	<b>Consisting of three digits in the range 660-681.</b>
<b>School number</b>	<b>Consisting of four digits, in the range 1000-1099</b> It is essential for both these codes to be 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 the WG.
<b>School name</b>	In full. The full official name of the school should be entered. Check here for the name currently held by the Welsh Government for your school: <a href="http://wales.gov.uk/topics/statistics/about/reference/schooladdress/?lang=en">http://wales.gov.uk/topics/statistics/about/reference/schooladdress/?lang=en</a> . Amendments, authorised by the Head teacher, should be sent to <a href="mailto:plasc@wales.gsi.gov.uk">plasc@wales.gsi.gov.uk</a> with <i>School Address change</i> typed in the subject box. Your school name should match that contained in the 'Instrument of Government'.
<b>School Phase</b>	The valid school phase code for nursery schools is <b>NS</b> .

**3.2** The following **contact details** for the school are required:

<b>Email address</b>	The email address for general school communications. N@A can be entered if the school does not have one. Please note, however, that the WG may use email addresses submitted in order to contact schools.
<b>Telephone number</b>	The main contact telephone number for the school.
<b>Internet address</b>	The internet address. Can be left blank if the school does not have one.
<b>Fax number</b>	The main contact fax number for the school. Can be left blank if the school does not have one.

**3.3** The following **characteristics of the school** are required:



<b>School type</b>	The valid school type code for nursery schools is <b>50</b> .
<b>School gender mix</b>	The gender mix codes for schools are:  <b>A</b> All (mixed) <b>F</b> Female (girls only) <b>M</b> Male (boys only).
<b>Taking free school milk</b>	The <b>number of pupils registered on roll that had free school milk on the Census day</b> should be entered. This should reflect what occurred on the Census day, unless the situation that day was abnormal, in which case the figure should be based on the next normal day.
<b>Paying for school milk</b>	The <b>number of pupils registered on roll that paid for school milk on the Census day</b> should be entered. This should reflect what occurred on the Census day, unless the situation that day was abnormal, in which case the figure should be based on the next normal day.
<b>Full time pupils present on Census day</b>	Of the number of pupils registered on roll, please enter the <b>number of full time pupils who were present in school for at least one session on the Census day</b> . This should only include pupils present on that day, unless the situation that day was abnormal, in which case the figure should be based on the next normal day.
<b>Part time pupils present on Census day</b>	Of the number of pupils registered on roll, please enter the <b>number of part time pupils who were present in school for a session on the Census day</b> . This should only include pupils present on that day, unless the situation that day was abnormal, in which case the figure should be based on the next normal day. If part time pupils attend your school in different groups on different days then please ensure that the attendance of all groups is included. For example, Group A attends on a Monday, Tuesday and Wednesday; Group B attends on a Thursday and a Friday. Enumeration day is a Tuesday. Therefore, you should add Group A's attendance on Tuesday to Group B's attendance on Thursday.
<b>Morning attendance by part time pupils</b>	The <b>number of part time pupils <u>on roll</u> who attend the school on mornings only</b> should be entered. Include pupils who were absent from the school on Census day.
<b>Afternoon attendance by part time pupils</b>	The <b>number of part time pupils <u>on roll</u> who attend the school on afternoons only</b> should be

entered. Include pupils who were absent from the school on Census day.

**Other attendance arrangements for part time pupils**

The **number of part time pupils on roll who attend the school under arrangements not covered by the above** should be entered. Include pupils who were absent from the school on Census day.

The total of the above three fields must equal the total number of part-time pupils on roll, as calculated from the individual pupil level section.

**Taking free school meals**

The **number of pupils registered on roll that had a free school meal on the Census day** should be entered. This should reflect what occurred on the Census day, unless the lunchtime situation that day was abnormal, in which case the figure should be based on the next normal day.

**Paying for school meals**

The **number of pupils registered on roll that paid for a midday meal on the Census day** should be entered. This should reflect what occurred on the Census day, unless the lunchtime situation that day was abnormal, in which case the figure should be based on the next normal day.

**LA designated special classes**

The number of LA designated special classes in the school. LA designated classes are classes designated by the LA consisting wholly or mainly of pupils with special educational needs. Classes established on the school's own initiative and consisting of pupils with learning difficulties etc **should not be included**. All LA designated special classes should be included whether they exist separately or within a special unit.

**Pupils in LA designated special classes**

Please record:

The number of pupils **on roll at the school** who are in an LA designated special class.

The number of pupils **from another school** who are in an LA designated special class.

**Open Plan Nursery**

Does your nursery operate an open plan system?  
Yes or No.

**Free Breakfasts on census day**

Please record:

The number of pupils who took a free breakfast on census day. This count should include all pupils (i.e. Free School Meal eligible and all other pupils).

This data will relate only to the Welsh Government's Primary School Free Breakfast Initiative. Please note, **you should not include data relating to any other breakfast sessions that the school may be operating.**

**Free Breakfasts on census day for Free School Meal eligible pupils**

Please record:

The number of Free School Meal eligible pupils who took a free breakfast on census day. This count should include Free School Meal eligible pupils only.

This data will relate only to the Welsh Government's Primary School Free Breakfast Initiative. Please note, **you should not include data relating to any other breakfast sessions that the school may be operating.**

**Pupils who took Free Breakfasts in week prior to census day**

Please record:

The number of pupils who took at least one Free Breakfast in the week prior to census day. Please note that each pupil should only be counted once, whether they had 1 or 5 Free Breakfasts. This count should include all pupils (i.e. Free School Meal eligible and all other pupils).

