Department for Education

School census 2014 to 2015

Guide, version 1.7

November 2014

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Version history

Version	Change history	Author / date
1.0	Changes to the specification for the 2014 to 2015 school census have been made as listed below: The census collection period has changed from a calendar year basis to an academic year basis. As such, the census naming convention has also altered to reflect this change, with the calendar year (2014) date reference changing to an academic year reference (2014 to 2015). It should be noted that this statement does not preclude the inclusion of data from any previous academic periods – this is a change in naming convention to reflect the revised census period. The text format and colour schemes have been amended to meet departmental publication requirements. Introduction. Dates and census naming convention updated All paragraphs in Section 1 have been re-numbered and re-ordered to bring them into line with the business and technical specification (BTS). This change note records the changes within the paragraph but does not record the re-numbering process (as this would be confusing). 1.1 - Introduction - added overarching statement on changes and that date changes are not marked. 1.1 – Introduction -Statement informing that the census has changed from a calendar to academic year collection period 1.1 (a) - School categories – added to provide clarity 1.3.2 – Collection (school phase) marker – added to provide clarity on using the guide 1.4.1 Change in scope – deleted (number reused) 1.4.1- New items - (added): ▪ Recording of planned hours for 16-19 year-old students in the school census	Phil Dent 15 July 2014

	▪ Planned learning hours (100532**)** ▪ Planned employability, enrichment and pastoral hours (100534) ▪ Core Aim (100508) ▪ School lunch taken (100538) ▪ Post-16 pupils who are in full-time employment (100521) 1.4.2 - Existing Items - updated: ▪ Pupil referral unit (PRU) engagement with autumn census ▪ Post-16 overseas students ▪ Special educational needs (SEN) 1.4.3 - Removal of data items ▪ Pupil referral unit – staffing data ▪ Learning aims outcome ▪ Learning aim result 2.1 – Census dates - updated to contain autumn term 2.4 - Update school MIS with current data - updated to contain autumn term 2.4.2 – Learner support code – updated 2.4.3 – Attendance and exclusions data – links provided to paragraphs 4.8 and 4.9 2.9 - Authorisation by Headteacher - updated to include free schools 2.10.3 – School census return dates – updated to include autumn term 3.1.1 – table changed to reflect technical specifications and autumn term – added 3.1.1 - Adopted from care data item code changed from 100512 to 100549 – RFC 712 refers 3.1.2 – table changed to reflect technical specifications and autumn term - added 4.3.2 (a) – clarification regarding FSM / universal infant meals – added 4.3.2 (e) – school lunches taken indicator (universal infant meals) - added 4.3.5 – service children in education indicator –	

	updated 4.3.6 – funded hours – updated to include autumn term 4.4.1 – pupil enrolment status - updated 4.5.1 – pupil SEN provision - updated 4.5.2 – pupil SEN type ranking - updated 4.5.3 – pupil SEN type – updated 4.5.4 – member of SEN unit - updated 4.5.5 – member of resourced provision indicator - updated 4.6 – exclusions module – updated 4.7.1 SAON – description updated 4.7.2 PAON – description updated 4.7.4 – Locality – description updated 4.8.1 – Scope – updated 4.8.2 – Coverage – updated 4.8.3 – Collection periods - updated 4.8.6 – Authorised absence due to agreed family holiday – code f – updated 4.8.8 – Publication of school absence data – updated 4.8.9 – Persistent absentee thresholds – table updated 4.10.9 – recording of planned hours for 16-19 year-old students in the school census - added 4.10.9 (a) – planned learning hours - added 4.10.9 (b) – planned employability, enrichment and pastoral hours - added 4.10.10 – core aim - added 4.10.11 – post-16 pupils who are in full-time employment - added 5.2.4 – School phase – table updated 5.3.2 SAON – description updated 5.3.3 PAON – description updated	

	5.3.4 – Street – description updated 5.3.8 – Post town – added 5.7.1 – Infant class guidance – link to legislation updated 5.8.1 – Free school meals taken - updated	
1.01	2.10.3 – School census return dates – date error corrected	Jon Leyshon 06 August 2014
1.1	3.1.1 – Pupil level – data item 100521 not applicable for special schools 4.3.2 – Free school meal eligibility – date amended 4.10.12 – Maths and English condition of funding – updated 8. – Codeset school level – new table Class activity added	Phil Dent 14 August 2014
1.2	1.4.2 (d) – Adopted from care – new paragraph to explain extension to all children adopted from care and not just from 30 December 2005 4.3.2 – Free school meal eligibility – wording revised to add clarity 4.3.3 – School lunch taken – wording revised to add clarity 4.5.3 – Pupil SEN type – added information on changes to SEN codes 4.8 – Termly attendance module – amended to show that this item is not collected for special schools	Phil Dent 03 September 2014
1.3	1.4.1 (e) – School lunches taken – wording amended to reflect updated policy guidance 4.3.2 – Free school meal eligibility – wording amended to reflect updated policy guidance 4.3.3 – School lunches taken – wording amended to reflect updated policy guidance 4.3.7 – Funded hours – wording amended and link provided to further guidance 4.5.1 – Pupil SEN provision – wording amended to clarify transitional period	Phil Dent 17 September 2014

	4.8.9 – Persistent absentee thresholds – wording amended to take account of unknown end date of review 5.8.1 – Free school meals taken – amended from [collected for: ALL schools] to [not collected for: PRUs] in line with 5.8	
1.4	4.3.2 – Free school meal eligibility (b) pupil premium funding – wording amended to correct error.	Phil Dent 01 October 2014
1.5	4.3.2 – Free school meal eligibility (c) eligibility for free school meals – wording amended to correct error.	Phil Dent 02 October 2014
1.6	1.4.2 (e) – Persistent absence – updated information available 4.8.9 – Persistent absence – updated information available	Phil Dent 11 November 2014
1.7	1.4.2 (e) – Persistent absence -correction of typo 4.8.9 – Persistent absence – correction of typo	Phil Dent 17 November 2014

1. Introduction

1.1 Purpose of this document

This document is aimed at maintained schools (school categories included provided at paragraph 1.1.1 below) so that they:

- understand the rationale behind and purpose of the school census
- are able to populate their systems with the required data at pupil and school level
- are able to keep their data up to date during the year
- are able to complete the 2014 to 2015 school census returns

It is envisaged that this document will be used as a handbook for data collected and stored in schools' management information systems (MIS) throughout the year, rather than just as a guide on census days.

Local authorities (LAs) may choose to use it directly with their schools, or amend to suit their local needs as appropriate. Software suppliers may also find it a useful reference document.

1.1.1 School categories

Different data items are required from specific categories of schools participating in the school census. These categories of schools, and therefore the data required, are dependent on the school phase returned in the census. The phase which should be returned is defined in the table below.

School Phase	Code	Notes
Nursery school	NS	Includes those with maintained or direct grant status
Primary	PS	
Middle-deemed primary	MP	
Middle-deemed secondary	MS	
Secondary	SS	
Special	SP	Maintained and non-maintained special schools, including hospital special schools and academy special schools
All-through	AT	Excludes PRUs and special schools
Pupil referral unit	PR	Includes AP academies and AP free schools

PRUs are legally defined as schools and all references to “schools” in this document should be regarded as referring to PRUs, alternative provision (AP) academies and AP free schools as well as all other types of schools within the scope of the school census.

AP academies and AP free schools should provide the data required for PRUs.

Academy special schools should provide the data required for special schools. All other academies (including free schools, university technical colleges (UTCs) and studio schools) should provide the data for the phase of education appropriate to the age range of their pupils.

Academies (including free schools, university technical colleges (UTCs) and studio schools), city technology colleges (CTCs) and non-maintained special schools (NMSS) will submit their data direct to the department.

Depending on local arrangements, LA maintained schools will: either submit data directly to the department; or, LAs will collate and return the data on their behalf.

Service children education schools, both primary and secondary, should - on a voluntary basis - be encouraged to participate.

There is no independent school participation in the 2014 to 2015 school census. Independent schools and general hospital schools will continue to provide data via the existing independent school level annual school census collection.

Individual level returns will be provided for children in early years settings (private, voluntary and independent) and alternative provision but not as part of this school census. Separate requirements and guides are issued for the early years census and alternative provision census.

1.2 Business rationale

The following factors are the business drivers behind the 2014 to 2015 school 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 school uses themselves or be justified with a clear business case

- it assumes that much of the data is already held in schools’ MIS ready for transfer on census day and 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 is that which a well-managed school uses themselves, the data should be kept up to date on an event driven basis (ie data should be updated by the school as soon as it is aware of any change or addition) and so the burden of collection by the department should not be high
- all data collected is as defined in the common basic data set (CBDS)

Analysis of individual pupil records supports the drive to raise standards, provides accurate targeting of funding, and assists the monitoring and development of policy.

Examples of the uses of data collected include:

- information about the numbers of pupils will be matched with data from the school workforce census to monitor pupil to adult ratios
- information on class sizes, pupils with special educational needs, free school meals, ethnicity, absences and permanent exclusions is used to monitor the government's social inclusion policy
- pupil numbers are used for funding local authorities and schools (including the pupil premium) and contributing to the school and college performance tables exercise
- data will continue to be used nationally for the standards and testing agency (STA) key stage 2 national curriculum test pupil registration process
- the data is used to support other key areas involving LAs such as the revenue support grant and LA benchmarking tables

Without the above 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 school census returns, including a set of named pupil records, is a statutory requirement on schools under Section 537A of the Education Act 1996.

Putting the school census on a statutory basis:

- means that schools do not need to obtain parental or pupil consent to the provision of information
- ensures schools are protected from any legal challenge that they are breaching a duty of confidence to pupils
- helps to ensure that returns are completed by schools

1.3 Structure of the school census

1.3.1 School and pupil levels

The school census contains two levels - pupil and school – with each level comprised of modules of data items that relate to a single theme or topic; thereby allowing different combinations of modules to be collected in each termly collection.

1.3.2 Collection (school phase) marker

Previously, phase specific guides - ie one guide for primary schools with another, different, guide for secondary schools, etc - were produced. For this guide, each data item has a 'collection (school phase) marker' which indicates the phase(s) each data item applies to, for example: [not collected for: nursery schools], [collected for: PRU only] or [collected for: primary, middle-deemed primary and all-through] etc.

The marker indicates the relevance of each data item to the school and, thereby, removes the requirement for multiple guides to be produced: see sections 3.1.1 (pupil level) and 3.1.2 (school level) for full details of data items collected; relevance to school phase and collection periods.

1.3.3 Three collections a year

As in previous years, different modules will be collected in each termly census. Your school's management information system (MIS) software will be able to extract the relevant data items for each census. Details of the data items required for the 2014 to 2015 school census returns are given in this document.

1.3.4 Historical as well as snapshot data [not collected for: nursery schools]

Much of the data to be collected represents some characteristic of a pupil at a point in time eg enrolment status. With the exception of nursery schools, historical data is collected from a previous term or academic year rather than reflecting the position on census day eg attendance, exclusions and bursary funding (learner support code). 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 local authorities and the department to build up a continuous picture of pupil attendance and exclusions from successive census collections. Please note that these modules, and bursary funding, will require data on some pupils who have left the school before census day.

1.4 Changes from autumn 2013 and spring/summer 2014 school census specifications

1.4.1 New data items

(a) Recording of planned hours for 16-19 year-old students in the school census (only relevant to pupils in national curriculum year 12 or above) [collected for: middle-deemed secondary, secondary, all-through and PRU]

Planned hours are split into two categories, 'planned learning hours' and 'planned employability, enrichment and pastoral hours' each of which are described below. These fields collect the planned hours for each student for the academic year. Additional details can be found at paragraph 4.10.9 below.

(b) Planned learning hours (only relevant to pupils in national curriculum year 12 or above) [collected for: middle-deemed secondary, secondary, all-through and PRU]

This field should be completed with the total planned timetabled hours, for the student for the academic year, spent on DfE approved qualifications only (see the education funding agency (EFA) funding documentation for further information).

Other timetabled hours for non-qualification activity that make up a study programme for a student with learning aims funded by the EFA, should be recorded in the planned employability, enrichment and pastoral hours field. Additional details can be found at paragraph 4.10.9 (a) below.

(c) Planned employability, enrichment and pastoral hours (only relevant to pupils in national curriculum year 12 or above) [collected for: middle-deemed secondary, secondary, all-through and PRU]

This field should be completed with the total planned timetabled employability, enrichment and pastoral hours for the student for the teaching year. These are the planned hours for the year at the start of the programme. This data is not to be updated in year.

Include in this field all planned, timetabled hours included in the study programme that are not included in the planned learning hours field. The total of both hours fields are used to determine the full or part time funding rate for the student. Further information can be found in the EFA funding documentation. Additional details can be found at paragraph 4.10.9 (b) below.

(d) Core Aim [collected for: middle-deemed secondary, secondary, all-through and PRU]

This field must be used to identify the core aim within a vocational EFA funded study programme for students on roll from 1 August 2013 onwards (including those continuing from the academic year 2012 to 2013). Additional details can be found in paragraph 4.10.11 below.

(e) School lunch taken [collected for: nursery school, primary, middle-deemed primary, all-through, PRU and Special]
This data item will be collected from all school types which have infant pupils on roll (ie all pupils in reception, year 1 and year 2 plus any pupils aged 4 to 6 not following the national curriculum (ie year group X)) in each census. Data collected via this new data item will be used to inform the allocation of funding following the introduction of universal infant meal funding from September 2014.

This provisional allocation is based on pupil data from the January 2014 Schools Census planning assumption that:

i) 87% of newly eligible pupils will take meals, and

ii) those pupils will take 190 school meals in the course of a full academic year.

The final allocation will be based on actual take-up data derived from an average of the October 2014 and January 2015 schools censuses.

In future an average of figures from previous census returns will be used. It is recognized that schools will experience some fluctuations in pupil take-up due to pupil migration, absence etc but it is expected that a pattern of meal take-up will be established fairly quickly. Schools will be expected to monitor any changing take-up and manage this appropriately within their existing budget. Additional details can be found at paragraph 4.3.3 below.

(f) Post-16 pupils who are in full-time employment [collected for: middle-deemed secondary, secondary, all-through and PRU]
Under raising the participation age (RPA) policy, young people must be in full-time education/training unless they are in full-time employment (20 hours or more per week). Where a young person's employment hours vary, employment of an average of 40 or more hours over a two week period can be considered as meeting the requirement. Part-time work (eg a weekend or evening job) is not affected by these requirements. We have introduced a new data item to indicate those pupils who are in full-time employment and are therefore eligible for part-time education/training, which will be collected annually.

Although we do not require start and end dates for this flag, schools may find them useful and software suppliers may therefore wish to include them in MI systems. Additional details can be found at paragraph 4.10.11 below.

1.4.2 Existing data items

(a) Pupil referral unit (PRU) engagement with autumn census [collected for: PRU]
From the 2014 spring school census onwards, pupil referral units (PRUs) are required to make a census return each term. This will be the first autumn return for PRUs and,

as such, this should be drawn to their attention. It is worth noting that, as part of the autumn census, PRUs will be expected to complete the post-16 learning aims module.

(b) Post-16 overseas students [collected for: middle-deemed secondary, secondary, all-through and PRU]
There has been no change to 16-19 eligibility and, as before, some students who are not citizens of the UK or citizens of a European Economic Area (EEA) country may be eligible to receive public funding. The funding regulations provide full rules this determines which overseas students can be funded – paragraphs 26 to 37 of the document refer.

For post-16 students, there is a distinction between "overseas" and "home" students: overseas students are not eligible to receive public funding and may be charged fees, whilst home students are eligible to receive public funding and therefore cannot be charged fees. Overseas students are those students who have Tier 4 (student) visas; where receipt of public funds would constitute a breach of the terms of their immigration permission.

With respect to exchange students: the school must be able to evidence that a pupil who would otherwise have attended the school has "moved in exchange" to balance the non-British student attending the school on exchange. If there is a genuine exchange in place, the school can receive funding for the exchange student – with the exception of students with Tier 4 visas, as mentioned above.

(c) Special educational needs (SEN) [collect for: ALL schools]
Changes are to be made to SEN provision and SEN type data items. Schools currently record pupil SEN provision according to the SEN code of practice 2001. A new code of practice will come into effect from September 2014. Further details are at paragraph 4.5.1 below.

(d) Adopted from care [collect for: ALL schools]
In the 2014 census, this item (see paragraph 4.3.12) collected data on children adopted from care from 30 December 2005. For this collection this data item is extended to **ALL** children who have been adopted from care.

(e) Persistent absence [collect for: ALL schools]
The persistent absence threshold will be reduced from 15 per cent to 10 per cent from the start of academic year 2015/16. Full details are at paragraph 4.8.9 below.

1.4.3 Removal of data items

(a) Learning aims outcome
Learning aim outcome is no longer collected and this element has been removed from the specifications.

(b) Learning aim result

Learning aim result is no longer collected and this element has been removed from the specifications.

2. Completing the school census

2.1 Census dates

Every school – see paragraph 1.1.1 above - in England is required to complete census returns, one each term. This document provides a guide to the information required in the 2014 to 2015 census returns. In the case of local authorities and schools that operate six term years, the census collection will be every other term.

The 2014 to 2015 census dates are as follows:

- first Thursday in October - 2 October 2014
- third Thursday in January – 15 January 2015
- third Thursday in May – 21 May 2015

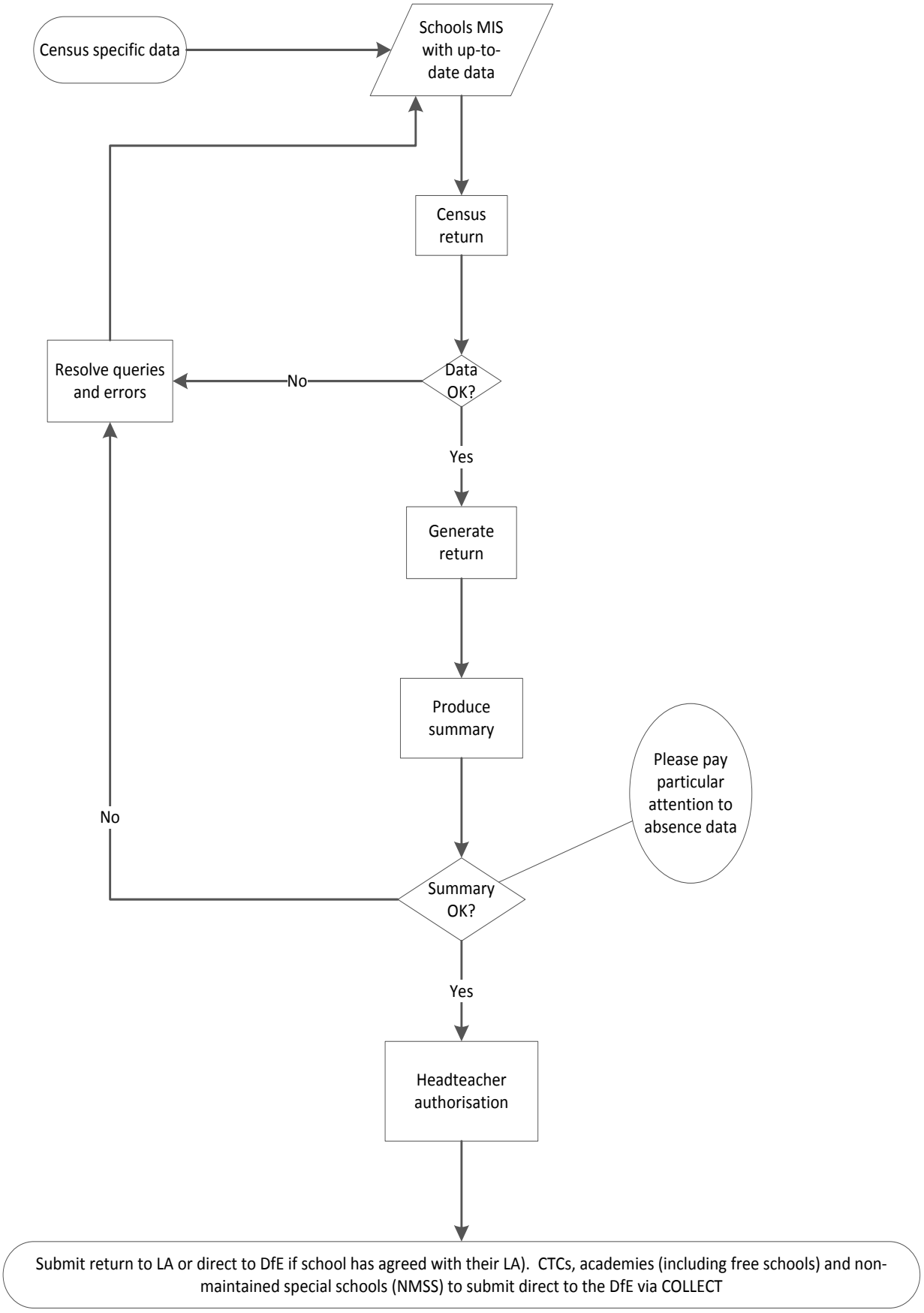
It should be noted that a census cannot be loaded onto the department's COLLECT system without a relevant census date being entered. This is to prevent the inadvertent submission of previous census information.

2.2 Unusual circumstances

If unusual circumstances impact on census day, for example, severe weather conditions or religious observances then schools may find that the numbers of pupils and/or staff who are not present on that day are abnormally high. Where 'free school meals taken' or 'school lunches taken' are affected then a day and time when the situation can be regarded as normal should be selected. Schools/local authorities may interpret this literally 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.

2.3 Process diagram

The following process diagram shows the steps that need to be taken to produce, check, authorise and send each census return.


Census specific data
Schools MIS with up-to-date data
Census return
Data OK?
No
Resolve queries and errors
Yes
Generate return
Produce summary
Please pay particular attention to absence data
Summary OK?
No
Yes
Headteacher authorisation
Submit return to LA or direct to DfE if school has agreed with their LA). CTCs, academies (including free schools) and non-maintained special schools (NMSS) to submit direct to the DfE via COLLECT

2.4 Update school MIS with current data

The individual pupil records and school characteristics information for the census will be extracted automatically by your MIS and parts of them may not be edited manually. Although data validation will take place within your software it is possible that missing pupils, missing excluded pupils, and exclusions data for those no longer on roll and some incorrect data may not flag up any errors or queries. It is essential therefore that all relevant pupil data has been entered and updated in your system before the school census return is created. Integrated software systems should allow the automatic extraction of information on exclusions, and classes as taught where the relevant data has previously been entered, but if necessary the information can be keyed directly into the school census return. **[not collected for: nursery schools]**

Individual data will be included in the return for the following pupils and you should therefore ensure that all relevant data for them is kept up to date.

Autumn census (October)	**Spring census (January)**	**Summer census (May)**
▪ All pupils on the register on the census day ▪ Any additional pupils subject to any type of exclusion in the 2014 spring term **[not collected for: nursery schools]** ▪ Any additional pupils who attended the school in the previous term (2014 summer term) **[not collected for: nursery schools or special]** ▪ Any additional pupils who attended the school in the previous academic year (2013/14) for which learning aims are submitted	▪ All pupils on the register on the census day ▪ Any additional pupils subject to any type of exclusion in the 2014 summer term **[not collected for: nursery schools]** ▪ Any additional pupils who attended the school in the previous term (2014 autumn term) **[not collected for: nursery schools or special]** ▪ Any additional pupils who attended the school in the previous term (2014 autumn term). (This will include any pupils awarded a	▪ All pupils on the register on the Census day ▪ Any additional pupils subject to any type of exclusion in the 2014 autumn term **[not collected for: nursery schools]** ▪ Any additional pupils who attended the school in the previous term (2015 spring term) **[not collected for: nursery schools or special]** ▪ Any additional pupils awarded a bursary since the start of the 2014/15 academic year **[not collected for: nursery schools, primary**

[collected for: middle-deemed secondary, secondary, all-through and PRU only] Annual attendance data for the 2013/14 academic year. **[collected for: special only]**	bursary since the start of the 2014/15 academic year) **[collected for: secondary, all-through PRU and special only]**	**and middle]**

2.4.1 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 Registration) (England) Regulations 2006. This Regulation specifies the information that a school's admission register should contain.

The registration of pupils is governed by:

- Section 434 of Education Act 1996 which specifies that all persons who are pupils at the school must be registered – and
- The Education (Pupil Registration) (England) Regulations 2006 and subsequent amendment Education (Pupil Registration) (England) (Amendment) Regulations 2011. Regulation 8 specifies 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) **[collected for: ALL schools]**
- 'M' (current main - dual registration) or **[collected for: ALL schools]**
- 'S' (current subsidiary - dual registration) **[collected for: ALL schools]**
- 'F' (FE college) where pupil is **registered** with the PRU but is **taught for the majority of their teaching time** at the FE college **[collected for: PRUs only]**
- 'O' (other provider) where pupil is **registered** with the PRU but is **taught for the majority of their teaching time** by the other provider **[collected for: PRUs only]**

The count excludes any pupil whose enrolment status is 'G' (guest - pupil not registered at the school but attending some sessions or lessons).

Please note the following:

- children of service families register at the school on census day are no different to any other pupil registered at the school and will have an enrolment status of 'C' (current), 'M' (dual main) or 'S' (dual subsidiary). 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), 'M' (dual main) or 'S' (dual subsidiary). Provided that the pupil is registered at the school on census day, they should be included in the school return

A pupil would normally be dually registered if they were:

- registered at a mainstream school (main school) but considered to need specialist support by attending a special school (subsidiary school) on a regular basis and, therefore, also registered at the special school
- registered at a mainstream school (main school) but, because of eg behaviour problems, the pupil is also required to attend a PRU (subsidiary school) for part of each week and is, therefore, also registered at the PRU or
- registered at a special school or at a PRU (main school) but also attending another mainstream school (subsidiary school) on a regular basis as part of preparation for return to the mainstream school

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 as being on roll on census day on your school census return.

2.4.2 Learner support code [not collected for: nursery schools, primary or middle-deemed primary]

The learner support code relating to the government's bursary fund to help the most vulnerable 16-19 year olds in full-time education. Data will be collected in the spring and summer census only in respect of pupils, aged 16 to 19 as at 31 August 2014, who are on roll as at census day or became off roll since the start of the academic year. Full details are at paragraph 4.3.9 below.

2.4.3 Attendance and exclusions data [not collected for: nursery schools]

Attendance data should be provided for any pupils aged 4 to 15 years who were on roll for one or more sessions during the term for which data are collected.

Exclusions data should also be provided for any pupils who were subject to any exclusion during the period for which data are collected.

Attendance and exclusions data could therefore 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 identifiers modules will be collected and so it is important, for example, that pupil date of leaving is complete
- for exclusions - the pupil status (excluding pupil enrolment status) and pupil identifiers modules will be collected together with the in care indicator and SEN provision at the time of exclusion

See paragraph 4.8 for termly attendance **[not collected for: special]** information and paragraph 4.9 for annual attendance **[collected for: special only]** information.

2.4.4 School identifier [collected for: ALL schools]

The DfE school number is required as the identifier for the school and comprises a three digit LA code and a four 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 about these codes, please check.** Maintained schools should check with their LA with other schools using EduBase. All schools are able to access EduBase should they wish.

2.5 Census specific data

Depending on their local arrangements and software systems, schools may need to manually complete some modules at the point of completing the census return eg exclusions and attendance **[not collected for: nursery schools]**. Instructions as to which data items are required for each of the school census collections are given in section 3.

2.6 Validation

Census data is used by the DfE policy divisions, other government departments, local authorities, external agencies and educational researchers. The data is also used for funding purposes and as principal data for RAISEonline. Accuracy of data is, therefore, of paramount importance.

Both local authorities and the DfE expect there to be zero errors on the census return. The only exception to this is where a technical issue generates an error that cannot be fixed or circumvented and an agreement has been reached between local authorities and the DfE that such an error is acceptable.

Schools' MIS software will report most validation errors and queries. If the DfE makes late changes to validations then commercial software suppliers may not be able to include such changes in their software releases. There are also some validation checks that are only produced in COLLECT (eg term on term checks) so a school may see an "error on load" even though nothing is shown when validated in the MIS. The department aims to keep such differences and any late changes to an absolute minimum.

When the data is validated for the school census, a validation **error** is generated when data 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 validation **query** is reported where the data is unusual or unexpected and reflects a potential inaccuracy or omission in the underlying data in the schools' MIS or entry to the census form. For example, where no pupils are reported as having special needs or where there is a probability of data being omitted, such as permanent exclusions, of which many schools may genuinely have had none in the previous school year.

MIS software will report queries that should be investigated. As local authorities or the DfE will question queries it is also essential to investigate them, and to amend the data as necessary or provide suitable notepad explanations in COLLECT.

2.7 Generating the school census return and data checks

These completion notes should be read in conjunction with the documentation provided by your software supplier and, for local authority maintained schools, any specific school census user guide available from your local authority.

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 records within your school census return are to be complete and correct. If you have not seen this specification,

please contact your local authority for advice. If you do not take MIS/ICT support from the local authority, then contact 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 school census return. You will need to go through this process carefully as it will substantially reduce the number of validation errors in your return and the work needed to 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 is present and that your school 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 listed in section 3 are shown in sections 7 (pupil level) and 8 (school level) and will reflect the values contained in the data file which the software prepares for transmission to your local authority and/or the department. Whilst the department will endeavour to update guidance if there are any changes to codesets the definitive list of codesets can be found in the CBDS.

2.8 School summary

The census return software generates a report summarising the data in the school census return automatically. Given that the return itself is too large to be viewed in its entirety, it 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/or DfE - as in previous years the school summary report contains information about persistent absenteeism. **[not collected for: nursery schools]** This is the school's only opportunity to check its census data before it is used by DfE for funding purposes and published in performance tables.
- if the summary report is forwarded to the LA it allows them to check the return from the school
- provides DfE with assurance that the return has been subject to some data checking by the school and LA

The summary report should be inspected carefully and particular attention paid to those sections that might reveal evidence that some individual pupil data was not entered on to the system prior to generating the return eg free school meal eligibility or

the number of pupils with SEN. Particular attention should be given to absence data as detailed in the process diagram above.

DfE also recommends that the school summary report is compared to the one for the previous term or year to highlight any anomalous data between the respective census collections. It is vital for a school to check the accuracy of data in this summary report as it is this data that is submitted to DfE as an accurate reflection of the situation in the school on census day.

As different data are submitted in each census, the contents of the school summary report will also be different for each termly census.

2.9 Authorisation by head teacher

Once the school census data have been submitted to the DfE, either directly (for non-maintained special schools, free schools, CTCs and academies) or via the LA for maintained schools, it will be deemed to have been authorised by the head teacher. LAs and schools can implement further authorisation methods such as printing and signing the summary report to satisfy local audit purposes if they so choose.

2.10 Sending the school census return

Any queries about this process should be directed to the DfE service desk by completing the data collections service request form available under 'contact us' on the department's website.

2.10.1 Maintained schools

Once the return has been authorised by the head teacher, it should be made available to the LA or the DfE as appropriate. Maintained schools will need to consult their LAs on the arrangements for this process and check the local deadline for provision of the return. The deadline should allow sufficient time for the LA to discuss any queries about the data with the school before submitting it to DfE.

2.10.2 Academies, CTCs, free schools and non-maintained special schools

Once the return has been authorised by the head teacher, it should be submitted directly to the department via the COLLECT system.

2.10.3 School census return dates

The deadline for all school census returns to reach the department is provided in the table below. LA maintained schools will need to consult their individual local authorities

on the arrangements for this process and check the local deadline for provision of the return. The local deadline will be set as to allow the LA sufficient time to discuss any queries about the data with the school before submitting it to the DfE.

Data collection	Census day	Deadline for returns
Autumn census	Thursday 2 October 2014	Wednesday 29 October 2014
Spring census	Thursday 15 January 2015	Wednesday 11 February 2015
Summer census	Thursday 21 May 2015	Wednesday 17 June 2015

3. Preparation – data items required

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

Data items that are collected in the 2014 to 2015 school census 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	Miscellaneous **[not collected for: PRUs]**
Special educational needs	
Exclusions **[not collected for: nursery schools]**	
Home information	
Termly attendance **[not collected for: nursery schools or special]**	
Annual attendance(autumn census only) **[collected for: special only]**	

Schools are encouraged to take a look at the data items to be collected in the school census before the start of the academic year 2014 to 2015 so as to ensure that information is entered correctly within their MIS.

Schools should note that software suppliers are including more validation on data entry so it should not be possible to enter information in the wrong format or that does not comply with the specified codeset. This should ensure a higher quality of data entered and fewer validation errors to be checked when the data is extracted for the school census.

Codesets for individual data items are given in sections 7 (pupil level) and 8 (school level).

3.1 What will be collected when?

3.1.1 Pupil level

The table below shows the individual pupil level data items collected in the autumn, spring and summer census collections. “On” signifies that the data item is required for pupils on roll on census day; “Off” for those no longer on roll on census day but for whom some data is required; “B” for all pupils, both those on and off roll. The “×” mark means not required for the census. Further information about the data items is given in section 4.

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit		
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
Pupil identifiers module																										
100001	Unique pupil number (UPN)	**UPN**	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
100016	ULN	**UniqueLearnerNumber**	×	×	×	×	×	×	×	×	×	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
100002	Pupil's former UPN	**FormerUPN**	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
100003	Pupil surname	**Surname**	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
100004	Pupil forename	**Forename**	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
100006	Pupil middle names	**MiddleNames**	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
100009	Pupil former surname	**FormerSurname**	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
100011	Pupil preferred surname	**PreferredSurname**	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
100007	Pupil date of birth	**DOB**	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
100008	Pupil gender	**Gender**	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
Pupil characteristics module																										
100319	Ethnicity	**Ethnicity**	×	×	×	×	B	×	×	B	×	×	B	×	×	B	×	×	B	×	×	B	×	×	B	×
100484	Free school meal eligibility start date	**FSMstartDate**	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
100485	Free school meal eligibility end date	**FSMendDate**	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
100538	School lunch taken	SchoolLunchTaken	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
200634	Country of UK	**UKcountry**	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit		
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
100488	Youth support services agreement indicator	**YSSA**	×	×	×	×	×	×	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
100047	Language code	**Language**	×	×	×	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
100330	Service children in education indicator	**ServiceChild**	×	On	×	×	On	×	×	On	×	×	On	×	×	On	×	×	On	×	×	On	×	×	On	×
100290	Funded hours [1]	**FundedHours**	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
100291	Hours at setting [2]	**HoursAtSetting**	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
100418	Unit contact time pupil	**UnitContactTimePupil**	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	On	×
100491	Learner support code	**SupportCode**	×	×	×	×	×	×	×	×	×	×	B	B	×	B	B	×	B	B	×	B	B	×	B	B
100532	Planned learning hours	**QualHrs**	×	×	×	×	×	×	×	×	×	B	×	×	B	×	×	B	×	×	×	×	×	B	×	×
100533	Planned learning hours previous	**QualHrsPrev**	×	×	×	×	×	×	×	×	×	B	×	×	B	×	×	B	×	×	×	×	×	B	×	×
100534	Planned employability, enrichment and pastoral hours	**Non_qualHrs**	×	×	×	×	×	×	×	×	×	B	×	×	B	×	×	B	×	×	×	×	×	B	×	×
100535	Planned employability, enrichment and pastoral hours previous	**Non_qualHrsPrev**	×	×	×	×	×	×	×	×	×	B	×	×	B	×	×	B	×	×	×	×	×	B	×	×
100521	Full-time employment indicator	**FTEmp**	×	×	×	×	×	×	×	×	×	×	×	×	On	×	×	On	×	×	×	×	×	On	×	×
100511	Top up funding indicator	**TopUpFunding**	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
100549	Adopted from care	**AdoptedFromCare**	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On

[1] Not collected from Non-maintained Special Schools and CTCs
[2] Not collected from Non-maintained Special Schools and CTCs

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit		
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
Status module																										
100060	Pupil enrolment status	**EnrolStatus**	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
100063	Pupil date of entry	**EntryDate**	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
100064	Pupil date of leaving	**LeavingDate**	×	×	×	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off
100065	Pupil part-time indicator	**PartTime**	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
100067	Pupil boarder indicator	**Boarder**	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
100068	Pupil's actual national curriculum year group	**NCyearActual**	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
100486	Pupil's actual national curriculum year group on leaving	**NCyearLeaving**	×	×	×	×	×	×	×	×	×	Off	×	×	Off	×	×	Off	×	×	×	×	×	Off	×	×
100325	Class type (v2)	**TypeOfClass**	×	×	×	On	On	On	×	×	×	×	×	×	×	×	×	On	On	On	×	×	×	×	×	×
SEN module																										
100536	Pupil SEN provision (formerly stage)	**SENprovision**	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
100080	Pupil SEN type ranking	**SENtypeRank**	×	On	×	×	On	×	×	On	×	×	On	×	×	On	×	×	On	×	×	On	×	×	On	×
100547	Pupil SEN type	**SENtype**	×	On	×	×	On	×	×	On	×	×	On	×	×	On	×	×	On	×	×	On	×	×	On	×
100075	Member of SEN unit (sometimes called special class) indicator	**SENunitIndicator**	×	On	×	×	On	×	×	On	×	×	On	×	×	On	×	×	On	×	×	×	×	×	×	×
100076	Member of resourced provision indicator	**ResourcedProvisionIndicator**	×	On	×	×	On	×	×	On	×	×	On	×	×	On	×	×	On	×	×	×	×	×	×	×

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit		
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
Termly exclusions module																										
100087	Exclusion category	**Category**	×	×	×	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
100088	Exclusion reason	**Reason**	×	×	×	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
100038	In care indicator	**InCare**	×	×	×	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
100472	Pupil SEN provision (formerly stage)	**SENprovision**	×	×	×	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
100090	Exclusion start date	**StartDate**	×	×	×	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
100093	Exclusion actual number of sessions	**Sessions**	×	×	×	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
Home information module																										
100103	Secondary address object number	**SAON**	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
100109	Primary address object number	**PAON**	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
100115	Street	**Street**	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
100116	Locality	**Locality**	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
100117	Town	**Town**	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
100118	Administrative area	**AdministrativeArea**	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
100119	Post town	**PostTown**	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit		
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
100121	Postcode[3]	**PostCode**	On	On	On	On	On	On	On	On	On	B	On	On	B	On	On	B	On	On	On	On	On	B	On	On
100128	Address line 1	**AddressLine1**	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
100129	Address line 2	**AddressLine2**	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
100130	Address line 3	**AddressLine3**	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
100131	Address line 4	**AddressLine4**	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
100132	Address line 5	**AddressLine5**	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
Termly attendance module																										
100228	Possible sessions	**SessionsPossible**	×	×	×	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	×	×	×	B	B	B
100230	Sessions missed due to authorised absence	**SessionsAuthorised**	×	×	×	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	×	×	×	B	B	B
100231	Sessions missed due to unauthorised absence	**SessionsUnauthorised**	×	×	×	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	×	×	×	B	B	B
100518	Attendance codes	**AttendanceReason**	×	×	×	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	×	×	×	B	B	B
100233	Number of sessions missed	**AbsenceSessions**	×	×	×	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	×	×	×	B	B	B
Summer second half term attendance module																										
100228	Possible sessions	**SessionsPossible**	×	×	×	B	×	×	B	×	×	B	×	×	B	×	×	B	×	×	B	×	×	B	×	×
100230	Sessions missed due to authorised absence	**SessionsAuthorised**	×	×	×	B	×	×	B	×	×	B	×	×	B	×	×	B	×	×	B	×	×	B	×	×

[3] Collected in autumn term only for schools with a sixth form

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit		
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
100231	Sessions missed due to unauthorised absence	**SessionsUnauthorised**	×	×	×	B	×	×	B	×	×	B	×	×	B	×	×	B	×	×	B	×	×	B	×	×
100518	Attendance codes	**AttendanceReason**	×	×	×	B	×	×	B	×	×	B	×	×	B	×	×	B	×	×	B	×	×	B	×	×
100233	Number of sessions missed	**AbsenceSessions**	×	×	×	B	×	×	B	×	×	B	×	×	B	×	×	B	×	×	B	×	×	B	×	×
Annual attendance module																										
100228	Possible sessions	**SessionsPossible**	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	B	×	×	×	×	×
100230	Sessions missed due to authorised absence	**SessionsAuthorised**	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	B	×	×	×	×	×
100231	Sessions missed due to unauthorised absence	**SessionsUnauthorised**	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	B	×	×	×	×	×
100518	Attendance codes	**AttendanceReason**	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	B	×	×	×	×	×
100233	Number of sessions missed	**AbsenceSessions**	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	B	×	×	×	×	×
Learning aims module																										
100255	Qualification accreditation number	**QAN**	×	×	×	×	×	×	×	×	×	B	×	×	B	×	×	B	×	×	×	×	×	B	×	×
100337	Discount code	**DiscCode**	×	×	×	×	×	×	×	×	×	B	×	×	B	×	×	B	×	×	×	×	×	B	×	×
100256	Learning aim start date	**LearningStartDate**	×	×	×	×	×	×	×	×	×	B	×	×	B	×	×	B	×	×	×	×	×	B	×	×
100257	Learning aim planned end date	**LearningPlannedEndDate**	×	×	×	×	×	×	×	×	×	B	×	×	B	×	×	B	×	×	×	×	×	B	×	×
100258	Learning aim actual end date	**LearningActualEndDate**	×	×	×	×	×	×	×	×	×	B	×	×	B	×	×	B	×	×	×	×	×	B	×	×

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit		
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
100478	Learning aim status	LearningAimStatus	×	×	×	×	×	×	×	×	×	B	×	×	B	×	×	B	×	×	×	×	×	B	×	×
100508	Core Aim	CoreAim	×	×	×	×	×	×	×	×	×	B	×	×	B	×	×	B	×	×	×	×	×	B	×	×

3.1.2 School Level

The table below shows the school level data items collected in the autumn, spring and summer census collections. The "✓ "mark signifies that the data item is required and the "×" mark that it is not. Further information about the data items is given in section 5.