If the week prior to Census day is not a proper/full school week, then the data should be taken from the nearest typical full week prior to Census day.

This data will relate only to the Welsh Government's Primary School Free Breakfast Initiative. Please note, **you should not include data relating to any other breakfast sessions that the school may be operating.**

**Pupils who took Free Breakfasts in week prior to census day for Free School Meal eligible pupils**

Please record:

The number of Free School Meal eligible pupils who took at least one Free Breakfast in the week prior to census day. Please note that each pupil should only be counted once, whether they had 1 or 5 Free Breakfasts. This count should include Free School Meal eligible pupils only.

If the week prior to Census day is not a proper/full school week, then the data should be taken from the nearest typical full week prior to Census day.

This data will relate only to the Welsh Government's Primary School Free Breakfast Initiative. Please note, **you should not include data relating to any other breakfast sessions that the school may be operating.**

**3.4** The following details on **survey completion** are required:

**Completion times**

In hours are required for different groups of staff who contributed to the PLASC return. The valid groups are:

- head teacher
- acting head teacher
- deputy head teacher
- assistant head teacher
- other teacher
- administration staff
- school business manager
- other

Under each appropriate heading enter the total time spent by staff who contributed to the PLASC return, rounding to the nearest whole hour (with 30 minutes rounded upwards). There is no need to provide data for those groups who did not contribute.

## Section 4: Individual pupil data

4.1 Individual pupil data is required for:

(a) all pupils on the register on the Census day (Tuesday, 13 January 2015).

4.2 **Unless specifically stated as being optional, missing values (i.e. blanks) are not allowed for any data item, and, if present, will cause a validation failure.** Eligibility for free school meals (for example) must be 'true' (eligible) or 'false' (not eligible) for every pupil. Arguably it would have been possible to require only 'true' entries to be present, and for the WG to have assumed that all other pupils were not eligible. However this might not be a safe assumption – it might be that some pupils have no entry, not because they're not eligible, but because of a gap in the school's data entry. In some circumstances a school is not able to get hold of all the necessary information for a pupil on their roll, e.g. surname. In such cases the school or LA should contact the WG for further guidance on how to deal with the particular scenario.

4.3 We recognise however that this could significantly increase the amount of data entry that schools need to do. To help prevent this software suppliers are, where possible, providing a "block entry" or "flood fill" facility, enabling a school with (for example) only a minority of pupils eligible for free school meals just to enter 'true' for each eligible pupil. Once the school has confirmed that it has done so for all eligible pupils, then the software will automatically insert 'false' for all remaining pupils. Please check the software specific user guide provided through your LA, or the documentation provided by your supplier, to see how to use this for this year's PLASC exercise.

4.4 The code values shown below for the various data items reflect the values contained in the data file that the software prepares for transmission to your LA and the WG. These values may not always coincide with the way the software holds the data internally or presents it to you on screen.

### (a) Pupils on the register on Census day

4.5 The registration of pupils is governed by The Education (Pupil Registration) (Wales) Regulations 2010. Regulation 6 specifies the information that a school's admission register should contain, and Regulation 9 the circumstances under which a pupil can be removed from the register.

4.6 Information should be provided only for pupils on the school's admission register (in accordance with Regulation 6 of The Education (Pupil Registration) (Wales) Regulations 2010 on the Census day.

4.7 For each such pupil the following information should be provided:

4.7.1 The following **Identifying details for pupils** are required:

<b>Unique pupil number (UPN)</b>	Must be a valid 13 character UPN. The software will check that no two (or more) pupils have the same UPN. Such errors should be resolved before the return is passed to your LA. If they are still present when the return is passed to the WG then it will be rejected.
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<b>Former UPN</b>	Where the pupil has held another UPN <b>while at your school</b> (for example where a temporary UPN was allocated when the pupil was first admitted but this was subsequently replaced by a permanent UPN retrieved from a previous school). If no such former UPN exists, this field should be left blank.
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<b>Surname</b>	Full surname, as the school believes it to be.
<b>Forename</b>	In full, not shortened or familiar versions.
<b>Middle name(s)</b>	In full, not shortened or familiar versions. If the pupil has no middle name(s) then this field should be left blank.
<b>Date of birth</b>	In the format ccyy-mm-dd.
<b>Gender</b>	<b>M</b> (male) or <b>F</b> (female).

**4.7.2** The following characteristics **for pupils** are required:

**National identity (optional)** National identity is the national group with which the child identifies herself or himself. The pupil's national identity, along with ethnic group, is the subject of separate guidance 'Collecting and Recording Data on Pupils' Ethnic Background' (Welsh Government Circular 006/2009). This guidance published in 2009 and can be used when completing this field (as well as **ethnicity** and **ethnicity source**). The guidance can also be found at [www.wales.gov.uk/ims](http://www.wales.gov.uk/ims)

For 2015 national identity is required as:

- WAL** Welsh
- ENG** English
- SCO** Scottish
- IRE** Irish
- BRI** British
- OTH** Other
- REF** Parent / pupil refused
- NOS** No information supplied

This field may be left blank if the child was aged under 5 at 31 August 2014.