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit		
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
School characteristics module																										
200001	LA number	**LEA**	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200002	DfE establishment number	**Estab**	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200039	School name	**SchoolName**	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200006	School phase	**Phase**	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200632	Type of school	**SchoolType**	✓	✓	✓	✓	✓	✓	✓	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200013	Maximum year group	**HighestNCyear**	✓	✓	✓	✓	✓	✓	✓	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200012	Minimum year group	**LowestNCyear**	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200014	Intake type	**Intake**	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200015	Governance	**Governance**	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200022	School email address	**Email**	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200118	School telephone number	**PhoneNo**	✓	✓	✓	✓	×	✓	✓	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200030	Special school organisation	**Accommodation**	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	✓	×	×	×	×
200031	Maximum day pupils	**MaxDayPupils**	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	✓	×	×	×	×
200032	Maximum boarding pupils	**MaxBoarders**	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	✓	×	×	×	×

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit		
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
200033	Minimum age - boys	**MinMaleAge**	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	✓	×	×	×	×
200034	Minimum age - girls	**MinFemaleAge**	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	✓	×	×	×	×
200036	Maximum age - boys	**MaxMaleAge**	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	✓	×	×	×	×
200035	Maximum age - girls	**MaxFemaleAge**	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	✓	×	×	×	×
200085	School SEN type (as used in school census)	**SpecialSchoolType**	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	✓	×	×	×	×
200023	Child mother indicator	**ChildMothers**	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	✓	×
200354	Teenage mother places	**TeenMotherPlaces**	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	✓	×
200024	Childcare facilities indicator	**ChildcarePlaces**	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	✓	×
School location module																										
200089	Secondary address object number	**SAON**	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×
200090	Primary address object number	**PAON**	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×
200091	Street	**Street**	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×
200092	Locality	**Locality**	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×
200093	Town	**Town**	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit		
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
200094	Administrative area	**AdministrativeArea**	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×
200095	Post town	**PostTown**	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×
200096	Postcode	**PostCode**	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×
200101	Address line 1	**AddressLine1**	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×
200102	Address line 2	**AddressLine2**	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×
200103	Address line 3	**AddressLine3**	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×
200104	Address line 4	**AddressLine4**	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×
200105	Address line 5	**AddressLine5**	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×
Admissions appeals module																										
200139	Admissions appeals lodged	**Lodged**	×	×	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	×	×	×	×	×
200140	Admissions appeals withdrawn	**Withdrawn**	×	×	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	×	×	×	×	×
200141	Admissions appeals heard by independent admissions committee	**Heard**	×	×	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	×	×	×	×	×
200142	Admissions appeals heard by independent admissions committee - decided in parent's favour	**Upheld**	×	×	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	×	×	×	×	×

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit		
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
200143	Admissions appeals heard by independent admissions committee - rejected	**Rejected**	×	×	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	×	×	×	×	×
Infant admission appeals module																										
200139	Admissions appeals lodged	**Lodged**	×	×	×	×	✓	×	×	×	×	×	×	×	×	×	×	×	✓	×	×	×	×	×	×	×
200140	Admissions appeals withdrawn	**Withdrawn**	×	×	×	×	✓	×	×	×	×	×	×	×	×	×	×	×	✓	×	×	×	×	×	×	×
200141	Admissions appeals heard by independent admissions committee	**Heard**	×	×	×	×	✓	×	×	×	×	×	×	×	×	×	×	×	✓	×	×	×	×	×	×	×
200142	Admissions appeals heard by independent admissions committee – decided in parent's favor	**Upheld**	×	×	×	×	✓	×	×	×	×	×	×	×	×	×	×	×	✓	×	×	×	×	×	×	×
200143	Admissions appeals heard by independent admissions committee - rejected	**Rejected**	×	×	×	×	✓	×	×	×	×	×	×	×	×	×	×	×	✓	×	×	×	×	×	×	×
Pupil reconciliation module																										
200169	Part-time pupils not at school	**PartTimeNotIn**	×	×	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	×	×	×	×	×	×
200170	Private study pupils	**PrivateStudy**	×	×	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	×	×	×	×	×	×

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit		
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
200171	Pupils at another school	**AtOtherSchool**	×	×	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	×	×	×	×	×
200172	Pupils on work experience	**WorkExperience**	×	×	×	×	×	×	×	×	×	×	✓	×	×	✓	×	×	✓	×	×	×	×	×	×	×
200173	Pupils at FE colleges	**FEcollege**	×	×	×	×	×	×	×	×	×	×	✓	×	×	✓	×	×	✓	×	×	×	×	×	×	×
Class information module																										
200185	Class reference name	**ClassName**	×	×	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	×	×	×	×	×
200190	No of teachers in the class	**Teachers**	×	×	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	×	×	×	×	×
200191	No of adult non-teachers in the class	**NonTeachers**	×	×	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	×	×	×	×	×
200560	Class year group	**YearGroup**	×	×	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	×	×	×	×	×
200552	Class type	**ClassType**	×	×	×	×	✓	×	×	×	×	×	×	×	×	×	×	×	✓	×	×	×	×	×	×	×
200562	Class key stage	**KeyStage**	×	×	×	×	✓	×	×	×	×	×	×	×	×	×	×	×	✓	×	×	×	×	×	×	×
200195	Class activity	**ASCactivity**	×	×	×	×	✓	×	×	×	×	×	×	×	×	×	×	×	✓	×	×	×	×	×	×	×
200201	No of pupils from the host school in the class	**HomePupils**	×	×	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	×	×	×	×	×
200202	No of pupils from other schools in the class	**GuestPupils**	×	×	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	×	×	×	×	×

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit		
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
Miscellaneous module																										
200147	Free school meals taken	**FreeMealsTaken**	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	×	×

4. Pupil level

4.1 Survey reference dates [collected for: ALL schools]

The survey reference dates (in the format yyyy-mm-dd) are:

- 2014-10-02 (Autumn census)
- 2015-01-15 (Spring census)
- 2015-05-21 (Summer census)

These dates should be generated by your MIS but with the facility to edit the date where there are unusual circumstances (as described in paragraph 2.2 above).

4.2 Pupil identifiers module [collected for: ALL schools]

All data items in this module should be maintained on an event driven basis. This module will be collected in all three censuses for all pupils on roll on the relevant census day. All the data items will be required for any additional pupils who are no longer on roll but for whom the exclusions modules are collected.

4.2.1 Unique pupil number (UPN) [collected for: ALL schools]

This is generated by your MIS or transferred to you from another school in a common transfer file (CTF) file and you are not expected to calculate it manually. The UPN must be 13 characters in the format Annnnnnnnnnnn or AnnnnnnnnnnA (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 UPN policy and practice guidance.

4.2.2 Pupil's former UPN [collected for: ALL schools]

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

4.2.3 Pupil surname [collected for: ALL schools]

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

4.2.4 Pupil forename [collected for: ALL schools]

In full and not shortened or familiar versions.

4.2.5 Pupil middle names [collected for: ALL schools]

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

4.2.6 Pupil date of birth [collected for: ALL schools]

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

4.2.7 Pupil gender [collected for: ALL schools]

The gender of the pupil in the format of M (Male) or F (Female).

In exceptional circumstances a school may be unsure as to which gender should be recorded for a particular pupil. The advice from the department is to record the gender according to the wishes of the pupil and/or parent.

4.2.8 Pupil former surname [collected for: ALL schools]

This should only be completed if a former surname is already known to the school - otherwise this field should be left blank. Schools 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 then record the most recently used.

4.2.9 Pupil preferred surname [collected for: ALL schools]

The surname most commonly used in the school and shown in full and not in any shortened or familiar versions.

4.2.10 Unique learner number [not collected for: nursery schools, primary, middle-deemed primary]

A unique learner number (ULN) is required for all pupils on roll aged 14 and over on census day.

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 (LRS) and will remain with the individual for their lifetime. To acquire and verify ULNs, and make minor updates to student data, schools should send partial CTFs from their management information systems to LRS via the department's secure data transfer

system, School to School (s2s). A partial CTF will be returned to the school via s2s with the requested ULNs. Software suppliers are being encouraged to develop their MIS to have an interface direct to the LRS system via its web services application programming interface (API). Schools should check with their software supplier whether or not this service is available for their system. Further information can be found on the LRS website. Further information about CTFs is published on the department's website.

4.3 Pupil characteristics module [collected for: ALL schools]

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

4.3.1 Ethnicity [not collected for: nursery schools]

This data item should be provided for all pupils aged 5 and over as at the previous 31 August. Ethnicity is a personal awareness of a common cultural identity. Ethnicity relates to how a person feels and not necessarily how they are perceived by others. It is a subjective decision as to which category a person places themselves in and therefore does not infer any other characteristics such as religion, country of origin etc. Ethnicity monitoring advice is available from the department's website. Where the information has not yet been collected then this need to be recorded as not yet obtained. If a pupil or parent has refused to give the information then refused should be recorded and returned.

The codeset 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.

The DfE main categories are shown below together with the associated main codes and descriptions. The full codeset including the extended categories is given in section 7 of this document.

Main category	Code	Description
White	WBRI	White – British
White	WIRI	White – Irish
White	WIRT	Traveller of Irish heritage
White	WOTH	Any other white background
White	WROM	Gypsy / Roma

Main category	Code	Description
Mixed	MWBC	White and Black Caribbean
Mixed	MWBA	White and Black African
Mixed	MWAS	White and Asian
Mixed	MOTH	Any other mixed background
Asian or Asian British	AIND	Indian
Asian or Asian British	APKN	Pakistani
Asian or Asian British	ABAN	Bangladeshi
Asian or Asian British	AOTH	Any other Asian background
Black or Black British	BCRB	Black Caribbean
Black or Black British	BAFT	Black – African
Other Ethnic Groups	CHNE	Chinese
Other Ethnic Groups	OOTH	Any other ethnic group
Refused	REFU	Refused
Information Not Yet Obtained	NOBT	Information not yet obtained

4.3.2 Free school meal eligibility [collected for: ALL schools]

(a) Data collected

Each of the census collections requires the inclusion of any periods of free school meal (FSM) eligibility since the previous census for those pupils on roll on census day; this may include periods of FSM eligibility prior to pupils joining the current school.

Pupils may only be recorded as FSM eligible if they meet the FSM eligibility criteria (ie in respect to family income) and make a claim. Pupils who are **only** in receipt of a free school lunch due to the infant pupil universal entitlement should **not** be recorded as FSM eligible and therefore will not be eligible to receive pupil premium.

The following three data items will be used to collect this information:

- FSM eligibility start date
- FSM eligibility end date
- Country of UK (this will be system generated and will not require any data entry by schools)

These data items will be collected for pupils within the scope of the collections on roll on census day and with any periods of FSM eligibility since the last census ie those with:

a) an FSM eligibility start date on or before the current census day and no FSM eligibility end date (eligibility on-going on census day); or

b) an FSM eligibility end date from the first day after the previous census and on or before the current census day

In respect of (b) the FSM eligibility end date would be:

- for the 2014 autumn school census between 16 May 2014 and 2 October 2014 (inclusive)
- for the 2015 spring school census between 3 October 2014 and 15 January 2015 (inclusive)
- for the 2015 summer school census between 16 January 2015 and 21 May 2015 (inclusive)

If schools have FSM eligibility flagged for a pupil in their systems they must make sure that their systems are updated to include an FSM start date ready for collection in the 2014 to 2015 school census and, if appropriate, transfer in common transfer files (CTF).

Multiple FSM eligibility start and end dates falling within the period should be returned where applicable. For example, if a pupil had been eligible for FSM from 1 September 2012 until 31 October 2014 and then became eligible again from 1 December 2014 then the following would be returned in the 2015 spring census:

For the first period of eligibility:

FSM eligibility start date of 01/09/2012 and FSM eligibility end date of 31/10/2014; and

For the second period of eligibility:

FSM eligibility start date of 01/12/2014 and no FSM eligibility end date

(b) Pupil premium funding

The provision of additional funding to schools via the deprivation pupil premium is directed to those pupils from deprived backgrounds and is based on their eligibility for free school meals (FSM).

Only pupils aged 4 and above in Reception to Year 11 (or aged 4 to 15 where national curriculum year groups do not apply) are eligible for pupil premium funding. Pupils attending nursery schools or non-maintained special schools are not eligible for the pupil premium.

The terms under which the payment of pupil premium operates are set out in the pupil premium conditions of grant which are available on the department's website.

The provision of additional funding through the pupil premium only covers FSM eligibility in England. Any periods of FSM eligibility in any other country do not count when determining a pupil's eligibility for the pupil premium.

Each period of FSM eligibility will have a system generated Country of UK code attached to enable the department to ensure that those pupils who have only experienced periods of FSM eligibility outside of England do not attract the pupil premium.

For periods of eligibility when a pupil was on roll at a school in England the Country of UK code will be 'ENG'. Pupils who were on roll at a school in Wales will have been assigned a code of 'WLS'.

(c) Eligibility for free school meals

Free school meal eligibility periods will be used by the department in determining the pupil premium allocations for schools and, as such, it is essential that this information is correctly recorded on the school census.

Periods of FSM eligibility for pupils should be recorded ONLY if a claim for free school meals has been made by them or on their behalf and either

- the relevant LA/school have confirmed that they are entitled to free school meals; or
- the relevant LA/school have seen the necessary documentation (eg a TC602 tax credit award notice) that shows that they are entitled to free school meals

Conversely, if pupils are in receipt of a free school meal but there is confirmation that they are no longer eligible and entitlement will be revoked then the period of eligibility should be ended (with the recording of an appropriate FSM eligibility end date).

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.

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) as approved by Her Majesty's Revenue and Customs*

- Guarantee element of state pension credit.

*A parent is entitled to the working tax credit run-on payment for a further four weeks after they stop qualifying for working tax credit. Their children are entitled to free school meals for the period that they are in receipt of this payment.

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

It is not 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.

See the frequently asked questions on the pupil premium page of the department's website for further information.

(d) FSM eligibility checking service

The FSM eligibility checking service (ECS) streamlines the FSM eligibility checking process for both 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 pupils' FSM eligibility. Rather than providing paper evidence (egTC602) 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.

The ECS is only accessible by LAs, who use it on behalf of their schools to check pupils' entitlement to free meals. Academies are not able to access the ECS themselves and may not have easy access even when the LA in which they are based is using it. Some academies have made arrangements with an LA (often for a fee) for them to check eligibility via the ECS on their behalf. The service available, and its cost, varies between LAs.

Some LAs also provide a web-based service which enables parents to check their own eligibility via the ECS. Parents of pupils attending academies can use myfreeschoolmeals to check if their children are eligible for free school meals.

4.3.3 School lunches taken [collected for: all schools with appropriate age range]

This data item indicates whether a pupil has **taken** a 'school lunch' on census day; where 'school lunch' is defined as food made available by the school for consumption by the pupil as his/her midday meal on a school day.

This data item will be collected from all school types in each census from the 2014 autumn census onwards for the following pupils only regardless of whether they are FSM eligible or not:

- all pupils on roll on census day in reception (ie NCYearActual = 'R')
- all pupils on roll on census day in year 1 (ie NCYearActual = '1')
- all pupils on roll on census day in year 2 (ie NCYearActual = '2')
- all pupils on roll on census day aged 4 to 6 not following the national curriculum (ie NCYearActual = 'X' **AND** pupil born between 1 September 2007 and 31 August 2010 inclusive)

Data collected via this new data item will be used to inform the allocation of funding following the introduction of universal infant meal funding from September 2014.

This provisional allocation is based on pupil data from the January 2014 Schools Census planning assumption that:

i) 87% of newly eligible pupils will take meals, and

ii) those pupils will take 190 school meals in the course of a full academic year.

The final allocation will be based on actual take-up data derived from an average of the October 2014 and January 2015 schools censuses.

In future an average of figures from previous census returns will be used. It is recognised that schools will experience some fluctuations in pupil take-up due to pupil migration, absence etc but it is expected that a pattern of meal take-up will be established fairly quickly. Schools will be expected to monitor any changing take-up and manage this appropriately within their existing budget.

As it is expected that meal take up under the universal infant meals policy will be high, it is recommended that this field should be defaulted to TRUE within school systems, to minimise the burden of data entry by schools.

4.3.4 Youth support services agreement [not collected for: nursery schools or primary]

Funding streams that had in the past gone to "Connexions" and youth services were brought together and focused on targeted support for young people (Aged 13 to 19)

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.

This data item should be returned for all pupils who are aged 12 and above (as at 31 August 2014. If it is not completed the system will default to ‘unsought’. The census mechanism is used to transfer this data item from schools to their LA who can then pass on the data to the youth support service. This data item is not used by DfE. The codeset is located in section 7.

There is a legal requirement under the Education and Skills Act 2008 for schools to pass information on request to the youth support service for pupils in or approaching the age of 13. The information which schools 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 school 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 school not to provide information beyond name, address and date of birth. If the values of ‘No’ or ‘UNS’ (Unsought) are recorded then information beyond name and address cannot be shared with the youth support service. A privacy notice template for issue by LAs and schools is available on the department’s website

4.3.5 Language code [not collected for: nursery schools]

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 language codeset in section 7).

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 school should consult with the pupil or parent to determine which language should be recorded.

Where a pupil's first language is not English, schools may record specific languages from the extended language codeset or continue to use codes from the short codeset used in CBDS. 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 school can judge with a high degree of confidence whether it is English or not. An LA may specify that schools should use a particular subset of language codes but it is for the school to decide whether or not to record specific languages.

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

4.3.6 Service children in education indicator [collected for: ALL schools]

The service children indicator will be used by the department in determining the pupil premium allocations for schools and also to assist with identifying both the impact that being a service child has on the education of a pupil and the impact that catering for large numbers of service children has on individual schools. In the light of the above, it is essential that this data item is correctly recorded on the school census.

Please note that data on individual pupils is not being shared with the Ministry of Defence (MoD).

The service children indicator recorded on the school census indicates if a child has a parent or parents who is/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.

Please note that the Territorial Army are not classed as the regular armed forces and, as such, these pupils should not be considered service children on the school census.

The service children indicator is only relevant to children whose parents are designated as personal category 1 or 2 which are shown on the GOV.UK website. However, all parents will be aware of their personal category. From the above link you will see the following definitions:

Personal category 1 (PStat Cat 1)
Those in PStat Cat 1 will meet one of the following qualifying criteria:

a) a legally married member of the armed forces, who lives with their spouse, or who would do so but for the exigencies of the armed forces

b) a member of the armed forces, who is registered in a civil partnership in accordance with the civil partnership act 2004; or is in a civil partnership under

an overseas scheme recognised under that act; and who lives with their registered civil partner; or who would do so but for the exigencies of the armed forces

Personal category 2 (PStat Cat 2)
Those in PStat Cat 2 will be a member of the armed forces who has parental responsibility within the terms of the children act 1989 for a child(ren) and who satisfies all of the following conditions:

a) can properly be regarded as the centre and prime mover in the life of the child(ren)

b) provides a home where they normally live with the child(ren) except where unable to do so for reasons attributable to their service in the armed forces

c) provides, where the child(ren) is unable to care for itself, a child carer who can look after the child(ren) during their absences attributable to their service in the armed forces. The child carer must not be the other natural parent of the child(ren). The other natural parent should normally only have staying access to the child(ren) for an aggregate of 56 days in any 12 month period. Staying access greater than this may render the service person ineligible for PStat Cat2 (these restrictions on access do not apply while on recognised unaccompanied duty)

d) accepts financial responsibility for the child(ren)

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 is collected in the spring census only, for all pupils on roll on census day. 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.