**Ethnic group (optional)** Ethnic background categories are split into main and sub (extended) categories. Guidance on 'Collecting and Recording Data on Pupils' Ethnic Background', in-line with the categories at the main and extended level, was issued in 2009. The changes to the ethnic categories have been made with a view to strengthening local and national ethnic monitoring and improving the quality and completeness of information available on pupils' ethnic background.

Below is the list of ethnic background categories for use in PLASC 2015:

Main Codes:		Extended Codes:	
<b>WBRI</b>	White - British	<b>WITH</b>	Traveller of Irish Heritage
<b>WIRT</b>	Traveller	<b>WNAG</b>	'New' Traveller
		<b>WOCC</b>	Occupational

<b>WROM</b>	Gypsy/Gypsy Roma	<b>WOTT</b>	Traveller
		<b>WBGR</b>	Other Traveller
			British Gypsy/Gypsy Roma
		<b>WGRO</b>	Gypsy/Gypsy Roma from Other Countries
		<b>WOGR</b>	Other Gypsy/Gypsy Roma
<b>WOTH</b>	Any other white background	<b>WALB</b>	Albanian
		<b>WBOS</b>	Bosnian-Herzegovinian
		<b>WBUL</b>	Bulgarian
		<b>WCRO</b>	Croatian
		<b>WCZE</b>	Czech
		<b>WFRE</b>	French
		<b>WGER</b>	German
		<b>WGRE</b>	Greek/Greek Cypriot
		<b>WHUN</b>	Hungarian
		<b>WITA</b>	Italian
		<b>WKOS</b>	Kosovan
		<b>WLAT</b>	Latvian
		<b>WLIT</b>	Lithuanian
		<b>WMAL</b>	Maltese
		<b>WMON</b>	Montenegrin
		<b>WPOL</b>	Polish
		<b>WPOR</b>	Portuguese
		<b>WRMA</b>	Romanian
		<b>WRUS</b>	Russian
		<b>WSCA</b>	Scandinavian
		<b>WSER</b>	Serbian
		<b>WSVK</b>	Slovakian
		<b>WSVN</b>	Slovenian
		<b>WSPA</b>	Spanish
		<b>WTUR</b>	Turkish/Turkish Cypriot
		<b>WUKR</b>	Ukrainian
		<b>WEUR</b>	White European Other
		<b>WOTW</b>	Other White
<b>MWBC</b>	White and Black Caribbean		
<b>MWBA</b>	White and Black African		
<b>MWAS</b>	White and Asian		
<b>MOTH</b>	Any Other Mixed Background	<b>MWCH</b>	White And Chinese
		<b>MWOE</b>	White -And Any Other Ethnic Group

		<b>MABL</b>	Asian And Black
		<b>MACH</b>	Asian And Chinese
		<b>MAOE</b>	Asian And Any Other Ethnic Group
		<b>MBCH</b>	Black And Chinese
		<b>MBOE</b>	Black And Any Other Ethnic Group
		<b>MCOE</b>	Chinese And Any Other Ethnic Group
		<b>MOTM</b>	Other Mixed Background
<b>AIND</b>	Indian		
<b>APKN</b>	Pakistani	<b>AMPK</b>	Mirpuri Pakistani
		<b>AOPK</b>	Other Pakistani
<b>ABAN</b>	Bangladeshi	<b>AAFR</b>	African Asian
<b>AOTH</b>	Any Other Asian Background	<b>AKAS</b>	Kashmiri
		<b>ANEP</b>	Nepali
		<b>ASNL</b>	Sinhalese
		<b>ASLT</b>	Sri Lankan Tamil
		<b>AOTA</b>	Other Asian
<b>BCRB</b>	Caribbean	<b>BGHA</b>	Ghanaian
<b>BAFR</b>	African	<b>BNGN</b>	Nigerian
		<b>BSLN</b>	Sierra Leonian
		<b>BSOM</b>	Somali
		<b>BSUD</b>	Sudanese
		<b>BAOF</b>	Other Black African
Main Codes:		Extended Codes:	
<b>BOTH</b>	Any other black background	<b>BEUR</b>	Black European
<b>CHNE</b>	Chinese or Chinese British	<b>BNAM</b>	Black North American
		<b>BOTB</b>	Other Black
		<b>CHKC</b>	Hong Kong Chinese
		<b>CMAL</b>	Malaysian Chinese
		<b>CSNG</b>	Singaporean Chinese
<b>OOZH</b>	Any other ethnic background	<b>CTWN</b>	Taiwanese
		<b>COCH</b>	Other Chinese
		<b>OAFG</b>	Afghanistani
		<b>OARA</b>	Arab
		<b>OEGY</b>	Egyptian
		<b>OFIL</b>	Filipino
		<b>OIRN</b>	Irani
		<b>OIRQ</b>	Iraqi
		<b>OJPN</b>	Japanese
		<b>OKOR</b>	Korean
		<b>OKRD</b>	Kurdish



<b>OLAM</b>	Latin/South/Central American
<b>OLIB</b>	Libyan
<b>OLEB</b>	Lebanese
<b>OMAL</b>	Malay
<b>OMRC</b>	Moroccan
<b>OPOL</b>	Polynesian
<b>OTHA</b>	Thai
<b>OVIE</b>	Vietnamese
<b>OYEM</b>	Yemeni
<b>O OEG</b>	Other Ethnic Group

**REFU** Information refused  
**NOBT** Information not obtained

This field may be left blank if the child was aged under 5 at 31 August 2014 and as such the Ethnicity report from DEWi will only include pupils aged 5 and over.