Whilst schools should return this data item for all their pupils, PRUs should only return it for those pupils whose enrolment status is **NOT** S - current subsidiary (dual registration).

4.3.7 Funded hours [not collected for: city technology colleges and non-maintained special schools]

This data item records for pupils aged 2, 3 and 4 the total number of hours spent in education provision at the school which are funded under the free entitlement to education for under 5's. This information should be provided by all schools with relevant age children, except city technology colleges and non-maintained special schools. The data collected in the spring census will be used to determine the early years block of the dedicated schools grant allocation which the department uses to fund local authorities for the provision of education. Four year olds attract a maximum

free entitlement of 25 hours a week, and two and three year olds attract a maximum of 15 hours a week.

Funded hours should only include the hours the pupil spent in education provision (in accordance with the department for education's statutory guidance for local authorities on early education and childcare) and should exclude any hours where the pupils are not receiving education or any additional hours which are funded by other means eg the parent.

Children will become eligible for the free entitlement from the term following a child's third birthday up until they reach compulsory school age, for every child, irrespective of background or family circumstances' and for a specified subset of disadvantaged 2 year olds from the term following a child's second birthday.

The table below shows the dates of birth of children for whom funded hours are required. If a child falls into the date of birth range below but is not in receipt of any funding via the free entitlement then a value of zero should be recorded for funded hours.

Census	**Date of birth ranges**	**Maximum entitlement to funded hours**
Autumn	01/09/2010 and 31/08/2012 inclusive	15 hours
	01/09/2009 and 31/08/2010 inclusive	25 hours
	Date of birth ranges	**Maximum entitlement to funded hours**
Spring	01/09/2010 and 31/12/2012 inclusive	15 hours
	01/09/2009 and 31/08/2010 inclusive	25 hours
	Date of birth ranges	**Maximum entitlement to funded hours**
Summer	01/09/2010 and 31/03/2013 inclusive	15 hours
	01/09/2009 and 31/08/2010 inclusive	25 hours

For dually registered pupils, only record the funded hours spent in education at each school. The main registration should only include the funded hours spent in education at the main registration and the subsidiary registration should only include the funded hours spent in education at the subsidiary registration.

It is important that the funded hours recorded on the census accurately reflect the hours at the setting, to the nearest 0.5, funded under the free entitlement to education for under 5's. Examples of rounding to the nearest 0.5:

- 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

4.3.8 Hours at setting [not collected for: city technology colleges and non-maintained special schools]

Hours at setting are collected for the same pupils and schools for whom funded hours are collected – see 4.3.7 above. This data item records for pupils aged 2, 3 and 4 the total number of hours they spent in education provision at the school irrespective of who funded the hours (ie it is the total of any hours funded under the free entitlement to nursery education plus any additional hours of education funded from other sources such as parents). This information will allow the department to monitor the hours attended at maintained settings on the same basis as private/voluntary/independent (PVI) provision.

For dually registered pupils, only record the actual hours attending each school. 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.

Hours at setting should only include the hours the pupil spent in education provision to the nearest 0.5. Examples of how to round to the nearest 0.5 are given in paragraph 4.3.7 (funded hours) above.

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

4.3.9 Unit contact time [collected for: PRU (including AP academies and AP free schools) only]

This item should indicate the number of contact hours the pupil spent with the PRU (including AP academies and AP free schools) 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) the 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.

4.3.10 Learner support code (bursary funding for 16-19 year olds) [not collected for: nursery schools, primary or middle-deemed primary]

The learner support code indicates the type of financial support awarded to pupils beyond compulsory school leaving age at any point in the academic year of the school census. The school census collects information on two types of financial support awarded via the 16-19 bursary fund:

- vulnerable group bursary (code 55) and
- discretionary bursary (code 56)

The learner support code is collected for all pupils who have been awarded bursary funding in the **current academic year.** This may include pupils who have left the school since the start of the academic year. For dual registered pupils, the school holding the main registration for the pupil will be responsible for awarding the bursary fund and it is they who will return the required data.

The 16-19 bursary fund is administered locally by providers and local authorities who receive their allocation of funding directly from the education funding agency (EFA). Whilst schools may be able to record in their systems other types of financial support awarded to these pupils, the school census only collects codes 55 and 56.

During the academic year the circumstances of a student awarded the discretionary element may change and they could become part of a designated vulnerable group. In such circumstances the individual would also qualify for the award of the vulnerable payment (on a pro-rata basis for the academic year) For example, a student may be awarded the discretionary element in September 2014 and then the vulnerable group bursary in February 2015. In such a situation, code 56 would be returned in the spring school census and both code 56 and code 55 in the summer school census.

Information about whether a student is actually in receipt of funding is not required for the school census. The purpose of the collection is to establish how many students been awarded bursary funding in the academic year.

(a) Funding Categories

The 16-19 bursary fund is made up of two parts:

- A yearly bursary of £1,200 for the most vulnerable young people. These include young people in care, care leavers, those on income support and disabled

young people in receipt of both employment support allowance and disability living allowance. The bursary is awarded typically for a course lasting 30 weeks or more. Providers should consider making pro-rata awards for courses lasting less than 30 weeks

- the remainder of the fund is allocated by providers on a discretionary basis to those young people who face the most significant financial barriers to continuing in education and training post-16

Each new academic year requires a new application for funding by students.

(b) Eligibility

To be eligible to receive Bursary Funding in the 2014/15 academic year, the student must be aged 16 or over and under 19 years at the start of the academic year in which they start their programme of study. Where a young person turns 19 during their programme of study, they can continue to be supported to the end of the academic year in which they turn 19, or to the end of the programme of study, whichever is the sooner.

In very exceptional circumstances a student in receipt of a vulnerable group bursary of £1,200 may also qualify for a discretionary element of funding and this will be subject to a decision of the school or local authority.

A questions and answers document about the bursary funding scheme for schools is available on the department's website.

4.3.11 Top-up funding indicator [collected for: ALL schools]

This indicator is a true/false flag to indicate those pupils on roll for whom the school receives on census day top-up funding either from a local authority or, in the case of a PRU, a local authority or another school. This data item is required for pupils of all ages and in all schools.

Top-up funding relates to a pupil or student identified as requiring additional support which costs more than a specified threshold. In many cases the period for which top-up funding is paid may not be defined but the top-up funding will - as with SEN provision - be subject to periodic review.

The specified cost threshold for additional SEN support varies according to the type of school. For primary and secondary mainstream schools and academies, the threshold from April 2014 is £6,000 per pupil per annum in all cases, except where an exemption has been authorised under the relevant regulations. Top-up funding is paid in respect of individual pupils whose additional support costs more than this, and is for the excess costs over the threshold. However, where there is a designated special unit or resourced provision attached to a mainstream school or academy, the school or

academy receives £10,000 per place which is intended to cover not only a proportion of the pupil's additional support costs, but also their core education as well. For any such unit or resourced provision at a school or academy, and for all special schools, special academies and special free schools, the funding they receive is £10,000 per place, and the top-up funding will be for costs in excess of this amount. For PRUs, AP academies and AP free schools, which are in receipt of funding of £8,000 per AP place, the top-up funding will be for costs over this threshold.

4.3.12 Adopted from care [collected for: ALL schools]

Guidance for the January school census 2014 asked schools to include, for the first time, children adopted from care on or after 30 December 2005 as well as those who left care under a special guardianship order or residence order (now known as a child arrangements order[4]) so that they attract the pupil premium worth £1900 per pupil this financial year.

Schools are now asked to include in this data return all children adopted from care and not just who were adopted from care after 30 December 2005. All are now eligible to attract the pupil premium this financial year. This data item will therefore identify all eligible children on census day who will attract £1900 this financial year.

It will be up to those who have parental responsibility (adoptive parents, special guardians and carers of former looked after children on residence/child arrangements orders) to decide if they wish to self-declare their children's status to schools. Parents should be asked to provide supporting evidence, for example, a photocopy of the adoption order, and asked to confirm that their child was adopted from care. Parents may conceal sensitive information (eg the name of the birth parents) if they wish.

Schools are reminded that this is a particularly sensitive data item, and of the need for confidentiality. Schools should ensure that, as for other pupil level data items, they comply with their responsibilities with respect to the data protection act when processing this data.

Schools will be able to record the information using the following codeset. Only one of the values will apply to each pupil and a school's MIS should provide a default value of N – not declared.

Code	Description
N	Not declared
A	Ceased to be looked after through adoption

[4] Under the provisions of the Children and Families Act 2014, which amend section 8 of the Children Act 1989, residence orders have now been replaced by child arrangements orders. The reference to a residence order should accordingly be read as a reference to a child arrangements order.

Code	Description
G	Ceased to be looked after through a special guardianship order (SGO)
R	Ceased to be looked after through a residence order (RO)
C	Ceased to be looked after through a child arrangement order (CAO)

As part of the Government's adoption reform programme the department is considering a range of information that will help to inform thinking in relation to post-adoption support. Very little is known about the attainment of children adopted from care because they automatically get a new UPN and the department wants to have better information, collected via this new data item on a voluntary basis, to feed into that process.

4.4 Pupil status module [collected for: ALL schools]

All data items in this module should be maintained on an event driven basis. This module will be collected in the censuses for all pupils on roll on census day.

Pupil date of entry, date of leaving and 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.

4.4.1 Pupil enrolment status [collected for: ALL schools]

This indicates the pupil enrolment status in the schools MIS system using one of the registration codes supplied in the codeset (see section 7). It is important that each pupil recorded on the school 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. Pupils recorded as 'guest' should **NOT** be included in the census return.

The MIS will automatically default the value of this field to 'C' - current (single registration at this school).

Schools should be aware of the advice on school attendance . Some scenarios of pupil enrolment status are provided below to assist, but please note that many of these scenarios will not apply to PRUs. Schools should be mindful of the advice on school attendance with respect to dual registrations. **[collected for: PRU (including AP academies and AP free schools) only]**

(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 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/her 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

In many areas nursery school education is being provided in establishments which 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 from 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)
- for children receiving 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 schools have registered pupils who, for varying reasons, receive all or part of their education off-site, under the supervision of the school. Such pupils can only be recorded as receiving off-site educational activity if the activity meets the requirements set out in the Education (Pupil Registration) (England) Regulations 2006. The activity must be of an educational nature approved by the school and supervised by someone authorised by the school. The activity must take place during the session for which

code ‘B’ (attending off-side educational activity) is recorded in the attendance register. In such cases, the pupil should be recorded with an enrolment status of ‘C’ (current - single registration at this school).

(k) Dually registered pupils - hospital special schools

For those pupils who may be attending a 'hospital special school' 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 special school' 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 special school should then record the pupil with a subsidiary registration. If the pupil receives an education provision from the ‘hospital special school’ during their stay in hospital, then they can be recorded as a ‘guest’ registration.

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

(l) Overseas/exchange pupils

For pre-16 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.

For post-16 overseas or exchange pupils, some students who are not citizens of the UK or citizens of a European Economic Area (EEA) country may be eligible to receive public funding. The funding regulations provide full rules this determines which overseas students can be funded – paragraphs 26 to 37 of the document refer.

For post-16 students, there is a distinction between “overseas” and “home” students: overseas students are not eligible to receive public funding and may be charged fees, whilst home students are eligible to receive public funding and therefore cannot be charged fees. Overseas students are those students who have Tier 4 (student) visas;

where receipt of public funds would constitute a breach of the terms of their immigration permission.

With respect to exchange students: the school must be able to evidence that a pupil who would otherwise have attended the school has “moved in exchange” to balance the non-British student attending the school on exchange. If there is a genuine exchange in place, the school can receive funding for the exchange student – with the exception of students with Tier 4 visas, as mentioned above.

As with pre-16 pupils, post-16 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.

4.4.2 Pupil date of entry [collected for: ALL schools]

This is the last date of entry to the current school.

Those pupils who are transferring from nursery to reception in the same school should not be given new entry dates.

Pupils entering year 12 and above from the same school should **NOT** be removed from the admissions register and should **NOT** be provided with a new entry date.

Any new schools opening who have retained the existing establishment number of their predecessor school should return information in the school census as if they were a continuing school ie they should return historic exclusion data for the preceding term(s) before conversion. These schools should, therefore, leave the date of arrival in school (ie the entry date) for pupils as the date at which the pupil joined the original establishment. However any new schools opening that have been given a new establishment number should give all pupils a new entry date (ie the day which they start at the new school) and consequently any historical exclusions data from predecessor schools must not be included in the census return for these schools.

4.4.3 Pupil date of leaving [not collected for: nursery schools]

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

4.4.4 Pupil part-time indicator [collected for: ALL schools]

This indicates whether a pupil is part-time in education (attends fewer than 10 sessions per 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’ (ie not part-time) 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. 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.

4.4.5 Pupil boarder indicator [collected for: ALL schools]

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 pupil boarder codeset in section 7)

4.4.6 Pupil's actual national curriculum year group [collected for: ALL schools]

The year group in which the pupil is taught for the majority of their time, regardless of their chronological age (see pupil NC year group codeset in section 7)

4.4.7 Pupil's actual national curriculum year on leaving [collected for: middle-deemed secondary, secondary, all-through schools and PRUs with sixth forms only]

The year group in which the pupil was taught for the majority of their time, regardless of their chronological age, at the date they left the school. This data item is only required from secondary schools with sixth forms for pupils for whom post-16 learning aims information is being submitted and who left the school prior to the autumn census day.

Pupil's actual national curriculum year group would not be provided for these off roll pupils and so the purpose of this data item is to enable the correct identification of these pupils.

4.4.8 Class type [collected for: primary and all-through only]

Indicates whether a class is a nursery class or not. A nursery class is one designated by the LA - any class not designated by the LA should be counted as an "other" (O) class even if it contains nursery-age pupils.

4.5 Special educational needs (SEN) module [collected for: ALL schools]

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 the relevant census day. All other data items will only be available on schools' MIS-for those pupils with pupil SEN provision equal to 'P' (school action plus or early years action plus), 'S' (statement), 'E' (education, care and health plan) or 'K' (SEN support) and will only be collected in the spring census.

4.5.1 Pupil SEN Provision [collected for: ALL schools]

Schools currently record pupil SEN provision according to the SEN code of practice 2001. A new code of practice will come into effect from September 2014 which will remove the requirement for separate 'school action or early years action' and 'school action plus or early years action plus' categories – these will be replaced by a single 'SEN support' category. The Children and Families Bill will replace 'SEN statements' with 'education, health and care plans'.

The changes to 'SEN provision' for the 2014 to 2015 academic year are listed below:

- new code 'K' - SEN support code from September 2014
- new code 'E' - education, health and care (EHC) plan from September 2014
- 'school action or early years action' and 'school action plus or early years action plus' to be discontinued following the transitional year

During the transitional period schools will be able to record pupils as having either 'S' - statement or 'E' - EHC plan. Schools may have some pupils with statements and some who have already moved to EHC plans but no individual pupil can have both.

The department expects that schools will review their current cohort of pupils in the 'SA' or 'SA+' categories from September as they normally do (ie at least termly or as new pupils enter the school). Any new, newly identified or reviewed pupils **must** be recorded under the SEN support category, rather than as 'SA' or 'SA+'

The department expects the conversion to be completed by the January census for most pupils on the assumption that most schools conduct reviews of SEN pupils within a term. However it is recognised that this may not be the case for all schools and a transitional period to the end of the 2014 to 2015 school year is provided to allow all conversions to be completed.

This data item will be collected in the census collections for all pupils on roll on census day. SEN provision at the time of any exclusion will also be collected in all school census collections (see codeset in section 7).

4.5.2 Pupil SEN type ranking [collect for: ALL schools]

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 as 1 and the secondary as 2. Only two rankings will be collected in the school census and no two needs should be given the same ranking, ie if there is more than one SEN type reported they cannot both have a ranking of 1.

The spring school census previously only collected pupil SEN type for pupils at school action plus or with a statement. In light of the changes described above, the 2015 spring census will collect pupil SEN type for all pupils with SEN (ie those with an SEN provision of: 'P' (school action plus or early years action plus), 'S' (statement), 'E' (education, health and care plan) or 'K' (SEN support).

4.5.3 Pupil SEN type [collect for: ALL schools]

This field records the nature of a pupil's special educational need. The primary need and, if appropriate, their secondary need should be recorded.

As at 4.5.2 (above) this item is collected in the spring census and is for all pupils on roll on census day. Please note: the 2001 SEN code of practice has now been replaced by the 2014 SEN code of practice. This has required changes to the way that SEN is recorded:

- 'behaviour, emotional and social difficulties' (BESD) has been directly replaced by 'social, emotional and mental health' (SEMH)
- 'SEN support but no specialist assessment of type of need' (NSA) has been introduced to support pupils prior to completion of a formal assessment

Please see section 7 for further details.

4.5.4 Member of SEN unit [not collected for: special or PRU]

This indicator will allow the identification of pupils with SEN who are members of an SEN unit. SEN units are special provisions within a mainstream school where the children are taught mainly within separate classes. Units:

- receive additional funding from the LA specifically for the purpose of the provision
- cater for a specific type or types of SEN (eg autistic spectrum disorders)
- are usually for pupils with statements of SEN or an education, care and health (ECH) plan (but may also provide support for pupils at school action plus/SEN support)

Most pupils placed in units will have the unit written into their statement of special educational needs/ECH plan. It is unlikely that a child would be placed in a unit and receives support from resourced provision, but a school could have resourced provision for one type of need and a unit for another.

This data item will be collected in the spring census only for all pupils on roll on census day with 'P' (school action plus or early years action plus), 'E' (education, care and health plan) or 'K' (SEN support). We would normally expect to see 'P' or 'E' (where the new code is used) for pupils in a unit.

4.5.5 Member of resourced provision indicator [not collected for: special or PRU]

This indicator will allow the identification of pupils who receive support for their type of SEN from a specialist resourced provision. Resourced provisions are where places are reserved at a mainstream school for pupils with a specific type of SEN, taught mainly within mainstream classes, but requiring a base and some specialist facilities around the school. Resourced provisions:

- receive additional funding from the LA (specifically for the purpose of the provision)
- cater for a specific area or areas of SEN (eg specific learning difficulties)
- are usually for pupils with statements of SEN or an education, care and health (ECH) plan - but could include pupils at school action plus/'K' (SEN support)

Most LAs include details of what will be provided through a resourced provision in a pupil's statement of special educational needs. It is extremely unlikely that a child would be placed in a unit and also receives support from a resourced provision, but a school could have resourced provision for one type of need and a unit for another.

This data item will be collected in the spring census only for all pupils on roll on census day ‘E’ (education, care and health (ECH) plan) or ’K’ (SEN support). We would normally expect to see ‘K’ or ‘E’ for pupils supported by a resourced provision.

4.6 Exclusions module [not collected for: nursery schools]

The module will be collected in the census for all types of exclusions that occurred two terms previous to that in which the census falls:

- data relating to the autumn term will be collected in the following summer census
- data relating to the spring term will be collected in the following autumn census
- data relating to the summer term will be collected in the following spring census

Full information on exclusions can be found on the department’s website.

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; or permanent exclusions where the governing body subsequently reinstate the pupil following an independent review panel; or permanent exclusions overturned by the first-tier tribunal (special educational needs and disability) or the county court
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; or permanent exclusions where the governing body, following a recommendation/ direction from the Independent review panel or the first-tier tribunal, subsequently offer to reinstate the pupil but this offer is not taken up

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; or reinstatement offered and not taken up) will be filtered out by the extract routine.

Although information about reinstated exclusions is not being collected in the school census, schools may wish to record the number of sessions for which the child was excluded before being reinstated. In these circumstances the actual, not the planned number of sessions, should be recorded.

All items in the pupil identifiers module (except preferred surname) will be collected for those pupils no longer on roll but for whom the exclusions module is collected. Any 'in care' indicator and SEN provision at the time of any exclusion will also be collected in all three censuses.

Schools 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.

Autumn census	All those exclusions with start dates between 1 January 2014 (Easter Sunday) and 20 April 2014
Spring census	All those exclusions with start dates between 21 April 2014 (Easter Monday) and 31 August 2014
Summer census	All those exclusions with start dates between 1 September 2014 and 31 December 2014

Whilst these dates do not represent real term dates, they will ensure that the vast majority of exclusions for the autumn (terms 1 and 2 for schools with 6 terms) and spring (terms 3 and 4 for schools with 6 terms) Terms are picked up for the majority of schools.