**Source of ethnic background (optional)**

The possible values of the source code are:

- C** provided by the child (i.e. pupil)
- P** provided by the parent
- S** ascribed by the current school
- T** ascribed by a previous school
- O** other (or not known).

**Free school meal eligibility**

**True** (eligible) or **False** (not eligible).

Children whose parents receive the following support payments are eligible to receive free school meals in maintained schools in Wales:

- Income Support
- Income Based Jobseekers Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- Income-related Employment and Support Allowance
- Child Tax Credit, provided they are not entitled to Working Tax Credit and their annual income does not exceed £16,190
- Guarantee element of State Pension Credit.
- Working Tax Credit 'run-on'- the payment someone may receive for a further four weeks after they stop qualifying for Working Tax Credit
- Universal Credit

Children who receive income related employment and support allowance, Universal Credit, Income Support or Income Based Job Seekers Allowance in their own right are also eligible to receive Free School Meals.

Pupils should only be recorded as eligible if they have applied for free school meals to the local authority and (1) the relevant authority has confirmed their eligibility, or (2) final confirmation of eligibility is still awaited but the school has seen documents that strongly indicate eligibility.

## English as an additional language

Pupils make progress in acquiring English as an additional language in different ways and at different rates. Revised guidance on 'Collecting and Recording Data on Pupils' first Language', in-line with the new categories at the main and extended level, was issued in 2011. Broad stages in this development are identified below as descriptions to be applied on a '**best-fit**' basis in a similar manner to the National Curriculum level descriptions. Progression from stage A to stage E can take up to 10 years and individuals are likely to show characteristics of more than one 'stage' at a time. A judgement is usually needed over which stage best describes an individual's language development, taking into account age, ability and length of time learning English.

The valid categories are:

### **A** = new to English

May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/ repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. **Needs a considerable amount of EAL support.**

### **B** = Early Acquisition

May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. **Still needs a significant amount of EAL support to access the curriculum.**

### **C** = Developing competence

May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. **Requires ongoing EAL support to access the curriculum fully.**

### **D** = Competent

Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine

English usage, and to develop abstract vocabulary. **Needs some/occasional EAL support to access complex curriculum material and tasks.**

**E** = Fluent

Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. **Operates without EAL support across the curriculum.**

**0** = Not Applicable

Details of pupils' stages of EAL are surveyed annually by specialist Ethnic Minority Achievement Services (EMAS) or EAL services within local authorities. Categories "A" to "E" in the EAL field **should only** be completed for *pupils learning EAL* in schools, including for those who are in receipt of support by the specialist EMAS or EAL Services and for those who are not. Schools should use and input the same data in the EAL field for *pupils learning EAL*, as supplied to the EMAS/EAL service as part of the annual survey. For all other pupils, category "0" should be completed.

Please note that this data item is **not** intended to capture English fluency levels for Welsh first language speakers, but rather to identify the English language proficiency for additional language learners whose first languages are neither English nor Welsh. As specified above, this should be the **same information** supplied to specialist EMAS/EAL services within authorities.

It is probable that your software will provide a default setting of 0 - '**Not applicable**' to all pupils. However, in order to comply with the Data Protection Act 1998, schools are required to record accurate pupil information so this data item should be completed or amended for all pupils where appropriate.

**4.7.3** The following status details **for pupils** are required:

**Enrolment status**

The enrolment status of the pupil. Valid values are:

- C** Current (single registration)
- M** Current main (dual registration)
- S** Current subsidiary (dual registration)
- G** Guest pupil

There is no formal definition for a guest pupil and this code should not generally be used.

Data for individuals with an enrolment status of Guest will not be included in the PLASC return, thus the information will not be included in formulae calculations for RSG or NPFS and no results information for such an individual would be included in the calculation of performance statistics.

**All nursery pupils must be recorded on the PLASC return**

regardless of their source of funding.

**Date of entry to current school**

In the format ccyy-mm-dd. Must be a date on or before the Census day, 13 January 2015.

**Part-time indicator**

**True** (Yes) or **False** (No)

Part-time attendance is anything less than 10 sessions per week in education. It is expected that all pupils of statutory school age will be in full-time education. For pupils aged 5 or over on 31 August 2014, your software should automatically insert a value 'False' (which can be amended to true if this is the case) Pupils aged 5 or over should be marked as full time even if they attend some sessions outside your school, as long as the total number of sessions per week is 10 or more. The total number of pupils having "True" as the answer to this question should equal the total of the morning, afternoon and other attendance by part time pupils fields.

**NC Year group**

The year group in which the pupil **is taught** for the majority of their time, regardless of their chronological age. The following values will apply to the majority of cases (ages are as at the previous 31 August):

- N1** nursery, age less than 3
- N2** nursery, age greater than or equal to 3 but less than 4
- R** reception

**Home postcode**

Please check that the information provided is compatible with one of the valid postcode formats, which are:

An nAA  
AAn nAA  
AnA nAA  
Ann nAA  
AAnA nAA  
AAnn nAA

where 'A' denotes an upper case letter and 'n' a number from 0 to 9. Common mistakes when recording postcodes are to confuse letters with similar looking numbers (e.g. letter 'O' with number zero), to omit the central space, or include a trailing full stop. Any of these will cause the postcode to be rejected as invalid.