If schools 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.

4.6.1 Exclusion category [not collected for: nursery schools]

For each exclusion; this indicates the type of exclusion: fixed period; lunchtime, or permanent (see section 7 for further details).

4.6.2 Exclusion reason [not collected for: nursery schools]

This gives the reason for each exclusion. Some MIS allow schools to enter more than one reason for any exclusion and so they can record a main as well as a secondary reason(s) for any exclusion. 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 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.

4.6.3 Exclusion start date [not collected for: nursery schools]

The exclusion start date should reflect the date the exclusion starts ie the date that the pupil was asked to leave the school by the head teacher. By not collecting the data until two terms after that in which the exclusion started, it is anticipated that all appeals procedures would have been completed by the time the data is collected and so only exclusions which have been upheld will be included in a return.

4.6.4 Actual number of sessions excluded from [not collected for: nursery schools]

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. Where a fixed period exclusion is for a lunchtime, each lunchtime for which the exclusion applies counts as one session.

For data collection purposes, exclusions that span two census collections period will be counted as one exclusion in the first collection period.

Exclusion only covers the number of sessions the pupil is expected to be at the school. A fixed period exclusion can be discontinuous which means that there can be days between the start and finish dates of the exclusion that are not included as part of the exclusion.

Where a pupil is dually registered, exclusion sessions are not recorded for the day(s) when they would have been attending the other establishment. For example a pupil is excluded for six sessions starting on a Monday. However, the pupil is registered with another provider on the Wednesday from which they have not been excluded. The pupil is, therefore, excluded from the school for sessions on Monday, Tuesday and Thursday. The pupil’s attendance on the Wednesday would be recorded separately by the other provider.

There are no regulations that govern part-time timetables as all school-age children are entitled to a full-time education. We are aware however, that in exceptional circumstances school-age pupils are placed on a part-time timetable in order to meet their individual needs, for example as part of a reintegration package following illness. For the sessions where the school have agreed that the pupil is not attending they will be recorded as 'authorised absence' and the pupil cannot be recorded as being excluded for these sessions. For example, a pupil has been excluded for eight sessions starting on a Tuesday. However, the pupil already has authorised absence for Friday and Monday afternoons. The pupil is, therefore, excluded for all sessions on

Tuesday, Wednesday and Thursday, as well as the morning sessions on Friday and Monday.

Exclusions sessions are not recorded for the day(s) when the pupil is attending an approved educational activity. For example, a year 10 pupil has been excluded for six sessions starting on a Wednesday. The pupil, however, attends work experience on a Thursday from which they are not excluded. The pupil in this situation would be excluded from the school for sessions on Wednesday, Friday and Monday.

Days on which the school is closed do not count towards an exclusion. For example, a pupil has been excluded from a school for four sessions starting on a Friday but the school is planned to be closed on the Monday for an INSET day. The pupil's exclusion should, therefore, include the two sessions on the following Tuesday, rather than the Monday.

All items in the pupil identifiers module (except preferred surname) will be collected for those pupils no longer on roll but for whom the exclusions module is collected. Any in care indicator and SEN provision at the time of any exclusion will also be collected in all three censuses.

4.7 Home information module [collected for: ALL schools]

All data items should be maintained on an event driven basis. These data items will be collected in each termly census and show the pupil's current address only for those whose 'pupil address type' is 'C' (current).

Schools are able to provide the department with their addresses in whichever format their data is currently held within their MIS - either SAON, PAON, post town etc (BS7666 address), or address line 1-5. Postcode should be provided with either format. Schools 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.

Where the BS7666 format is used then the SAON and street must be provided and at least one of town, locality, administrative area or post town.

The expectation is that schools 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 school'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.

4.7.1 SAON [collected for: ALL schools]

SAON, the secondary addressable object name, refers to the flat, apartment name or number or other sub-division of a dwelling.

4.7.2 PAON [collected for: ALL schools]

PAON, the primary addressable object name, refers to the dwelling name and/or number.

4.7.3 Street [collected for: ALL schools]

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.

4.7.4 Locality [collected for: ALL schools]

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

4.7.5 Town [collected for: ALL schools]

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.

4.7.6 Administrative area [collected for: ALL schools]

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

4.7.7 Post town [collected for: ALL schools]

The post office usually assigns these based on sorting office.

Or

4.7.9 Address line 1 [collected for: ALL schools]

First line of the address.

4.7.10 Address line 2 [collected for: ALL schools]

Second line of the address.

4.7.11 Address line 3 [collected for: ALL schools]

Third line of the address.

4.7.12 Address line 4 [collected for: ALL schools]

Fourth line of address.

4.7.13 Address line 5 [collected for: ALL schools]

Fifth line of the address.

And

4.7.14 Postcode [collected for: ALL schools]

The code allocated by the post office to identify a group of postal delivery points.

4.8 Termly attendance module [not collected for: nursery schools and special]

4.8.1 Scope [not collected for: nursery schools and special]

Information for a pupil's attendance during the term prior to the census will be collected termly. This may include information for pupils who left the school prior to census day.

Information should be included for pupils who were aged between 4 and 15 as at 31 August 2013 for the autumn collection (ie their date of birth falls between 1 September 1997 and 31 August 2009) and for the spring and summer collections it will be those aged 4 to 15 as at 31 August 2014 (ie their date of birth falls between 1 September 1998 and 31 August 2010) and who were on the school roll for at least one session during the specified term.

Attendance data is only required for non-boarder pupils (where pupil boarder indicator is equal to 'N').

4.8.2 Coverage [not collected for: nursery schools and special]

All schools (except nurseries and special schools) are required to submit termly attendance data in the autumn, spring and summer school census collections for all pupils aged 4 to 15 years during the term prior to the census. Nursery schools are **NOT** required to submit any attendance data via the school census even if they have pupils aged 4 or 5 years.

Special schools submit annual attendance data in the autumn school census **only**.

4.8.3 Collection periods [not collected for: nursery schools and special]

The period covered by the termly attendance module is from the start of the autumn term (ie from 1 August) up to, and including, the Sunday before the late spring bank holiday.

The attendance collection periods for each census are shown in the table below.

Census	Dates
Autumn census	From Easter Monday 21/04/2014 to the Sunday 25/05/2014 before spring bank holiday.
Summer second half term attendance	From spring bank holiday Monday 26/05/2014 to 31/07/2014.
Annual attendance – special schools only	Start of the Autumn term (from 01/08/2013) to the Sunday 25/05/2014 before the spring bank holiday. Note: Special schools are also required to provide attendance information for the second half of the summer term (see dates above under 'summer second half term attendance').
Spring census	Start of the autumn term (from 01/08/2014) to 31/12/2014
Summer census	From 01/01/2015 to Easter Sunday 05/04/2015

4.8.4 Data required [not collected for: nursery schools and special]

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

For schools that use the electronic registration module on their MIS, the census will extract the relevant data for each pupil for each attendance period (term or half term). Schools 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 appropriate attendance period, and manually add this data to the census return. In this case, absence reporting by reason is not required and schools should report on the number of authorised and unauthorised absences for each pupil. Schools should seek advice from the supplier of their main MIS on how to manually add data for the census return.

Further details of the individual data items required are given below in sections 4.8.10 to 4.8.14.

4.8.5 Dual registered pupils [not collected for: nursery schools and special]

Measures have been introduced to avoid the double counting of attendance and absence for pupils who are registered at more than one school (referred to as 'dual registered').

Each school will need to:

- record the attendance and absence for the sessions the pupil is required to attend at their school
- use code 'D' (*dual registered at another educational establishment*) to record all of the sessions that the pupil is due to attend at the other school

Attendance code 'D' is **not** collected in the school census as it is not counted as a possible session.

The number of 'sessions possible' for a dual registered pupil against the main school should **exclude** those when the pupil is due to attend the subsidiary school and vice versa.

4.8.6 Authorised absence due to agreed extended family holiday – code F [collected for: special only]

Code 'F' (*authorised absence due to agreed extended family holiday*) has been discontinued following changes to the Education (Pupil Registration) (England) Regulations and should not be used.
However, as special schools report – in the autumn census – on the previous academic year, code F remains a valid code for special school **only** for the autumn census only, thereafter, it will be fully discontinued.

Code 'H' (*authorised absence due to agreed family*), and code 'G', (*unauthorised absence as pupil is on a family holiday, not agreed, or is taking days in excess of an agreed family holiday*) have been retained to measure the impact of the removal of code 'F'.

4.8.7 Pupils unable to attend school due to exceptional circumstances – code Y [not collected for: nursery schools and special]

Attendance code 'Y' (u*nable to attend due to exceptional circumstances - not counted in possible attendances*) is collected in the school census but is not counted as part of possible sessions. Schools will use code 'Y' to record the sessions where a pupil is unable to attend because:

- the school site, or part of it, is closed due to an unavoidable cause
- the transport provided by the school or a local authority is not available, and their home is not within walking distance; or
- a local or national emergency has resulted in widespread disruption to travel which has prevented the pupil from attending school

4.8.8 Publication of school absence data [not collected for: nursery schools and special]

It is essential that schools ensure that ~~this~~ absence data is returned correctly in the school census as this data is used by the department for publication.

Absence data are collected termly at pupil level through the school census and published at national and local authority level through the school absence statistical first release (SFR). The underlying absence data, at a school level, is published alongside the absence SFR.

The attendance data collected in respect of 4 year olds is published by the Department. However, these data do not feature as part of the standard measures of attendance.

The Department will **NOT** publish the absence data collected for the sixth half term (second half of the summer term) in respect of 15 year olds (Year 11 pupils). This data will not feature as part of the standard measures of attendance statistics.

4.8.9 Persistent absentee thresholds [not collected for: nursery schools and special]

The current persistent absence threshold, of around 15 per cent, means a pupil has to be absent for 56 sessions (28 days) of school to be classified as persistently absent. This is a great deal of schooling to miss and, in the government's opinion, setting the bar too high in this respect.

From the beginning of the next academic year, 2015 to 2016, the government is reducing the persistent absence threshold from 15 per cent to 10 per cent.

Currently persistently absent pupils are defined statistically according to the absent sessions threshold – currently 56 or more sessions of absence for the full academic year.

The following table shows estimated cumulative absent sessions thresholds for around 15 per cent and 10 per cent.

	15 per cent	10 per cent
Half-term 1	10 or more sessions	7 or more sessions
Half-term 1-2 (autumn term)	22 or more sessions	14 or more sessions
Half-term 1-3	30 or more sessions	20 or more sessions
Half-term 1-4 (autumn term and spring term combined)	38 or more sessions	25 or more sessions
Half-term 1-5	46 or more sessions	31 or more sessions
Half-term 1-6 (full academic year)	56 or more sessions	38 or more sessions

The department will publish persistent absence rates at both 15 per cent and 10 per cent for the academic year 2014 to 2015. This will commence with the absence statistical first release for the autumn term 2014, scheduled to be published in May 2015.

4.8.10 Sessions possible [not collected for: nursery schools and special]

This records the number of sessions possible for the attendance period (term or half term). There are two sessions for each school day (morning and afternoon).

Every pupil aged 4 to 15 (excluding boarders) as at the previous 31 August who was on the school roll for at least one session during the specified attendance period (term or half term) should have an entry for the number of possible sessions.

Schools 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.

(a) Dually registered pupils
The sessions possible for a dual registered pupil submitted by the main school will **not** include those sessions when the pupil is due to attend the subsidiary school. Similarly, the sessions possible for a dual registered pupil submitted by the subsidiary school will **not** include those sessions when the pupil is due to attend the main school.

(b) Zero sessions possible
Zero sessions possible can only be recorded where a dual registered pupil has spent all of the previous attendance period (term or half term) for which attendance data is being collected at the other registration. For example, if a dually registered pupil spent all of the attendance period at his/her subsidiary registration then the main registration would have zero sessions possible recorded for that period in the census.

(c) Summer half term
The department's advice regarding study leave is that it should be used sparingly and only granted to year 11 pupils during public examinations. As study leave is unsupervised, schools must record it as authorised absence. Schools should not continue to grant study leave when examinations are finished.

The official school leaving date is the last Friday in June in the school year in which a child reaches age 16. This means that year 11 pupils must remain on the school roll until Friday 27 June 2014 and their attendance must be recorded to this date.

Schools remain responsible for year 11 pupils up to the leaving date, even when they have finished exams. It is up to schools to consider how they might seek to widen the range of learning opportunities during this time to meet the needs of their pupils.

Note: Attendance data for the second half of the summer term in respect of pupils aged 15 years old will not be published in any national statistics.

(d) Pupils aged 4 years
For those pupils aged 4 years, the number of sessions possible to be recorded are those that they are expected to attend and will vary from pupil to pupil and from school to school. Attendance code 'X' (*non-compulsory school age absence - not counted in possible attendances*) should be used for those sessions when a 4 year old is not expected to attend eg those attending part-time.

4.8.11 Sessions missed due to authorised absence [not collected for: nursery schools and special]

Authorised absence is absence which has been authorised by a teacher or other authorised representative of the school. This includes instances of absences for which a satisfactory explanation has been provided (eg Illness). Absence can be authorised

retrospectively if the teacher, or other authorised representative of the school, subsequently ‘accepts’ a reason for the absence provided by a parent.

4.8.12 Sessions missed due to unauthorised absence [not collected for: nursery schools and special]

Unauthorised absence is absence without permission from a teacher or other authorised representative of the school. This includes all unexplained or unjustified absences. Arriving late for school, after the register has closed, is recorded as unauthorised absence. The category of unauthorised absence does not apply to pupils of non-compulsory school age ie those aged 4 years.

4.8.13 Pupil absence and attendance codes [not collected for: nursery schools and special]

The absence and attendance codes required for the census are those that equate to either authorised or unauthorised absences. However, schools should be aware of the full range of absence and attendance codes, which include values for attendance and for approved education activities, as these will be the codes used by schools within their MIS when recording pupil attendance.

The use of a fixed set of absence and attendance codes is to assist in monitoring not only whether pupils are absent with or without the permission of the school, but also why pupils are absent from school (see codeset in section 7).

For pupils aged 4 years, schools are not obliged to use individual absence and attendance codes. However they are encouraged to use these codes and, if they do so, the appropriate absences will be returned in the school census. If schools do not wish to use these codes then they should just provide the total number of absences for the attendance period by recording these as sessions missed due to authorised absence. Absences recorded for 4 year olds will not be treated as ‘authorised’ or ‘unauthorised’ and instead will be reported, and published, as overall absence.

4.8.14 Number of sessions missed [not collected for: nursery schools and special]

The number of sessions missed for each specified reason for absence. See 4.8.12 above in respect of pupils aged 4 years. Schools which use electronic registration that is not integrated with their main MIS, or record attendances in paper registers, should manually calculate the number of session missed and add to their census return.

4.9 Annual attendance module [collected for: special only]

Special school report attendance on an annual basis in the autumn census; and, other than being an annual return; all elements in paragraphs 4.8.1 to 4.8.14 (whilst marked not collected for: special) apply with the exception of paragraph 4.8.3 (collection periods).

4.10 Post-16 Learning Aims [collected for: middle-deemed secondary, secondary, all-through schools with sixth forms and PRUs only]

(a) Post-16 learning aims

This module is only required from secondary schools with sixth forms, including middle deemed secondary schools, all through schools, pupil referral units, city technology colleges and academies (including free schools). This module is not required from special schools, alternative provision academies (including alternative provision free schools) or secondary schools without sixth forms. Learning aims data will be used by the education funding agency (EFA) to assist in calculating funding.

Information collected on learning aims in the census will be used in calculating performance measures for schools. Ofsted will use this data in inspections and in their risk assessment processes.

While students at other schools, such as special schools, may be studying learning aims, information about those learning aims is NOT collected as part of the school census.

Information is required on learning aims from the previous (2013/14) as well as those for the current academic year (2014/15).

Learning aims taken in the **current academic year** will be collected for any students who:

- were on roll in the school at any point between 1 August 2014 and census day, and
- were in actual national curriculum year group 12 or above in that period, regardless of their age, and
- for whom the school wishes to claim post-16 funding from the EFA

Learning aims that were taken in the **previous academic year** will be collected for any students who:

- have been on roll in the school at any point between 1 August 2013 and 31 July 2014, and

- were in actual national curriculum year group 12 or above in that period, regardless of their age, and
- for whom the school wishes to claim post-16 funding from the EFA

This may include students who have left school prior to the autumn census day.

Note that any student who is doing the majority of their learning at QCF level 3 or above would be expected to be in actual national curriculum year group 12 or above. Some students may, however, progress into actual national curriculum year 12 (or above) even though they are studying level 2 qualifications (eg NVQ level 2). Learning aims should be returned for both these groups of students, regardless of their age. However, if a student is in actual national curriculum year group 11 or below studying towards some level 3 (or above) qualifications but with the majority of their learning at level 2 (or below) learning aims should not be returned for them in the school census.

Funding will usually be agreed for students who have passed the age of 16 and hold qualifications at least equivalent to a full level 2. This means that EFA will agree to fund those aged under 16 in schools who are studying in the sixth form and who are studying most of their courses at level 3. For further details please see EFA's funding guidance.

Schools may need to exercise some judgement as to what is meant by the majority of a student's programme at level 3 or above.

Schools should only include learning aims for those students who have (or had at the time of the learning aims) current or main registration at the school. For dual registered students, funding will only be provided to the main school. All learning aims for dual registered students must therefore be returned by the school which holds the student's main registration ie the main school should return the learning aims being taken at both the main and subsidiary schools. Subsidiary schools should not submit learning aims in respect of students with subsidiary registration.

(b) Planned hours

The 2014 autumn census will have 2 sets of planned hours fields – one set to retrospectively record planned hours for students on roll in the academic year 2013 to 2014 (where the outcome and the planned hours differ, it is the planned hours – not the outcome – that is recorded here) with the other set for students on roll in the academic year 2014 to 2015.

From 2015 there will only be one set of the hours fields in each autumn census. These will record planned hours for students on roll in the on-going academic year.

Paragraph 4.10.9 below refers.

4.10.1 Learning aims to be included [collected for: middle-deemed secondary, secondary, all-through schools with sixth forms and PRUs only]

Learning aims should be included in the autumn school census if the learning aim finished after 31 July 2013 or it is on-going ie the actual end date is blank.

For the 2013/14 academic year, exam re-takes were, exceptionally, funded. However, for the 2014/15 academic year re-takes will not, generally, be funded. The funding regulations make it clear that the only exceptions are re-takes for good educational reasons (see annex 'A' of the funding regulations) or if the student has yet to attain both a grade C or above in maths and a grade C or above in English and the re-take is either an English or maths GCSE taken with the aim of gaining a C or above.

Therefore, with the exception of GCSE English and Maths leading to an A*- C grade for those students who have yet to attain that level, re-sits and re-takes are generally not fundable and should not be included in the planned hours recorded.

Please refer to EFA funding guidance for further information.

If students move between year groups during the course of an academic year, it may not be possible for a school's MIS to automatically identify the appropriate students or learning aims that need to be included in the school census return. In such cases advice should be sought from the software provider and the school may need to make its own judgements according to the criteria set out above and decide whether or not the student and the learning aims should be included in the school census return.

4.10.2 Required data items [collected for: middle-deemed secondary, secondary, all-through schools with sixth forms and PRUs only]

The following six data items comprise this module:

- Qualification accreditation number (QAN)
- Discount code
- Learning aim start date
- Learning aim planned end date
- Learning aim status
- Learning aim actual end date

4.10.3 Qualification accreditation numbers (QANs) and discount codes [collected for: middle-deemed secondary, secondary, all-through schools with sixth forms and PRUs only]

Every course of study leading to any level of qualification that is funded for schools in England will have been allocated a QAN and a discount code. The QAN specifies the qualification offered and the discount code identifies the subject covered. It is essential that the correct QAN for the learning aim is returned in the school census. A comprehensive list of QANs (with associated data) is available via the QAN Web Services (QWS) website. Users should check this site regularly to ensure they have the latest version downloaded to their MIS software.

Most matching is achieved via the QAN reference, but discount codes are used in the process for some qualifications and it is important they are correct. In some cases they are the only way to distinguish between related qualifications that share a QAN (ie a multiple pathway qualifications). For example a QAN for art & design may cover qualifications in fine art, photography and art history. Following the Wolf review there are some qualifications where different discount codes are used for KS4 and for post-16. The discount codes on QWS are, in all cases, the post-16 codes and these codes should be used in the school census return. It is possible that data files from awarding bodies may use the KS4 codes. The discount codes in the RaiseOnline document library will show the KS4 code and the Post-16 code, under the title of “Original Discount Code”, and this may be useful if your MIS is trying to match awarding organisation data to learning aims data. If this causes you any difficulty the department advises that you contact your software supplier who may be able to advise on the best course of action. If in doubt please use the QWS discount code.

Pupils should not start on any course after the approval end date has passed, unless they are re-taking the course. Even for re-takes the final assessment or examination must be taken before the certification end date.

Care should also be taken when selecting a QAN as a new learning aim where the approval end date is near expiry. Schools should check with awarding organisations to find out whether the qualification is being extended, or if a new (or successor) qualification is available which the awarding organisation intends to use for examinations.

QWS will be cleansed on a regular basis of all QANs where the certification end date has passed.

The department’s section 96 database is another source of information about QANs. It provides information on all those QANs that have been approved for funding. Schools may wish to use section 96 to check the approval status of qualifications. Section 96 is

a more definitive source of QAN information than QWS and is updated earlier, QWS data is derived from that on Section 96 and is consequently slower to show changes. Section 96 does not however show discount codes, or give break downs of multiple pathway qualifications, and so QWS must be used to obtain these. The department should be grateful if any major discrepancies between QWS and section 96 that prevent a school from correctly returning post-16 learning aims information in the census, eg a QAN appears on section 96 but not on QWS, are reported to the department via a service request form. Please note that section 96 uses the term "archive date" rather than approval end date which is used on QWS, but these dates should be the same.

To ascertain the EFA funding status of a qualification you should refer to the Learning Aims Reference Service (LARS).

4.10.4 Learning aim start date [collected for: middle-deemed secondary, secondary, all-through schools with sixth forms and PRUs only]

The date on which the student began the learning activity. This date should **not** be later than census day.

4.10.5 Learning aim planned end date [collected for: middle-deemed secondary, secondary, all-through schools with sixth forms and PRUs only]

The planned end date should reflect the length of the course being undertaken, including time for examinations and assessment, and should remain unchanged throughout the duration of the learning aim unless it has been entered in error. Where the learning aim finishes before or after the planned end date this would be reflected in the actual end date - the planned end date should **NOT** be changed. The planned end date should not be more than 5 years after the start date and should be on or before 31 July in the academic year in which the learning aim is planned to end. The planned end date is used to identify the cohort of students in the calculation of performance measures, so it is important that this date is in the correct academic year. If schools are unsure of the exact planned end date for a learning aim at the beginning of the learning aim they may simply use 31 July.

AS levels normally have a one year duration, eg a student starting an AS level in September 2014 would normally have a planned end date of 31 July 2015. Any subsequent A2 level would be shown as a new learning aim in the 2015 to 2016 school census.

4.10.6 Learning aim status [collected for: middle-deemed secondary, secondary, all-through schools with sixth forms and PRUs only]

This should reflect the status of the learning aim at the time of the autumn census. There are four possible values as shown in the table below:

Code	Description
1	The learner is continuing or intending to continue the learning activities leading to the learning aim
2	The learner has completed the learning activities leading to the learning aim
3	The learner has withdrawn from the learning activities leading to the learning aim
4	The learner has transferred to a new learning aim. That is, the learner has withdrawn from this learning aim and as a direct result has at the same time started studying for another learning aim within the same provider

4.10.7 Learning aim actual end date [collected for: middle-deemed secondary, secondary, all-through schools with sixth forms and PRUs only]

The date that the student completed the learning activities or the date they withdrew or transferred from the learning activities. This should include time for examinations and assessment. Unless a student has completed, withdrawn or transferred to another learning aim prior to the census day then the learning aim actual end date should be left blank.

4.10.8 Processes for recording learning aims [collected for: middle-deemed secondary, secondary, all-through schools with sixth forms and PRUs only]

(a) Prior to or at the start of the academic year
Before recording details of learning aims for individual students, it is suggested that schools produce a list of the qualifications which they will be providing. This school list will then be used for allocating specific learning aims to students.

Each qualification in the school list will be identified by a:

- Qualification accreditation number (QAN)
- Discount code

- Learning aim start date (the date the learning activities for the qualification will start for each pupil – pupils may have differing start dates for the same learning aim) and
- Learning aim planned end date (the date the learning activities for the qualification are planned to end for each pupil – pupils may have differing end dates for the same learning aim)

“Learning activities” includes any examination or other method of assessment.

Schools will need to use the QAN Web Services website (QWS) to identify the correct QAN and discount code for each learning aim.

QANs are available for the overall International Baccalaureate (IB) and for each component (ie subject) qualification. For those students taking the full IB, it is essential that the overall IB QAN is recorded in school MIS and returned in the school census. QANs for the individual components must not be returned if the full IB is being undertaken. Students who are only taking components of the IB, but not going for the overall qualification, should return the QANs for those components. If the full IB is not being undertaken the overall QAN must not be returned.

The International Baccalaureate Career-related Certificate is another qualification offered by the IB organisation and can include components from non-International Baccalaureate organisations. Again, only the overall QAN should be returned, with the exception of components offered by non IB awarding bodies. These non-IB components must be recorded separately.

(b) At the start of the academic year

At the beginning of the academic year, schools will be expected to enter details for each learning aim undertaken by a student, using the school list described above. This will include those courses starting in the current and those continuing from the previous academic year(s).

Schools will need to identify and record the core learning aim (the principal or “core” qualification) for those students undertaking a vocational study programme. This applies to records in 2013 to 2014 and 2014 to 2015 academic years. There should only be one core aim per student, per academic year. More information on this data item and how it should be recorded is available in the EFA’s funding allocations guidance.

(c) Throughout the academic year

Throughout the academic year the actual end date and status of the learning aim should be updated on an event driven basis. If the learning aim status is continuing (the default value) then the learning aim actual end date should be left blank. If the

student has completed, withdrawn or transferred from the learning aim then the learning aim actual end date should reflect the date the status changed.

(d) For the autumn school census
Please ensure that records are up to date and include all learning aims in scope. If records have been kept up to date on an event driven basis then no more work should be required.

Please not that performance measures for all qualifications, including AS levels, will be calculated according to when the qualifications are planned to end (ie the planned end date), regardless of whether or not they are cashed in (claimed). Any AS levels that have a planned end date one year after the learning aim start date that are not cashed in may have an adverse effect on performance measures. If a student continues their study beyond the planned end date entered at the start of the learning aim, the planned end date must not be changed.

4.10.9 Recording of planned hours for 16-19 year-old students in the school census (only relevant to pupils in national curriculum year 12 or above) [collected for: middle-deemed secondary, secondary, all-through and PRU]

All planned hours data are collected and returned by the school which holds the pupil's 'main' registration. Where a pupil is dually registered, the school with the 'main' registration will make the return: ie if school 'A' holds the main registration and has 12 planned hours and school 'B' (subsidiary registration) has 25 planned hours, the return would be made by school 'A' (37 planned hours), with school 'B' making no return.

Planned hours are split into two categories, 'planned learning hours' and 'planned employability, enrichment and pastoral hours' each of which are described in more detail below. These fields collect the planned hours for each student for the academic year.

These fields must be completed at the start of each academic year with the planned hours **for that year**.

The 2014 autumn census will have 2 sets of planned hours fields – one set to retrospectively record planned hours for students on roll in the academic year 2013 to 2014 (where the planned hours and the outcome may differ, only the planned hours should be recorded here) with the other set for students on roll in the academic year 2014 to 2015.

From 2015 there will only be one set of planned hours fields in each autumn census. These will record planned hours for students on roll in the on-going academic year.

Please see the table below which sets the requirements out for the next 3 academic years:

Census	Fields	Planned hours returned for
Autumn 2014	Planned learning hours - previous academic year (2013/14)	Students on roll in 2013/14
Autumn 2014	Planned employability, enrichment and pastoral hours – previous academic year (2013/14)	Students on roll in 2013/14
Autumn 2014	Planned learning hours – current academic year (2014/15)	Students on roll in 2014/15
Autumn 2014	Planned employability, enrichment and pastoral hours – current academic year (2014/15)	Students on roll in 2014/15
Autumn 2015	Planned learning hours– current academic year (2015/16)	Students on roll in 2015/16
Autumn 2015	Planned employability, enrichment and pastoral hours – current academic year (2015/16)	Students on roll in 2015/16
Autumn 2016	Planned learning hours– current academic year (2016/17)	Students on roll in 2016/17
Autumn 2016	Planned employability, enrichment and pastoral hours– current academic year (2016/17)	Students on roll in 2016/17

(a) Planned learning hours

The planned learning hours field should be completed with the total planned timetabled and supervised hours, for the student for the current academic year, spent on DfE approved qualifications only.

Timetabled hours for learning aims that are not funded by the EFA must **not** be included in the total number of hours recorded in this field.

The value in this field must be finalised and confirmed as correct within the funding qualifying start period as defined in the funding documentation. No changes are permitted to the data in this field after this time apart from to correct data entered in error. If the student withdraws from a qualification before the qualifying start period then the hours for that qualification should not be included in this field. There should still be a learning aim record for the withdrawn qualification.

Where a student progresses to subsequent learning in the same teaching year, after completing all the activities on their original learning agreement or plan, the EFA has set out in their funding documentation exceptional circumstances in which schools may change the planned hours to reflect this additional learning.

(b) Planned employability, enrichment and pastoral hours
This field should be completed with the total planned timetabled and supervised employability, enrichment and pastoral hours for the student for the current teaching year. These are the planned hours for the year at the start of the programme. This data is **NOT** to be updated in year.

Include in this field all planned, timetabled hours included in the study programme that are not included in the planned learning hours field. The total of both hours fields are used to determine the full or part time funding rate for the student. Further information can be found in the EFA funding documentation.

This field must be finalised and confirmed as correct within the funding qualifying start period as defined in the funding documentation. No changes are permitted to the data in this field after this time period apart from to correct data entered in error.

Where a student progresses to subsequent learning in the same teaching year, after completing all the activities on their original learning agreement or plan, the EFA has set out in their funding documentation exceptional circumstances in which providers may change the planned hours to reflect this additional learning.

4.10.10 Core aim [collected for: middle-deemed secondary, secondary, all-through and PRU]

This field must be used to identify the core aim within a **vocational EFA funded study programme** for students on roll from 1 August 2013 onwards (including those continuing from the 2012 to 2013 academic year). As the autumn census collects learning aims taken in the previous and current academic year this will mean that a core aim should be returned for each year where a vocational EFA funded study programme is being followed.

If a pupil is following an academic programme a core aim does not need to be identified.

The core aim is the substantive learning aim being undertaken in a student's programme of study. Please refer to the EFA funding documentation for further information about the core aim including definitions of academic and vocational provision.

Should a pupil withdraw from the core aim, the core aim should only be reassigned where the new core aim is clearly demonstrable to be a substantial and core component of the learner's study programme. If an alternative aim that meets these criteria cannot be identified, the withdrawn aim should remain as the core aim.

It is expected that institutions will be able to identify the substantive learning aim for the pupil at the start of their study programme. If the core aim is unknown by the end of the funding qualifying period, then another aim should be designated as core until the substantive learning aim is decided upon and recorded. The aim type should then be re-assigned. The core aim must be finalised by the end of the teaching year and we would expect that, only in exceptional circumstances, would the core aim not be determined until the end of the teaching year (and prior to the end of the core aim).

4.10.11 Post-16 pupils who are in full-time employment [collected for: middle-deemed secondary, secondary, all-through and PRU]

Under the raising the participation age (RPA) policy, (full details are available on the department for education's website) post-16 pupils must be in full-time education/training unless they are in full-time employment (20 hours or more per week). Where a young person's employment hours vary, employment of an average of 40 or more hours over a two week period can be considered as meeting the requirement. Part-time work (eg a weekend or evening job) is not affected by these requirements. This field indicates those pupils who are in full-time employment and are therefore eligible for part-time education/training, which will be collected each term.

4.10.12 Maths and English condition of funding

For the 2014 to 2015 academic year all students, full and part-time, on 16 to 19 study programmes who do not have both a grade C or above in maths and a grade C or above in English and are not studying on either a GCSE or an approved alternative qualification which is a 'stepping stone' towards a GCSE, will be removed from lagged student numbers[5] and will therefore not generate any funding in future academic years (initially in 2016 to 2017). The condition applies even when a student has withdrawn before completing a study programme (provided they qualify as a start for funding purposes).

The condition of funding will be met if students are enrolled to take one of the following qualifications, within the academic year, in the subjects they do not already hold at GCSE A* to C level, provided it is valid for EFA funding at the point of enrolment:

- Maths and English GCSEs including level 1/level 2 certificates that count towards the English Baccalaureate (Ebacc) measure in Key Stage 4 performance tables

[5] The number of funded students recruited into the academic year prior to the allocation year, taken at the autumn census point. This number is used to determine base programme funding to which institution funding factors are then applied to calculate total programme funding in an institution's post 16 allocation.

- functional skills (at the appropriate level) and free-standing maths qualifications accredited by Ofqual, as a stepping stone to GCSE study
- English for speakers of other languages (ESOL) qualifications accredited by Ofqual, as a stepping stone to GCSE study
- Prince's Trust TEAM programme.

The following link provides a list of qualifications that meet the condition of funding as of the publishing date as a guide for institutions to use for students that do not hold GCSE A* to C grades in maths and English. Please bear in mind that this is a static list and will not be kept up to date throughout the year.

Institutions should check the qualification validity with the relevant awarding organisation before enrolling a student on the qualification: awarding organisations may make changes to qualifications that could shorten their effective length, extend their effective length or mean they are no longer valid for delivery at all.

Any future change which renders a qualification no longer equivalent will not be applied to students who took that qualification when it was valid.

The list of qualifications that meet the condition of funding will be maintained throughout the academic year on the Learning Aim Reference Service (LARS). From the learning aims search screen users can retrieve a comprehensive, up to date list of maths and English qualifications that meet the condition of funding by using the ***English qualification validity for EFA Funding condition*** and ***Maths qualification validity for EFA Funding condition*** filters on the search screen. The list will be updated monthly reflecting any changes to existing qualifications and any new qualifications meeting the condition.

We are currently investigating the options for including and maintaining the list in QWS, however this will not be available for the start of 2014 to 2015. In the meantime institutions should refer to LARS for an up to date list of qualifications.

Further information regarding the maths and English condition of funding (including exemptions to the condition and rules pertaining to foreign equivalent qualifications) can be found on Gov.UK.

5. School level

5.1 Survey reference date [collected for: ALL schools]

The survey reference dates (in the format yyyy-mm-dd) are: 2014-10-02 for the autumn census; 2015-01-15 for the spring census and 2015-05-21 for the summer census. These should be automatically generated by your MIS, but ought to be variable to allow for alternative dates where there are special circumstances (as described in section 2.1).

5.2 School characteristics module

All data items should be maintained on an event driven basis.

5.2.1 LA number [collected for: ALL schools]

A three digit code that identifies a particular local authority (LA). The LA number represents the LA responsible for maintained education. The LA numbers can be found at codeset D00004 in the common basic data set (CBDS).

5.2.2 DfE establishment number [collected for: ALL schools]

The DfE establishment number is a four digit reference number allocated to each school. You can check your DfE establishment number by accessing EduBase

5.2.3 School name [collected for: ALL schools]

In full, including the word ‘School’, ‘College’, ‘Academy’ or ‘Free School’ if this is part of the school’s full name.

5.2.4 School phase [collected for: ALL schools]

This code indicates the phase of education offered by your school. Schools should select the phase that is appropriate to them as some different data items are required in the school census from different phases of schools.

Academies should use the phase appropriate to their establishment number. Traditional sponsor-led academies (ie those with establishment numbers in the range of 6905-6999) should select secondary or all-through. Establishment number ranges for each phase are given in the table below.

A separate version of this guide has been produced for each phase and so schools should ensure they use the correct version for them.

School phase	Code	Establishment number range	Notes
Nursery	NS	1000-1099, 1800-1899, 6000-6899	Includes those with maintained or direct grant status
Primary	PS	2000-3999, 5200-5299, 5940-5949, 6000-6899	
Middle (deemed primary)	MP	2000-3999, 5200-5299, 5940-5949, 6000-6899	
Middle (deemed secondary)	MS	4000-4999, 5400-5499, 5900-5939, 6000-6899	
Secondary	SS	4000-4999, 5400-5499, 5900-5939, 6000-6899, 6900-6999	Includes city technology colleges
All-through	AT	**NOT** 1000-1099, 1100-1150, 1800-1899, 5950-5999, 7000-7999	Excludes PRUs and special schools for schools that make provision for pupils aged under 7 and over 14
Special	SP	5950-5999, 6000-6899, 7000-7999	Maintained and non-maintained special schools, including hospital special schools and academy special schools
PRUs	PR	1100-1150, 6000-6899	Includes AP academies and AP free schools

5.2.5 Type of school [collected for: ALL schools]

This code indicates which type of educational establishment the school is (see codeset in section 7).

[All except PRUs]
All academies should be recorded on the school census with school type '49' (academies). This means that any 'maintained schools' which have converted to an academy or have become a 'sponsor led' academy will need to update their school type to '49' (academies) in their MIS.

[PRUs only]
Local authority maintained PRUs should use school type '54' (LA maintained PRU) and AP academies and AP free schools '49' (academies).

5.2.6 Maximum year group [collected for: ALL schools]

This is the highest year group for which the school customarily makes provision. Exceptional pupils / situations eg 'early entry' or 'held back' should not influence these values (see codeset in section 7).

5.2.7 Minimum year group [collected for: ALL schools]

This is the lowest year group for which the school customarily makes provision. Exceptional pupils/situations eg 'early entry' or 'held back' should not influence these values (see codeset in section 7).

5.2.8 Intake type [collected for: ALL schools]

This code denotes the policy for admitting pupils to the establishment and is decided by the school in conjunction with the LA.

If the school has no specific criteria for offering a place then COMP should be recorded. This means comprehensive in the sense 'of broad scope', which includes pupils being in a certain catchment distance area from the school. If a school has more than one criterion for offering a place eg it is a catholic grammar school, only one intake type can be recorded; the main one. If both are equally weighted, then the school must decide on one.

5.2.9 Governance [collected for: ALL schools]

This code specifies the governance of the school as indicated on a school's 'Instrument of Governance'.

Please note that all academies should be recorded on the school census with governance of ‘CA’. This means that any ‘maintained schools’ which have converted to an academy or have become a ‘sponsor led’ academy will need to update their governance to ‘CA’ in their MIS.

5.2.10 School email address [collected for: ALL schools]

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, eg ‘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.

5.2.11 School telephone number [collected for: ALL schools]

This should be the main school telephone number which is used for official purposes - please ensure the number is recorded including the area (STD) code.

5.2.12 Special school organisation [collected for: special only]

This denotes whether the school provides accommodation for mainly day pupils, mainly boarding pupils or is a hospital school.

5.2.13 Maximum day pupils [collected for: special only]

This is the maximum number of day pupils for whom the school is approved to make a provision. This data item will be collected in the **spring term only**.

5.2.14 Maximum boarding pupils [collected for: special only]

This is the maximum number of boarding pupils for whom the school is approved to make a provision. This data item will be collected in the **spring term only**

5.2.15 Minimum age – boys [collected for: special only]

This is the minimum age for which the school is approved to make a provision for boys. This data item will be collected in the **spring term only**.

5.2.16 Minimum age – girls [collected for: special only]

This is the maximum age for which the school is approved to make a provision for girls. This data item will be collected in the **spring term only**.

5.2.17 Maximum age - boys [collected for: special only]

This is the maximum age for which the school is approved to make a provision for boys. This data item will be collected in the **spring term only**.

5.2.18 Maximum age - girls [collected for: special only]

This is the maximum age for which the school is approved to make a provision for girls. This data item will be collected in the **spring term only**.

5.2.19 School SEN type [collected for: special only]

This is the type of special need for which the school is formally approved to make provision (see codeset in section 7). This data item will be collected in the **spring term only**.

5.2.20 Child mother indicator [collected for: PRU only]

Indicates whether or not the PRU makes provision for child mothers.

5.2.21 Teenage mother places [collected for: PRU only]

PRUs should submit the number of teenage mothers attending the PRU in the week of the census.

5.2.22 Childcare facilities indicator [collected for: PRU only]

Indicates whether or not the PRU has childcare facilities.