The software should convert any 'O' at the start of the second postcode block to a 0 (zero), and to convert double spaces between postcode blocks to single spaces.

An additional check was added in 2012: for the second part of a postcode after the space e.g. XXX **XXX**), the characters CIKMOV are now not allowed.

The expectation is that schools will be able to provide a valid home postcode for the great majority of their pupils. However in any individual cases where home postcode is not known, this field should be left blank.

#### 4.7.4 The following Special Educational Needs details **for pupils** are required:

More detailed guidance on changes to SEN data items and selecting appropriate values was issued to LAs and schools as Welsh Government Circular No: 012/2013 'Guidance for School Information Management Systems: Guidance to support the recording of Pupils' Special Educational Needs on School Information Management Systems'. This document can be found at <http://wales.gov.uk/topics/educationandskills/publications/circulars/guidance-for-school-information-management-systems/?lang=en>

#### **Pupil SEN provision**

The SEN provision (previously known as SEN status or stage) of the pupil. Further guidance can be found in the code of practice issued in 2002. This guidance can also be found at <http://learning.wales.gov.uk/resources/special-education-needs-code-of-practice/?lang=en> and in the guidance document listed above.

The valid codes are:

<b>N</b>	No special educational need
<b>A</b>	School Action
<b>P</b>	School Action Plus
<b>S</b>	Statemented

If your LA operates additional stages then please discuss with them which of the four codes above is most appropriate for pupils at such stages. All pupils must be assigned one of the codes above. If a Major special need other than DNA is reported then SEN provision **must** be reported as A, P or S.

#### **Major (primary) special need**

The major special need of a pupil. If the pupil has a statement then it should reflect the need contained on that statement. If the pupil is in the process of being assessed or referred prior to possible statementing, (codes A or P above) but has not yet been formally statemented, then the school should enter the code which is most appropriate to the nature of the special provision provided. The valid codes are:

<b>DYSL</b>	SPLD – Dyslexia
<b>DYSC</b>	SPLD – Dyscalculia
<b>DYSP</b>	SPLD – Dyspraxia
<b>ADHD</b>	SPLD – Attention Deficit Hyperactivity Disorder
<b>MLD</b>	Moderate Learning Difficulties
<b>GLD</b>	General Learning Difficulties
<b>SLD</b>	Severe Learning Difficulties
<b>PMLD</b>	Profound & Multiple Learning Difficulties
<b>BESD</b>	Behavioural, Emotional & Social Difficulties
<b>SLCD</b>	Speech, Language and Communication Difficulties
<b>HI</b>	Hearing Impairment
<b>VI</b>	Visual Impairment

<b>MSI</b>	Multi-Sensory Impairment
<b>PMED</b>	Physical and Medical Difficulties
<b>ASD</b>	Autistic Spectrum Disorders
<b>DNA</b>	Does not apply

**Secondary special needs (optional)**

Using the same codes as above, please describe any secondary special needs the pupil may have. Your software may allow you to enter more than one secondary need but the WG only requires data for one secondary need.

Please note that this item is optional and may be left blank for 2015.

**SEN provision of support**

For any pupil identified as having a SEN Provision of A, P or S, please provide information on the provision of support for the pupil in each of the four following areas and from the valid codes listed under each:

Curriculum and Teaching Methods

- CT1 Some targeted differentiation
- CT2 Significant and targeted differentiation
- CT3 Some curriculum modifications
- CT4 Significant curriculum modifications

Grouping and Support

- GS1 Occasional additional support in class
- GS2 Targeted and sustained additional support
- GS3 Small group class provision
- GS4 Mostly small group provision

Specialised resources

- SR1 Periodic access to standard equipment
- SR2 Individual access to normally available equipment
- SR3 Individual access to specialised equipment
- SR4 Dedicated access to highly specialised equipment

Advice and Assessment

- AA1 School based assessment
- AA2 External advice/assessment
- AA3 Specialised assessments
- AA4 Multi-agency assessments

## Section 5: Teaching and support staff

**5.1** This section is **mandatory** and asks for details of all **qualified teachers** and **support staff** in the school.

**5.2** In addition, you should **INCLUDE**:

- (a) staff temporarily absent (for less than a term);
- (b) staff covering anyone on long term absence/sickness leave or secondment (of a term or longer);
- (c) relief/supply staff filling a nominal vacancy;
- (d) peripatetic teachers, including area Welsh teachers in school on the 13 January 2015.

**5.3** You should **EXCLUDE**:

- (e) anyone on long term absence/sickness leave or secondment (of a term or longer);
- (f) relief/supply staff covering short term absences and any vacancies not filled by relief/supply staff;
- (g) persons gaining experience prior to possible entry to a Council for Awards in Children's Care and Education (CACHE) course;
- (h) persons engaged as unpaid 'helpers'.

**5.4** The information required is set out in a series of diagrams below. These diagrams may not necessarily correspond exactly to any screen displayed by your software, although there may be some resemblance.

**5.5** For **full time** staff, enter the total number of staff by category and, for head teacher, acting head teacher, deputy head teacher, assistant head teacher or other qualified teachers only, the number of these staff on contracts of one year or less.

**5.6** For **part time** staff, enter the number of staff, and for deputy head teachers or other qualified teachers, the number on contracts of one year or less. In addition, enter the **total directed hours per week**. "Directed hours" are the average hours per week for which a teacher contracted to work, including assembly but excluding lunch breaks. A full-time teacher is considered to work 32.5 directed hours per week (there is no need to enter hours for full-time teachers). The weekly directed hours of part-time teachers should be calculated on a pro rata basis. So, for example, if the school has two part time teachers, one contracted to work 0.5 of the week (16.25 hours) and the other contracted to work 0.9 of the week (29.25 hours). The total number of hours worked by the two teachers in a given week is  $16.25 + 29.25$  hours = 45.5 hours. The total should be rounded to the nearest whole number of hours (rounding 0.5 upwards), so in this example the school would enter 46 hours, i.e. the total, under the category in which those two staff are counted.

**5.7** Where a member of staff is shared by two schools, the portion of time spent at the establishment should be reported for each school, or, the member of staff's full hours should be reported at one establishment only. The full hours for one member of staff should not be reported

at more than one establishment.

**5.8** For **support staff**, enter the number of full-time and part-time staff, and for part time staff, the total directed hours per week. A full-time support staff member is considered to work 32.5 directed hours per week (there is no need to enter hours for full-time staff). Staff who work a full week but only during term time should be entered as full time.

**5.9** Support staff who are present in a class specifically for one-to-one work *are* to be included in this count of staff in the school.

**5.10** Where a headcount is skewed by job sharing or part-time staff undertaking more than one role in the school, the full-time equivalent count should take precedence over the headcount.

**5.11** All information on teacher and support staff is required by **gender**.

**5.12** The valid categories and codes for teaching and support staff are as follows:

**Teachers:**

**Teacher category:**

<b>HT</b>	Head teachers
<b>AC</b>	Acting head teachers
<b>DH</b>	Deputy head teachers
<b>AS</b>	Assistant head teachers
<b>QT</b>	other Qualified teachers
<b>OT</b>	Other teachers (not QTS status but not 'unqualified' i.e. those covered by Education Specified Work and Registration)
<b>TT</b>	Trainees on Initial Teacher Training courses
<b>FA</b>	Foreign language assistants <sup>1</sup>
<b>PT</b>	Peripatetic teachers in school on enumeration date
<b>PS</b>	Permanent supply teacher (other than any entered in above categories) (nursery schools only)

<sup>1</sup> Foreign language assistants should only be included if they are funded by Welsh Government.

**Support Staff:**

<b>HL</b>	Higher Level Teaching Assistant (HLTA) <sup>1</sup>
<b>TA</b>	Teaching Assistants <sup>2</sup>
<b>SN</b>	Special needs support staff <sup>3</sup>
<b>PS</b>	Pastoral support staff <sup>4</sup>
<b>ME</b>	Matrons/nurses/medical staff (including NHS employees)
<b>TE</b>	Laboratory or workshop technicians
<b>LI</b>	Librarians and library assistants
<b>AO</b>	Other administration staff
<b>BM</b>	School Business Manager or equivalent

<sup>1</sup> Support staff should only be reported in the HLTA category if they have been formally awarded HLTA status having successfully completed the assessment process administered by the Welsh Government in Wales or the equivalent body in England and are deployed in a HLTA capacity for part or all of the week.

Where a member of support staff is contracted to work as both an HLTA and a TA for different parts of the week, they should be reported in the HLTA category.



<sup>2</sup> Teaching Assistants are those who work directly with pupils to support learning including Cover Supervisors.

<sup>3</sup> Special needs support staff are those deployed specifically to support pupils assessed as having ALN/SEN.

<sup>4</sup> Pastoral support staff are those who work directly with pupils to support welfare, behaviour, and other pastoral issues, including attendance.

**5.13** Information is required as per the following diagrams. Data are not required for those cells which are greyed out. The following tables may not correspond to how it is presented on your screen.

**(a) Full time teaching staff**

	Male		Female	
	Total	of which on contracts of one year or less	Total	of which on contracts of one year or less
Head teacher				
Acting head teacher				
Deputy head teacher				
Assistant head teacher				
Other qualified teachers				
Other teachers (not QTS but not 'unqualified')				
Trainees on Initial Teacher Training courses				
Peripatetic teachers in school on the enumeration date				
Permanent supply teacher (other than any entered in above categories) (nursery schools only)				

**(b) Part time teaching staff**

	Male				Female			
	All staff		Those on contracts of one year or less		All staff		Those on contracts of one year or less	
	Number	Total directed hours per week	Number	Total directed hours per week	Number	Total directed hours per week	Number	Total directed hours per week
Head teacher								
Acting head teacher								
Deputy head teacher								
Assistant Heads								
Other qualified teachers								
Other teachers (not QTS but not 'unqualified')								
Trainees on Initial Teacher Training courses								
Peripatetic teachers in								

school on the enumeration date								
Permanent supply teacher (other than any entered in above categories) (nursery schools only)								

**(c) Support Staff**

	Full time staff		Part time staff			
	Male	Female	Male	Total directed hours per week	Female	Total directed hours per week
Higher Level Teaching Assistant (HLTA)						
Teaching Assistants						
Special needs support staff						
Pastoral support staff						
Matrons/nurses/medical staff (including NHS employees)						
Laboratory or workshop technicians						
Librarians and library assistants						
Other administration staff						
School Business Manager or equivalent						

## Section 6: Classes as taught

**6.1** This section is **mandatory**.

**6.2** Details are required of all registered classes running on a normal Tuesday. Include all pupils on the register as at 13 January 2015, whether present or absent on that day. **Include each pupil only once**. The sum of pupils in individual classes should equal the numbers of pupils on roll.