5.3 School location module

5.3.1 Address options [collected for: ALL schools]

Schools are able to provide the department with their addresses in whichever format their data is currently held within their MIS – either: BS7666 Address (see paragraph 4.7.1 above), or, Address line format (see paragraph 4.7.9 above) as described in section 4.7 above

Whichever format is used, postcode **must** be provided. Schools 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.

5.4 Admission appeals module [not collected for: nursery school, special or PRU]

This module contains information about admissions appeals from the following schools who were responsible for their own admission appeals against non-admission for entry into the 2014/15 academic year:

- phase: primary, middle deemed primary, middle deemed secondary, secondary and all-through schools

with

- governance: voluntary aided (VA), foundation (FO) or academy (CA)

To provide a full picture of admissions appeals, both sponsored and converter academies should complete this module. Recent converters (including a conversion of an existing school into a sponsored academy) should complete the module as long as they have converted before spring census day, 15 January 2015.

Only appeals organised by the school's governing body should be included. However, if a school has contracted another agency, such as their home LA, to administer their admissions appeals process then, as long as the school's governance code is 'VA', 'FO' or 'CA', the school should still complete the module. If your school operates arrangements jointly with other schools, your return should include appeals for your school only.

This module will be collected in the **spring census only**, providing information for a school's admission appeals against non-admission to the school for the start of the 2014/15 academic year. Note appeals lodged on or after the 1 September 2014 should not be included.

[Primary and all-through only]
Primary and all-through schools with ~~a~~ governance of VA, FO or CA should include admission appeals for infants both in this module and also in the separate infant admissions appeal module – see details in paragraph 5.5.

5.4.1 Admission appeals lodged [not collected for: nursery school, special or PRU]

Total number of admission appeals lodged by parents between March 2014 and August 2014 inclusive against non-admission to the school for the start of the academic (admission) year beginning September 2014.

Appeals lodged as "refusal to admit for academic year 2014/15" should be included as long as the appeal was lodged before the 1 September 2014. This will include:

- appeals lodged prior to 1 September, where the hearing and/or decision took place after that date
- appeals not pursued to the hearing stage, and those not resolved
- appeals that did not reach a hearing because a place became available (at your school or another) which was accepted by parents

Note all subsequent admissions appeals figures (5.4.2 to 5.4.5) should be subsets of the number of appeals lodged provided as 5.4.1.

5.4.2 Admission appeals withdrawn [not collected for: nursery school, special or PRU]

Total number of the above admission appeals withdrawn by parents before reaching an independent appeals panel (a panel set up by the governors in accordance with The School Admissions (Appeals Arrangements) (England) Regulations 2012.

5.4.3 Admission appeals heard by independent admission appeals panel [not collected for: nursery school, special or PRU]

Total number of the above admission appeals heard by an independent appeals panel.

5.4.4 Admission appeals heard by independent admission appeals panel - decided in parent's favour [not collected for: nursery school, special or PRU]

Total number of the above admission appeals decided in parent's favour by an independent appeals panel.

5.4.5 Admission appeals heard by independent admission appeals panel - rejected [not collected for: nursery school, special or PRU]

Total number of the above admission appeals rejected by an independent appeals panel.

5.5 Infant admissions appeals module [collected for: primary and all-through schools only]

This module contains information about infant admissions appeals from the following schools that were responsible for their own admission appeals against non-admission for entry into the 2014/15 academic year:

- phase: primary and all-through schools

with

- governance: voluntary aided (VA), foundation (FO) or academy (CA)

Any of these schools with infant classes are required to provide separately the counts of appeals for infant classes as well as the total number of appeals for all classes, as in paragraph 5.4 above

This module will be collected in the **spring census only**, providing information for a school's admission appeals against non-admission to the school for the start of the 2014/15 academic year. Note appeals lodged on or after the 1 September 2014 should not be included.

Infant admissions appeals follow the same processes (as other appeals) as detailed in paragraphs 5.4.1 to 5.4.5 above.

5.6 Pupil reconciliation module [not collected for: nursery schools, special or PRU]

This module will be collected in the **spring census only**.

The purpose of this reconciliation is to check that the number of registered pupils for whom the return contains individual pupil data is consistent with the number of pupils reported in classes as taught - after allowing for the fact that some registered pupils may not have been in class at the selected time.

To enable the pupil reconciliation to be carried out the software will ask you to enter the number of pupils in each of the following groups:

- pupils engaged in private study at the selected time
- pupils attending another school at the selected time
- pupils attending FE college **[not collected for: primary or middle-deemed primary]**
- pupils attending work experience **[not collected for: primary or middle-deemed primary]**

The software will then execute the reconciliation and generate an error message if pupil numbers do not agree. The reconciliation consists of the following calculation:

- number of pupils from this school scheduled to be in the class at the selected time summed over all classes as taught
- **plus** pupils engaged in private study at the selected time
- **plus** pupils from this school who were part time pupils not scheduled to be in attendance at the school at the selected time
- **plus** pupils attending another school at the selected time

must equal

- number of pupils on roll on the spring census day for whom individual pupil data have been provided (not including any guest pupils).

5.7 Class information module [not collected for: nursery schools, special or PRU]

Details are required of all classes running at the selected time on the spring census day (15 January 2015). The 'selected time' is based on the last digit of a school's DfE establishment number as follows:

Code	Descriptor
4, 7, 8 or 9	The selected time is one hour / period before the end of morning school
0, 1 or 5	The selected time is one hour / period after the start of afternoon school
2, 3 or 6	The selected time is one hour / period after the start of morning school

If the selected time is not appropriate to the school timetable (for example, if the selected time is when the whole school or a large proportion of the school is in an assembly with the head teacher) schools should choose an hour/period that reflects a 'normal' class situation that applies at the selected time each Thursday of the term (see paragraph 2.1). 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, severe weather conditions or religious observances.

Any group of pupils receiving instruction outside the normal class framework at the selected time, including pupils in an SEN unit or special class, should be treated as a separate 'class as taught' unless this is an atypical or temporary arrangement.

This module will be collected in the **spring census only**.

5.7.1 Infant class guidance [collected for: primary and all-through schools only]

The School Standards and Framework Act 1998 (Infant Class Sizes) (Modification) Regulations 1998 limits the size of an infant class during an ordinary teaching session to 30 pupils per school teacher. Infant classes are those in which the majority of children turn 5, 6 or 7 during the course of the school year ie reception and key stage 1 classes.

Primary and all-through schools with infant classes are asked to ensure that the selected period is one in which their infant classes are engaged in an ordinary teaching session. An ordinary teaching session does not include school assembly or any other school activity usually conducted with large groups of children eg PE/games, music, singing, drama, watching television or listening to the radio. If, at the time of the count, infant class children would be involved in such an activity the count should be deferred

to the next ordinary teaching session. This change of selected time should be enacted for all classes in the school, not just the infant classes.

Any primary or all-through school that appears to have infant classes (reception and/or KS1) in breach of the legal class size limit of 30 pupils per a single school teacher (as a result of teachers being on PPA time, those reporting classes with 'excepted activities' or any other circumstances) will be contacted by the department for further details. An explanation or the 'exception reason' will be sought. Where necessary, the Secretary of State has the power to direct schools to comply.

The School Admissions (Infant Class Sizes) (England) Regulations 2012 prescribe certain limited circumstances in which pupils may be admitted as exceptions to the infant class size limit. These exceptions are:

a) children admitted outside the normal admissions round with statements of special educational needs specifying a school
b) looked after children and previously looked after children admitted outside the normal admissions round
c) children admitted, after initial allocation of places, because of a procedural error made by the admission authority or local authority in the original application process
d) children admitted after an independent appeals panel upholds an appeal
e) children who move into the area outside the normal admissions round for whom there is no other available school within reasonable distance (the LA has to confirm that the child qualifies under this category)
f) children of UK service personnel admitted outside the normal admissions round;
g) children whose twin or sibling from a multiple birth is admitted otherwise than as an excepted pupil
h) children with special educational needs who are normally taught in an special educational needs unit attached to the school, or registered at a special school, who attend some infant classes within the mainstream school

These children will remain an 'excepted pupil' for the time they are in an infant class or until the class numbers fall back to the current infant class size limit.

5.7.2 Class reference name [not collected for: Nursery schools, PRU and special]

This is the class name and can be any character string up to 30 characters.

5.7.3 Number of teachers in the class [not collected for: Nursery schools, PRU and special]

This is the number of teaching staff taking the class. Include all qualified or unqualified teachers - exclude those wholly or mainly providing support to individual pupils.

5.7.4 Number of adult non-teachers in the class [not collected for: Nursery schools, PRU and special]

This is the number of education support-staff present in the class. Include teaching assistants, special needs support staff, minority ethnic pupils support staff, and other education support staff. Exclude non-teaching staff wholly or mainly providing support to individual pupils.

5.7.5 Class year group [not collected for: Nursery schools, PRU and special]

This should refer to the curriculum followed by the class and hence the values of the national curriculum (NC) year groups for pupils in the class, rather than their dates of birth. Mixed year groups are those containing pupils from more than one NC year group.

The presence of the odd pupil who has been held back or advanced a year, and so is of a different chronological age to the rest of the class, does not render the class as a mixed year group class (see codeset in section 7).

5.7.6 Class type [collected for: primary and all-through only]

Indicates whether a class is a nursery class or not. A nursery class is one designated by the LA - any class not designated by the LA should be counted as an ‘other’ (O) class even if it contains nursery-age pupils.

5.7.7 Class key stage [collected for: primary and all-through only]

Indicates which key stage is being taught in the class.

5.7.8 Class activity [collected for: primary and all-through only]

The data item highlights a single activity that takes place in a classroom, eg private studies, group project work (see codeset in section 7).

Primary and all-through schools with infant classes are to ensure that the selected period is one when the class (key stage and/or reception) is engaged in academic

activity rather than the excepted activities of PE/games, music, singing, drama and watching television or listening to the radio.

This change of selected period should be enacted for all classes in the school and not just for the infant classes.

5.7.9 Number of pupils from the host school in the class [not collected for: Nursery schools, PRU and special]

This is the number of pupils from this school scheduled to be in the class at the selected time. Include any pupils temporarily absent on the census day. Part-time pupils not scheduled to be in the school at the selected time should be excluded and counted instead in the pupil reconciliation.

5.7.10 Number of pupils from other schools in the class [not collected for: Nursery schools, PRU and special]

This is the number of pupils from other schools scheduled to be in the class at the scheduled time. Include pupils from other schools for whom attendance in this class at the selected time is the normal arrangement.

5.8 Miscellaneous module [not collected for: PRUs]

This module will be collected in the **spring census only**.

5.8.1 Free school meals taken [not collected for: PRUs]

The number of pupils who had a free school meal at lunchtime on the spring census day should be entered. This should include both day and boarding pupils, and 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. Meals provided at the beginning or end of the school day should be ignored for the purposes of the census return. This would normally require manual entry for the census return.

Pupils should only be recorded as FSM eligible if they meet the FSM eligibility criteria (ie in respect to family income) and make a claim. Pupils who are **only** in receipt of a free school lunch due to a universal entitlement - such as the infant pupil universal entitlement – should **not** be recorded as FSM.

6. Further Information

Local authority maintained schools should contact their local authority in the first instance for any further help or advice regarding the school census. If there are questions which your local authority cannot resolve, or if you are a local authority, academy or CTC, then these questions should be directed to the DfE service desk by completing a service request form. Service request forms should also be used for changing contact details and requests for access to COLLECT.

This document, along with guides for schools of other phases, is published on the department's website

7. Codesets - pupil level

Pupil gender

Code	Description
M	Male
F	Female

Ethnicity [not nursery]

DfE extended codes	Approved extended categories	DfE main code	Sub- category	Main category	Comments
WBRI	**White - British**	**WBRI**	**White - British**	**White**	**WBRI may not be used if any of the extended categories below (WCOR-WWEL) are used**
WCOR	White - Cornish	WBRI	White - British	White	
WENG	White - English	WBRI	White - British	White	
WSCO	White - Scottish	WBRI	White - British	White	
WWEL	White - Welsh	WBRI	White - British	White	
WOWB	Other White British	WBRI	White - British	White	If LAs collect information for "White - British" pupils using any of the **extended** categories above (WCOR-WWEL), this category must be used as a catch all for all other White pupils within the main "White - British" category. If used, cannot have category "White - British" (WBRI).
WIRI	**White - Irish**	**WIRI**	**White - Irish**	**White**	
WIRT	**Traveller of Irish heritage**	**WIRT**	**Traveller of Irish heritage**	**White**	
WOTH	**Any other white background**	**WOTH**	**Any other white background**	**White**	**WOTH may not be used if any of the extended categories below (WALB-WWEU) are used.**
WALB	Albanian	WOTH	Any other white background	White	Excluding Kosovan.
WBOS	Bosnian-Herzegovinian	WOTH	Any other white background	White	
WCRO	Croatian	WOTH	Any other white background	White	
WGRE	Greek/ Greek Cypriot	WOTH	Any other white background	White	If LAs do not wish to distinguish between pupils of Greek and Greek Cypriot heritage they may place all Greek/ Greek Cypriot in this category. If used, cannot have categories "Greek" (WGRK) or "Greek Cypriot" (WGRC).
WGRK	Greek	WOTH	Any other white background	White	If used, cannot have category "Greek/ Greek Cypriot" (WGRE). If used, must also have category "Greek Cypriot" (WGRC).
WGRC	Greek Cypriot	WOTH	Any other white background	White	If used, cannot have category "Greek/ Greek Cypriot" (WGRE). If used, must also have category "Greek" (WGRK).
WITA	Italian	WOTH	Any other white background	White	

DfE extended codes	Approved extended categories	DfE main code	Sub- category	Main category	Comments
WKOS	Kosovan	WOTH	Any other white background	White	
WPOR	Portuguese	WOTH	Any other white background	White	
WSER	Serbian	WOTH	Any other white background	White	
WTUR	Turkish/ Turkish Cypriot	WOTH	Any other white background	White	If LAs do not wish to distinguish between pupils of Turkish and Turkish Cypriot heritage they may place all Turkish/ Turkish Cypriot in this category. If used, cannot have categories "Turkish" (WTUK) or "Turkish Cypriot" (WTUC).
WTUK	Turkish	WOTH	Any other white background	White	If used, cannot have category "Turkish/ Turkish Cypriot" (WTUR). If used, must also have category "Turkish Cypriot" (WTUC).
WTUC	Turkish Cypriot	WOTH	Any other white background	White	If used, cannot have category "Turkish/ Turkish Cypriot" (WTUR). If used, must also have category "Turkish" (WTUK).
WEUR	White European	WOTH	Any other white background	White	If LAs do not collect information on White European pupils on the basis of country of origin or East/ West European, they may place all White European pupils here.
WEEU	White Eastern European	WOTH	Any other white background	White	Including Russian, Latvian, Ukrainian, Polish, Bulgarian, Czech, Slovak, Lithuanian, Montenegran and Romanian.
WWEU	White Western European	WOTH	Any other white background	White	Including Italian, French, German, Spanish, Portuguese and Scandinavian.
WOTW	White other	WOTH	Any other white background	White	If LAs collect information for "Any Other White Background" pupils using any of the **extended** categories above (WALB-WWEU), this category must be used as a catch all for all other White pupils within the main "Any Other White Background" category. If used, cannot have category "Any Other White Background" (WOTH).
WROM	**Gypsy/Roma**	**WROM**	**Gypsy/Roma**	**White**	This category includes pupils who identify themselves as Gypsies and or Romanies, and or Travellers, and or Traditional Travellers, and or Romanichals, and or Romanichal Gypsies and or Welsh Gypsies / Kaale, and or Scottish Travellers / Gypsies, and or Roma. It includes all children of a Gypsy ethnic background or Roma ethnic background, irrespective of whether they are nomadic, semi nomadic or living in static accommodation. It should not include Fairground (Showman's) children; the children travelling with circuses; or the children of New Travellers or Bargees unless, of course, their ethnic status is that which is mentioned above.
MWBC	**White and Black Caribbean**	**MWBC**	**White and Black Caribbean**	**Mixed/Dual background**	
MWBA	**White and Black African**	**MWBA**	**White and Black African**	**Mixed/Dual background**	

DfE extended codes	Approved extended categories	DfE main code	Sub- category	Main category	Comments
MWAS	**White and Asian**	**MWAS**	**White and Asian**	**Mixed/Dual background**	**MWAS may not be used if any of the extended categories below (MWAP-MWAI) are used.**
MWAP	White and Pakistani	MWAS	White and Asian	Mixed/Dual background	
MWAI	White and Indian	MWAS	White and Asian	Mixed/Dual background	
MWAO	White and any other Asian background	MWAS	White and Asian	Mixed/Dual background	If LAs collect information for "White and Asian" pupils using any of the **extended** categories above (MWAP-MWAI), this category must be used as a catch all for all other Mixed/Dual background pupils within the main "White and Asian" category. If used, cannot have category "White and Asian" (MWAS).
MOTH	**Any other mixed background**	**MOTH**	**Any other mixed background**	**Mixed/Dual background**	**MOTH may not be used if any of the extended categories below (MAOE-MWCH) are used.**
MAOE	Asian and any other ethnic group	MOTH	Any other mixed background	Mixed/Dual background	
MABL	Asian and Black	MOTH	Any other mixed background	Mixed/Dual background	
MACH	Asian and Chinese	MOTH	Any other mixed background	Mixed/Dual background	
MBOE	Black and any other ethnic group	MOTH	Any other mixed background	Mixed/Dual background	
MBCH	Black and Chinese	MOTH	Any other mixed background	Mixed/Dual background	
MCOE	Chinese and any other ethnic group	MOTH	Any other mixed background	Mixed/Dual background	
MWOE	White and any other ethnic group	MOTH	Any other mixed background	Mixed/Dual background	
MWCH	White and Chinese	MOTH	Any other mixed background	Mixed/Dual background	
MOTM	Other mixed background	MOTH	Any other mixed background	Mixed/Dual background	If LAs collect information for "any other mixed background" pupils using any of the **extended** categories above (MAOE-MWCH), this category must be used as a catch all for all other Mixed/Dual background pupils within the main "any other mixed background" category. If used, cannot have category "any other mixed background" (MOTH).
AIND	**Indian**	**AIND**	**Indian**	**Asian or Asian British**	
APKN	**Pakistani**	**APKN**	**Pakistani**	**Asian or Asian British**	**APKN may not be used if any of the extended categories below (AMPK-AKPA) are used.**
AMPK	Mirpuri Pakistani	APKN	Pakistani	Asian or Asian British	
AKPA	Kashmiri Pakistani	APKN	Pakistani	Asian or Asian British	

DfE extended codes	Approved extended categories	DfE main code	Sub- category	Main category	Comments
AOPK	Other Pakistani	APKN	Pakistani	Asian or Asian British	If LAs collect information for "Pakistani" pupils using any of the **extended** categories above (AMPK-AKPA), this category must be used as a catch all for all other Pakistani pupils within the main "Pakistani" category. If used, cannot have category "Pakistani" (APKN).
ABAN	**Bangladeshi**	**ABAN**	**Bangladeshi**	**Asian or Asian British**	
AOTH	**Any other Asian background**	**AOTH**	**Any other Asian background**	**Asian or Asian British**	**AOTH may not be used if any of the extended categories below (AAFR-ASRO) are used.**
AAFR	African Asian	AOTH	Any other Asian background	Asian or Asian British	Including East and South African Asians.
AKAO	Kashmiri other	AOTH	Any other Asian background	Asian or Asian British	Kashmiri respondents not wishing to be classified under Asian Pakistani should use this category.
ANEP	Nepali	AOTH	Any other Asian background	Asian or Asian British	
ASNL	Sri Lankan Sinhalese	AOTH	Any other Asian background	Asian or Asian British	All other Sinhalese pupils should be placed wherever appropriate in the categories above. If used MUST also have categories 'Sri Lankan Tamil' (ASLT) and 'Sr Lankan Other' (ASRO).
ASLT	Sri Lankan Tamil	AOTH	Any other Asian background	Asian or Asian British	All other Tamil pupils should be placed wherever appropriate in the categories above. If used MUST also have categories 'Sri Lankan Sinhalese' (ASNL) and 'Sri Lankan other' (ASRO).
ASRO	Sri Lankan other	AOTH	Any other Asian background	Asian or Asian British	If used MUST also have categories 'Sri Lankan Sinhalese' (ASNL) and 'Sri Lankan Tamil' (ASLT).
AOTA	Other Asian	AOTH	Any other Asian background	Asian or Asian British	If LAs collect information for "any other Asian background" pupils using any of the **extended** categories above (AAFR-ASRO), this category must be used as a catch all for all other Asian pupils within the main "any other Asian background" category. If used, cannot have category "any other Asian background" (AOTH).
BCRB	**Black Caribbean**	**BCRB**	**Black Caribbean**	**Black or Black British**	**Including Antigua and Barbuda, Bahamas, Barbados, Dominica, Grenada, Guyana, Jamaica, St Kitts and Nevis, St Lucia, St Vincent & Grenadines, Trinidad and Tobago.**
BAFR	**Black - African**	**BAFR**	**Black - African**	**Black or Black British**	**BAFR may not be used if any of the extended categories below (BANN-BSUD) are used.**
BANN	Black - Angolan	BAFR	Black - African	Black or Black British	
BCON	Black - Congolese	BAFR	Black - African	Black or Black British	
BGHA	Black - Ghanaian	BAFR	Black - African	Black or Black British	
BNGN	Black - Nigerian	BAFR	Black - African	Black or Black British	