**6.3** Where a class has both full and part time morning and afternoon pupils, the size of the class should be the number of full time pupils **plus** either the number of morning or afternoon part time pupils, whichever is the greatest. For example, a class with 20 full time pupils, 10 part time morning pupils and 5 part time afternoon pupils should be entered as a class of 30 pupils. **Classes with only part time pupils should be treated as separate classes**. For example, a school which has one part time class in the morning and one part time class in the afternoon, with no full time pupils in either, should record the morning and afternoon classes separately.

**6.4** Do not record unusual situations (such as class amalgamation or school closure) which may have occurred on the Census day due (for example) to staff training or absence, or severe weather conditions. Pupils normally present, but absent on the enumeration day, should be included.

**6.5** In the situation where a teacher teaches one class in the morning and a different class in the afternoon, please include the teacher in both classes. This rule also applies to any support staff.

**6.6** For each class as taught the information required is:

<b>Class reference number</b>	May be any character string up to a maximum of 30 characters. All distinct classes should be allocated a unique reference number.
<b>Pupils with a statement of SEN</b>	The number of pupils in this class with SEN statements. Pupil SEN status S only.
<b>Number of teaching staff taking the class</b>	<b>Include</b> qualified, unqualified or peripatetic teachers, and education support staff ( <i>for example nursery assistants</i> ) <i>if they are in charge of the class</i> ;  <b>Exclude</b> teachers in the class wholly or mainly to provide support to individual pupils.
<b>Number of support staff assisting the main teacher(s)</b>	<b>Include</b> teaching assistants or other assistants/aides. Support staff who are present in a class specifically for one-to-one work are <b>not</b> to be included in this count of support staff in the class.
<b>Pupils</b>	Enter the number of pupils in the class who are registered on roll at the school. Include dually registered pupils. Include pupils who were absent on enumeration day.

**Pupils from other schools**

Enter the number of pupils in the class who are **not** registered on roll at the school.

## Section 7: Validation and error correction

**7.1** Your software will provide a detailed report of validation errors and queries in your return. An **“error”** is the presence of an illegal character or value in a data item, or a logical inconsistency between data items or between different aspects of the return. An error inevitably reflects some inaccuracy in or omission from the return.

**7.2** **“Queries”** are of two kinds:

- they may relate to an unusual feature of the data (for example that no pupils at all are shown as having special needs), which suggests, but does not prove, the presence of some inaccuracy or omission;
- they may be used as a prompt in areas where there seems a particularly high risk of omissions occurring – free school meal eligibility, for example. Some schools may not have any pupils on roll eligible for free school meals, but these are exceptions and the software will query such cases.

Queries of either kind need to be investigated to establish whether or not there is an inaccuracy or omission, although the conclusion may be that the data are in fact correct.

**7.3** It is essential for you to resolve as many errors as possible **before submitting the return** to your LA, and ideally to resolve all of them. It is also essential to investigate all queries, and to amend the data where it transpires that they are incorrect.

**7.4** **Returns which, on arrival in the WG, contain errors may be rejected and have to be re-submitted.** The school will be required to amend the errors in their MIS and upload the revised return file through DEWi, the online, secure data transfer system. **Returns will not be edited by the WG after being submitted via DEWi. The WG will not be applying an overall threshold but will evaluate each return on its own merits.** Your LA may be applying an error threshold to the return it receives from you, and you should check the details of that with them.

**7.5** However in determining whether a return contains too many errors, the WG will **not** count queries.

**7.6** **The WG will also compare the PLASC 2015 return to the one made by the school in January 2014.** Comparisons will be made between numbers of pupils, classes, teachers, free school meal eligibility and pupils with statements of SEN. The WG will query any comparison that appears to show greater changes than that suggested by historical data.

## Section 8: The school summary

**8.1** The school summary is generated automatically by the software. Its purpose is to allow the staff preparing the return, and the head teacher authorising it, to assess the likely accuracy and completeness of the return given that the return itself is too large readily to be viewed in its entirety. This summary should be carefully scrutinised before the return is authorised and forwarded to your LA.

**8.2** The summary should be inspected carefully, paying particular attention to those parts of it that might reveal evidence that some individual pupil data was not entered into your system prior to generating the return, namely:

number of pupils on the register by gender, age, mode of attendance and enrolment status

number of pupils eligible for free school meals (*with the number reported as having a free meal on Census day also shown for comparison*)

number of pupils reported as taking free milk on Census day

number of pupils with a SEN statement

number of pupils with English as an additional language (EAL)

number of pupils in LA designated special classes

number of pupils with special needs but no statement.

**8.3** The summary also provides some key statistics derived from the data in the return on classes as taught, teaching staff and non-teaching staff. These too should be inspected carefully for signs that the underlying data might be inaccurate or incomplete.

## Section 9: Sending the return to your LA

**9.1** Once the return has been authorised by the head teacher it should be sent, via DEWi the online secure data transfer system, **at the same time as the school summary** to your LA. The mechanics of the transmission process will vary from one authority to another, so please contact your LA for details.

**9.2** The deadline for submission of your PLASC return to WG is 13th March 2015. **Please check with your LA the deadline for submission of your return to them.**

## **Section 10: Further information**

**10.1** If you need further advice on the completion of any part of your PLASC return, please contact your LA in the first instance.

**10.2** If there are questions which cannot be resolved this way, then they or you should contact the WG using the details listed earlier in this document.



## Section 11: Summary of data fields

### School Identifiers

Field Name	Field Length	Field Type	Sample Data
LA Number	3	Alphanumeric	660
School Number	4	Alphanumeric	4099
School Name	100	Alphanumeric	Anglesey Comprehensive School
Phase	2	Alphanumeric	SS

### School Contact Details

Field Name	Field Length	Field Type	Sample Data
Email address	254	Alphanumeric	<a href="mailto:office@anglesey.sch.uk">office@anglesey.sch.uk</a>
School telephone number	35	Alphanumeric	01234 567890
Internet Address	60	Alphanumeric	<a href="http://www.angcomp.co.uk">http://www.angcomp.co.uk</a>
Fax number	35	Alphanumeric	01234 567890

### School Characteristics

Field Name	Field Length	Field Type	Sample Data
School Type	2	Alphanumeric	18
Gender Mix	1	Alphanumeric	A
Free school milk taken	4	Alphanumeric	23
School milk bought	4	Alphanumeric	76
Full time attendance on census day	4	Alphanumeric	123
Part time attendance on census day	4	Alphanumeric	12
Morning Attendance	4	Alphanumeric	2222
Afternoon Attendance	4	Alphanumeric	2222
Other Attendance	4	Alphanumeric	2222
Free school meals taken	4	Alphanumeric	23
Paid school meals taken	4	Alphanumeric	20
LEA Designated special classes	2	Alphanumeric	11
Number of pupils in LEA designated special classes from returning school	4	Alphanumeric	2222
Number of pupils in LEA designated special classes from other schools	4	Alphanumeric	2222
Open Plan	1	True/False	1
Free Breakfasts on census day	4	Alphanumeric	1080
Free Breakfasts on census day for Free School Meal Eligible pupils	4	Alphanumeric	1930
Pupils who took Free Breakfasts in week prior to census	4	Alphanumeric	1260
Pupils who took Free Breakfasts in week prior to census for Free School Meal Eligible pupils	4	Alphanumeric	1215

### Survey Details

Field Name	Field Length	Field Type	Sample Data
Survey/Data Extraction Type	5	Alphanumeric	PLASC
Survey Reference Date	10	Date	20114-01-13
Person Completing Survey	2	Alphanumeric	SS
Survey Completion Time	2	Alphanumeric	05

## Classes data

Field Name	Field Length	Field Type	Sample Data
Class Name	30	Alphanumeric	OAK
SEN Pupils in the Class	2	Alphanumeric	4
Number of Teachers	2	Alphanumeric	1
Number of Non Teachers	2	Alphanumeric	1
Pupils in the class for whom the school is their home school	3	Alphanumeric	222
Pupils in the class who are guest pupils	3	Alphanumeric	111

## Teachers

Field Name	Field Length	Field Type	Sample Data
Category of Teachers	2	Alphanumeric	QT
Gender of Teachers	1	Alphanumeric	M
Tenure of Teachers	1	Alphanumeric	F
Total hours worked by part time staff	4	Alphanumeric	30
Headcount of Teachers	2	Alphanumeric	50
Contracts of qualified teachers	2	Alphanumeric	20
Hours worked by qualified teachers on contracts of one year or less	4	Alphanumeric	20

## Support staff data

Field Name	Field Length	Field Type	Sample Data
Category of Support Staff	2	Alphanumeric	QA
Gender of Support Staff	1	Alphanumeric	F
Tenure of support staff	1	Alphanumeric	P
Total hours worked by part time staff	4	Alphanumeric	30
Headcount of Support Staff	2	Alphanumeric	50

## Individual pupil level data (on roll)

### Pupil Identifiers

Field Name	Field Length	Field Type	Sample Data
UPN (Unique Pupil Number)	13	Alphanumeric	Z1234567890123
Former UPN	13	Alphanumeric	A1234567890122
Surname	35	Alphanumeric	Jones
Forename	35	Alphanumeric	Marc
Middle Name(s)	35	Alphanumeric	Iwan Owen
Date of Birth	10	Date	2010-03-31
Gender	1	Alphanumeric	M

### Pupil Characteristics

Field Name	Field Length	Field Type	Sample Data
Pupil National Identity	3	Alphanumeric	WAL
Pupil Ethnic Code	4	Alphanumeric	MWBC
Source of Pupil Ethnic Code	1	Alphanumeric	P
Pupil Free School Meal Eligibility	1	True/False	False
English as an additional language	1	Alphanumeric	A

## Pupil Status

Field Name	Field Length	Field Type	Sample Data
Enrolment Status	1	Alphanumeric	C
Date of Entry to Current School	10	Date	2013-09-01
Part time Indicator	1	True/False	False
Pupil NC Year Group	2	Alphanumeric	12
Pupil Postcode	8	Alphanumeric	CF14 5DZ

## Special Educational Needs

Field Name	Field Length	Field Type	Sample Data
SEN Provision under code of practice	1	Alphanumeric	S
SEN Rank	1	Alphanumeric	1
SEN Major Need	4	Alphanumeric	HI
Curriculum & Teaching	3	Alphanumeric	CT1
Grouping & Support	3	Alphanumeric	GS1
Specialised Resources	3	Alphanumeric	SR1
Advice & Assessment	3	Alphanumeric	AA1