DfE extended codes	Approved extended categories	DfE main code	Sub- category	Main category	Comments
BSLN	Black - Sierra Leonean	BAFR	Black - African	Black or Black British	
BSOM	Black - Somali	BAFR	Black - African	Black or Black British	
BSUD	Black - Sudanese	BAFR	Black - African	Black or Black British	Including Sudanese of Egyptian origin.
BAOF	Other Black African	BAFR	Black - African	Black or Black British	Including Black South African, Zimbabwean, Ethiopian, Rwandan and Ugandan. If LAs collect information for "Black - African" pupils using any of the **extended** categories above (BANN-BSUD), this category must be used as a catch all for all other Black African pupils within the main "Black - African" category. If used, cannot have category "Black - African" (BAFR).
BOTH	**Any other Black background**	**BOTH**	**Any other Black background**	**Black or Black British**	**BOTH may not be used if any of the extended categories below (BEUR-BNAM) are used.**
BEUR	Black European	BOTH	Any other Black background	Black or Black British	
BNAM	Black North American	BOTH	Any other Black background	Black or Black British	Include Black North American and Canadian.
BOTB	Other Black	BOTH	Any other Black background	Black or Black British	If LAs collect information for "any other Black background" pupils using any of the **extended** categories above (BEUR-BNAM), this category must be used as a catch all for all other Black pupils within the main "any other Black background" category. If used, cannot have category "any other Black background" (BOTH).
CHNE	**Chinese**	**CHNE**	**Chinese**	**Chinese**	**CHNE may not be used if any of the extended categories below (CHKC-CTWN) are used.**
CHKC	Hong Kong Chinese	CHNE	Chinese	Chinese	
CMAL	Malaysian Chinese	CHNE	Chinese	Chinese	
CSNG	Singaporean Chinese	CHNE	Chinese	Chinese	
CTWN	Taiwanese	CHNE	Chinese	Chinese	
COCH	Other Chinese	CHNE	Chinese	Chinese	If LAs collect information for "Chinese" pupils using any of the **extended** categories above (CHKC-CTWN), this category must be used as a catch all for all other Chinese pupils within the main "Chinese" category. If used, cannot have category "Chinese" (CHNE).
OOTH	**Any other ethnic group**	**OOTH**	**Any other ethnic group**	**Any other ethnic group**	**OOTH may not be used if any of the extended categories below (OAFG-OYEM) are used.**
OAFG	Afghan	OOTH	Any other ethnic group	Any other ethnic group	
OARA	Arab other	OOTH	Any other ethnic group	Any other ethnic group	Include Palestinian, Kuwaiti, Jordanian and Saudi Arabian.
OEGY	Egyptian	OOTH	Any other ethnic group	Any other ethnic group	

DfE extended codes	Approved extended categories	DfE main code	Sub- category	Main category	Comments
OFIL	Filipino	OOTH	Any other ethnic group	Any other ethnic group	
OIRN	Iranian	OOTH	Any other ethnic group	Any other ethnic group	
OIRQ	Iraqi	OOTH	Any other ethnic group	Any other ethnic group	
OJPN	Japanese	OOTH	Any other ethnic group	Any other ethnic group	
OKOR	Korean	OOTH	Any other ethnic group	Any other ethnic group	
OKRD	Kurdish	OOTH	Any other ethnic group	Any other ethnic group	Include Kurdish pupils from Iraq, Iran and Turkey.
OLAM	Latin/South/ Central American	OOTH	Any other ethnic group	Any other ethnic group	Include all pupils from Central/ South America, Cuba and Belize.
OLEB	Lebanese	OOTH	Any other ethnic group	Any other ethnic group	
OLIB	Libyan	OOTH	Any other ethnic group	Any other ethnic group	
OMAL	Malay	OOTH	Any other ethnic group	Any Other Ethnic Group	Including Malaysian other than Malaysian Chinese.
OMRC	Moroccan	OOTH	Any Other Ethnic Group	Any other ethnic group	
OPOL	Polynesian	OOTH	Any other ethnic group	Any other ethnic group	Including Fijian, Tongan, Samoan and Tahitian.
OTHA	Thai	OOTH	Any other ethnic group	Any other ethnic group	
OVIE	Vietnamese	OOTH	Any other ethnic group	Any other ethnic group	
OYEM	Yemeni	OOTH	Any other ethnic group	Any other ethnic group	
OOEG	Other ethnic group	OOTH	Any other ethnic group	Any other ethnic group	If LAs collect information for "any other ethnic group" pupils using any of the **extended** categories above (OAFG-OYEM), this category must be used as a catch all for all other pupils within the main "any other ethnic group" category. If used, cannot have category "any other ethnic group" (OOTH).
REFU	**Refused**	**REFU**	**Refused**	**Refused**	
NOBT	**Information not yet obtained**	**NOBT**	**Information not yet obtained**	**Information not yet obtained**	

Youth support services / Connexions agreement [not nursery or primary]

Code	Description
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 privacy notices (data cannot be shared with youth support services)
SNR	Sought, no reply - School has sent out privacy notices, but has received no reply from parent or guardian (data can be shared with youth support services)

Language code [not nursery]

Code	Description
ACL	Acholi
ADA	Adangme
AFA	Afar-Saho
AFK	Afrikaans
AKA	Akan/Twi-Fante
AKAF	Akan (Fante)
AKAT	Akan (Twi/Asante)
ALB	Albanian/Shqip
ALU	Alur
AMR	Amharic
ARA	Arabic
ARAA	Arabic (any other)
ARAG	Arabic (Algeria)
ARAI	Arabic (Iraq)
ARAM	Arabic (Morocco)
ARAS	Arabic (Sudan)
ARAY	Arabic (Yemen)
ARM	Armenian
ASM	Assamese
ASR	Assyrian/Aramaic
AYB	Anyi-Baule
AYM	Aymara
AZE	Azeri
BAI	Bamileke (any)
BAL	Balochi
BEJ	Beja/Bedawi
BEL	Belarusian
BEM	Bemba
BHO	Bhojpuri
BIK	Bikol
BLT	Balti Tibetan
BMA	Burmese/Myanma
BNG	Bengali
BNGA	Bengali (any other)
BNGC	Bengali (Chittagong/Noakhali)
BNGS	Bengali (Sylheti)
BSL	British Sign Language
BSQ	Basque/Euskara
BUL	Bulgarian
CAM	Cambodian/Khmer
CAT	Catalan
CCE	Caribbean Creole English
CCF	Caribbean Creole French
CGA	Chaga

Code	Description
CGR	Chattisgarhi/Khatahi
CHE	Chechen
CHI	Chinese
CHIA	Chinese (any other)
CHIC	Chinese (Cantonese)
CHIH	Chinese (Hokkien/Fujianese)
CHIK	Chinese (Hakka)
CHIM	Chinese (Mandarin/Putonghua)
CKW	Chokwe
CRN	Cornish
CTR	Chitrali/Khowar
CWA	Chichewa/Nyanja
CYM	Welsh/Cymraeg
CZE	Czech
DAN	Danish
DGA	Dagaare
DGB	Dagbane
DIN	Dinka/Jieng
DUT	Dutch/Flemish
DZO	Dzongkha/Bhutanese
EBI	Ebira
EDO	Edo/Bini
EFI	Efik-Ibibio
ENB	Believed to be English*
ENG	English*
ESA	Esan/Ishan
EST	Estonian
EWE	Ewe
EWO	Ewondo
FAN	Fang
FIJ	Fijian
FIN	Finnish
FON	Fon
FRN	French
FUL	Fula/Fulfulde-Pulaar
GAA	Ga
GAE	Gaelic/Irish
GAL	Gaelic (Scotland)
GEO	Georgian
GER	German
GGO	Gogo/Chigogo
GKY	Kikuyu/Gikuyu
GLG	Galician/Galego
GRE	Greek

Code	Description
GREA	Greek (any other)
GREC	Greek (Cyprus)
GRN	Guarani
GUJ	Gujarati
GUN	Gurenne/Frafra
GUR	Gurma
HAU	Hausa
HDK	Hindko
HEB	Hebrew
HER	Herero
HGR	Hungarian
HIN	Hindi
IBA	Iban
IDM	Idoma
IGA	Igala
IGB	Igbo
IJO	Ijo (any)
ILO	Ilokano
ISK	Itsekiri
ISL	Icelandic
ITA	Italian
ITAA	Italian (any other)
ITAN	Italian (Napoletan)
ITAS	Italian (Sicilian)
JAV	Javanese
JIN	Jinghpaw/Kachin
JPN	Japanese
KAM	Kikamba
KAN	Kannada
KAR	Karen (any)
KAS	Kashmiri
KAU	Kanuri
KAZ	Kazakh
KCH	Katchi
KGZ	Kirghiz/Kyrgyz
KHA	Khasi
KHY	Kihaya/Luziba
KIN	Kinyarwanda
KIR	Kirundi
KIS	Kisi (West Africa)
KLN	Kalenjin
KMB	Kimbundu
KME	Kimeru
KNK	Konkani
KNY	Kinyakyusa-Ngonde

Code	Description
KON	Kikongo
KOR	Korean
KPE	Kpelle
KRI	Krio
KRU	Kru (any)
KSI	Kisii/Ekegusii (Kenya)
KSU	Kisukuma
KUR	Kurdish
KURA	Kurdish (any other)
KURM	Kurdish (Kurmanji)
KURS	Kurdish (Sorani)
LAO	Lao
LBA	Luba
LBAC	Luba (Chiluba/Tshiluba)
LBAK	Luba (Kiluba)
LGA	Luganda
LGB	Lugbara
LGS	Lugisu/Lumasaba
LIN	Lingala
LIT	Lithuanian
LNG	Lango (Uganda)
LOZ	Lozi/Silozi
LSO	Lusoga
LTV	Latvian
LTZ	Luxemburgish
LUE	Luvale/Luena
LUN	Lunda
LUO	Luo (Kenya/Tanzania)
LUY	Luhya (any)
MAG	Magahi
MAI	Maithili
MAK	Makua
MAN	Manding/Malinke
MANA	Manding/Malinke (any other)
MANB	Bambara
MANJ	Dyula/Jula
MAO	Maori
MAR	Marathi
MAS	Maasai
MDV	Maldivian/Dhivehi
MEN	Mende
MKD	Macedonian
MLG	Malagasy
MLM	Malayalam
MLT	Maltese

Code	Description
MLY	Malay/Indonesian
MLYA	Malay (any other)
MLYI	Indonesian/Bahasa Indonesia
MNA	Magindanao-Maranao
MNG	Mongolian (Khalkha)
MNX	Manx Gaelic
MOR	Moore/Mossi
MSC	Mauritian/Seychelles Creole
MUN	Munda (any)
MYA	Maya (any)
NAH	Nahuatl/Mexicano
NAM	Nama/Damara
NBN	Nubian (any)
NDB	Ndebele
NDBS	Ndebele (South Africa)
NDBZ	Ndebele (Zimbabwe)
NEP	Nepali
NOR	Norwegian
NOT	Information not obtained*
NUE	Nuer/Naadh
NUP	Nupe
NWA	Newari
NZM	Nzema
OAM	Ambo/Oshiwambo
OAMK	Ambo (Kwanyama)
OAMN	Ambo (Ndonga)
OGN	Ogoni (any)
ORI	Oriya
ORM	Oromo
OTB	Believed to be other than English*
OTH	Other than English*
OTL	Other language
PAG	Pangasinan
PAM	Pampangan
PAT	Pashto/Pakhto
PHA	Pahari/Himachali (India)
PHR	Pahari (Pakistan)
PNJ	Panjabi
PNJA	Panjabi (any other)
PNJG	Panjabi (Gurmukhi)
PNJM	Panjabi (Mirpuri)
PNJP	Panjabi (Pothwari)
POL	Polish
POR	Portuguese
PORA	Portuguese (any other)

Code	Description
PORB	Portuguese (Brazil)
PRS	Persian/Farsi
PRSA	Farsi/Persian (any other)
PRSD	Dari Persian
PRST	Tajiki Persian
QUE	Quechua
RAJ	Rajasthani/Marwari
REF	Refused*
RME	Romany/English Romanes
RMI	Romani (International)
RMN	Romanian
RMNM	Romanian (Moldova)
RMNR	Romanian (Romania)
RMS	Romansch
RNY	Runyakitara
RNYN	Runyankore-Ruchiga
RNYO	Runyoro-Rutooro
RUS	Russian
SAM	Samoan
SCB	Serbian/Croatian/Bosnian
SCBB	Bosnian
SCBC	Croatian
SCBS	Serbian
SCO	Scots
SHL	Shilluk/Cholo
SHO	Shona
SID	Sidamo
SIO	Sign language (other)
SLO	Slovak
SLV	Slovenian
SND	Sindhi
SNG	Sango
SNH	Sinhala
SOM	Somali
SPA	Spanish
SRD	Sardinian
SRK	Siraiki
SSO	Sotho/Sesotho
SSOO	Sotho/Sesotho (Southern)
SSOT	Sotho/Sesotho (Northern)
SSW	Swazi/Siswati
STS	Tswana/Setswana
SUN	Sundanese
SWA	Swahili/Kiswahili
SWAA	Swahili (any other)

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

*Categories marked with an asterisk - Believed to be English, English, Information not obtained, Believed to be other than English, Other than English and Refused - may be used by schools that have no need to use individual language codes.

Learner support code [not nursery, primary or middle deemed primary]

Code	Description
24	Adult learning grant
32	Professional and career development loan
35	Programmed led apprenticeship hardship fund
36	Care to learn
41	Time off for study
53	Free childcare for training & learning for work
54	Adult education bursary
55	Vulnerable group bursary awarded*
56	Discretionary bursary awarded*

*Only codes 55 and 56 will be collected in the school census. The other codes are available for local use if required.

Adopted from care

Code	Description
N	Not declared
A	Ceased to be looked after through adoption
G	Ceased to be looked after through a special guardianship order (SGO)
R	Ceased to be looked after through a residence order (RO)
C	Ceased to be looked after through a child arrangement order (CAO)

Pupil enrolment status

Code	Description
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 provider*

*PRUs only

Pupil boarder indicator

Code	Description
B	Boarder - nights per week not specified
6	Boarder - six nights or less a week*
7	Boarder - seven nights a week*
N	Not a boarder

*Special schools only

National curriculum year group actual

Code	Description
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 NC year.

Pupil SEN provision

Code	Description
N	No special educational need
A	School action or early years action
P	School action plus or early years action plus
S	Statement
E	Education, health and care plan
K	SEN support

Pupil SEN type

Code	Description
SPLD	Specific learning difficulty
MLD	Moderate learning difficulty
SLD	Severe learning difficulty
PMLD	Profound & multiple learning difficulty
SEMH	Social, emotional and mental health
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
NSA	SEN support but no specialist assessment of type of need

Pupil exclusion category [not nursery]

Code	Description
FIXD	Fixed period
PERM	Permanent
LNCH	Lunchtime

Pupil exclusion reason [not nursery]

Code	Description
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 [not nursery schools]

Code	Description
/	Present (AM)*
\	Present (PM)*
L	Late (before registers closed) marked as present*
I	Authorised absence due to Illness (NOT medical or dental etc appointments)
M	Authorised absence due to medical / dental appointments
R	Authorised absence due to religious observance
S	Authorised absence due to study leave
T	Authorised absence due to traveller absence
H	Authorised absence due to agreed family holiday
E	Authorised absence as pupil is excluded, with no alternative provision made
C	Authorised absence as pupil is absent due to other authorised circumstances
B	Approved education activity as pupil being educated off site (not dual registration)*
D	Dual registered (at another establishment) - not counted in possible attendances*
J	Approved education activity as pupil is attending interview*
P	Approved education activity as pupil is attending an approved sporting activity*
V	Approved education activity as pupil is away on an educational visit or trip*
W	Approved education activity as pupil is attending work experience*
G	Unauthorised absence as pupil is on a family holiday, not agreed, or is taking days in excess of an agreed family holiday
U	Unauthorised absence as pupil arrived after registers closed
O	Unauthorised absence as pupil missed sessions for an unauthorised absence not covered by any other code / description
N	Unauthorised absence as pupil missed sessions for a reason that has not yet been provided
X	Non-compulsory school age absence - not counted in possible attendances*
Y	Unable to attend due to exceptional circumstances - not counted in possible attendances
Z	Pupil not yet on roll - not counted in possible attendances*
#	Planned whole or partial school closure - not counted in possible attendances*

*Not collected in the school census

8. Codesets – school level

School phase

Code	Description
NS	Nursery
PS	Primary
MP	Middle (deemed primary)
MS	Middle (deemed secondary)
SS	Secondary
AT	All-through
SP	Special
PR	PRUs

School type

Code	Description
01	First school, 5-8
02	First school, 5-9
03	First school, 5-10
04	First and middle school, 5-12
05	Middle school, 8-12, deemed primary
06	Middle school, 9-13, deemed primary
07	Middle school, 9-13, deemed secondary
08	Middle school, 10-13, deemed secondary
09	Comprehensive upper school, 12-15/16
10	Comprehensive upper school, 12-18
11	Comprehensive upper school, 13-16
12	Comprehensive upper school, 13-18
16	Infant school, 5-7/8
17	Junior school, 7/8-11
18	Infant and junior school, 5-11
21	Comprehensive all-through, 11-16
22	Comprehensive all-through, 11-18
25	Junior comprehensive, 11-13, automatic transfer
26	Junior comprehensive, 11-14, automatic transfer
27	Junior comprehensive, 11-16, optional transfer at 13
28	Junior comprehensive, 11-16, optional transfer at 14
29	Senior comprehensive, 13-16, automatic transfer
30	Senior comprehensive, 13-18, optional transfer
31	Senior comprehensive, 13-18, automatic transfer
32	Senior comprehensive, 14-18, optional transfer
33	Senior comprehensive, 14-18, automatic transfer
36	Non-comprehensive secondary - modern
37	Non-comprehensive secondary - grammar
38	Non-comprehensive secondary - technical
39	Non-comprehensive secondary - other
41	Middle school, 10-14, deemed secondary
42	First school, 5-7;
43	First school, 7-10;
44	Comprehensive upper school, 14/15-18
45	Middle school, 9-12, deemed primary
46	Comprehensive, middle and upper, 10-16
47	City technology college
48	Comprehensive upper school, 11-16

Code	Description
49	Academies
50	Maintained nursery
51	Direct grant nursery
52	Special school
53	Hospital special school
54	LA maintained PRU

National curriculum year group

Code	Description
N1	Nursery first year
N2	Nursery second year
R	Reception
1-14	Years 1 to 14
M	Mixed year class*
X	National curriculum not followed - available only for special schools where pupils are not following a particular NC Year*

*Not used for maximum or minimum year group but are used for class key stage

Intake type

Code	Description
COMP	Comprehensive
SEL1	Selective (grammar)
SEL2	Secondary modern
SEL3	Selective (technical)
SEL4	Religious school
SPEC	Special

Governance

Code	Description
CO	Community
VA	Voluntary aided
VC	Voluntary controlled
FO	Foundation
IN	Independent
NM	Non-maintained
CT	CTC
CA	Academy

Class activity

Class activity [Primary and all-through schools only]	
AR	Art, Craft or Design
EN	English Literacy or Reading
FL	Foreign Language
GP	Group Project work (including mixed activities in other categories and library work)
HU	Humanities (including Geography, History, Economics or Business Studies)

MA	Mathematics or Numeracy
MD	Music, Singing or Drama
OT	Other
PE	PE or Games
RE	Religious Education
SC	Science
TE	Technology, IT or Computing
TV	Watching TV or listening to Radio

Department for Education

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