

# **THE ALSPAC STUDY**

## **PLASC FILE**

### **DATA COLLECTED FROM THE PUPIL LEVEL ANNUAL SCHOOL CENSUS**

**Prepared by**

**The ALSPAC Study Team**

**Documentation giving frequencies, background and instructions for use.**

**Last updated for version 2a of the built file.**

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### **PLEASE NOTE:**

**The sample size you will receive from the education data is dependent on external factors including participant consent status and the data sharing agreement with the relevant organisation. These are subject to change without notice and cannot be controlled by ALSPAC. Every individual request for data is filtered against the current status at the time of data extraction, therefore if you request data at different time points it may be a different sample size each time.**

**February 2012**

## Introduction and Methodology

### National Pupil Database

The National Pupil Database (NPD) was established in 2002 as a central repository for pupil level educational data. The datasets contained within the NPD are of two main types: assessment results (from KS1 to A-level) and PLASC returns (see below). The NPD only covers England. There is a similar Welsh system, but ALSPAC have not yet gained access to the records of study children in Welsh schools.

In order to facilitate the collection of data a system of Unique Pupil Numbers (UPNs) was introduced autumn 1999. UPNs are allocated by schools to pupils on their first entry into the state sector and then transferred from school to school with the child. However, in reality it is possible for a single pupil to actually have more than one UPN associated with them during their school career. This might happen, for example, if they move schools and the old school fail to correctly pass on that pupil's UPN to the new school.

UPNs are generated either by the school's management information software or by a Microsoft Excel spreadsheet provided by DfES. UPNs are thirteen character check summed identifiers and are formulated as shown in Table 1.

**Table 1: Formulation of UPNs**

<b>Character(s)</b>	<b>Meaning</b>
1	Check letter. This verifies that the UPN is valid and is calculated from the other 12 characters.
2 - 4	LEA number of the school allocating the UPN.
5 - 8	DfES establishment number of the school.
9 - 10	The last two digits of the year in which the UPN is allocated.
11 - 13	A serial number of three digits for UPNs allocated by the school in that year.

### Pupil Level Annual School Census

The Pupil Level Annual School Census (PLASC) was first collected nationally in January 2002, having been trialled in 2000 & 2001. It captures pupil level demographic data: data that had previously only been captured at the school level (ASC). Individual records, identified by UPNs, names & dates of birth are collected from schools for all pupils on the school's roll on the census day and also for all pupils permanently excluded in the previous year.

Data are extracted from school management system databases. The software for these systems is provided by a relatively small number of commercial software companies. DfES worked closely with these companies in the development of the software to enable the easy extraction of records in a suitable format.

Once the records have been extracted within the schools, a battery of validation checks is run and any errors that are turned up should be sorted out by the schools. In addition a summary sheet is produced for the school to glance over to check that the information looks right. Then the information is passed from the schools to the LEAs. The method of passing the data varies from LEA to LEA. It could be sent on a floppy disc or passed across a network or via a secure website that DfES run. Once the LEAs have all the data

for their schools a similar battery of checks is run and the LEA should sort out any queries with the schools. In addition, diligent LEAs will do some extra checks by comparing the PLASC data with their own records (e.g. number of SEN statements they have issued). Then the data is passed to the DfES who run a third round of validation checks. They pass any queries to the LEAs who take them up with the schools if necessary. In addition the DfES will run some longitudinal checks.

### Schooling of the ALSPAC cohort

Under UK law, all children must be in school by their fifth birthday. In practice children will enter reception class in the September following their fourth birthday and then move up a school year every September. The ALSPAC cohort is split across 3 school years. The expected progress, according to date of birth, of each subdivision of the cohort through compulsory schooling is shown in Table 2. Note that the oldest ALSPAC children entered reception in autumn 1995 and the youngest will take their GCSEs in summer 2009. Table 2 also details the codes that will be used for the relevant academic years on ALSPAC data files.

**Table 2: Coding of academic years on ALSPAC data files and expected progress of the ALSPAC cohort according to their dates of birth**

Academic year	Code	Expected position of ALSPAC children born between:		
		April 1991 & August 1991	September 1991 & August 1992	September 1992 & January 1993
1995 / 1996	1	Reception	-	-
1996 / 1997	2	Year 1	Reception	-
1997 / 1998	3	Year 2	Year 1	Reception
1998 / 1999	4	Year 3	Year 2	Year 1
1999 / 2000	5	Year 4	Year 3	Year 2
2000 / 2001	6	Year 5	Year 4	Year 3
2001 / 2002	7	Year 6	Year 5	Year 4
2002 / 2003	8	Year 7	Year 6	Year 5
2003 / 2004	9	Year 8	Year 7	Year 6
2004 / 2005	10	Year 9	Year 8	Year 7
2005 / 2006	11	Year 10	Year 9	Year 8
2006 / 2007	12	Year 11	Year 10	Year 9
2007 / 2008	13	-	Year 11	Year 10
2008 / 2009	14	-	-	Year 11

### Matching

In order to satisfy the confidentiality requirements of both ALSPAC and DfES, the linking work was carried out by a third party (the Fischer Trust). ALSPAC supplied the Fischer Trust with names, dates of birth and current postcode for all members of the eligible cohort, whilst DfES supplied similar details relating to all the individual datasets in the NPD. Fischer Trust then linked ALSPAC IDs to UPN by matching on the available data separately for each data set (i.e. separate matches for each of the three PLASC returns and each of the Key Stage results datasets). This occasionally resulted in a single ALSPAC child being linked to different UPNs in different years / datasets. Such cases were further scrutinised by ALSPAC in order to check that everything was OK with them. In addition a small number of bad matches were identified by investigating cases for whom the reported national curriculum year was 2 or more years out from the expected national curriculum year.

### Permission

Permission to use education data was originally sought from the accompanying adult at the Focus@7 clinic. However, in May 2003 the ALSPAC Ethics & Law Committee decided that in line with the data protection act it was not necessary for ALSPAC to obtain written consent before using the data, but that data on children for whom permission was actually refused at the Focus@7 clinic or for whom permission was subsequently withdrawn should not be used. At the time of writing there are 15 children for whom we have such refusals. Data on these children, if identified in the matching process, were removed.

### Sample

There are a total of 19,388 records on this built file. This number is made up of the 14,676 fetuses in the core ALSPAC sample (regardless of whether or not PLASC returns were identified for them) plus 4,712 eligible children not in the core sample for whom a record was identified in any of the PLASC returns on this file.

Of the 14,676 fetuses in the core ALSPAC sample, 14,062 were live born. At least 1 PLASC return is available for 11,987 (85%) of these live born children. For further information on the ALSPAC sample, please see section 5 of the "Guide to ALSPAC data" which can be found in the "Collaborator Pack" on the ALSPAC documentation CD.

### Variable names

All variables start with "PLASC" followed by a letter indicating the year ("A" for 2001/2, "B" for 2002/3 etc) and then two digits identifying the variable. The digit part is the same for equivalent variables from different years. For example, the ethnicity variables for 2001/2, 2002/3 & 2003/4 are PLASCA20, PLASCB20 & PLASCC20 respectively.

**Built file version history**Version 1a – October 2005

The first version of the built file, with data from 2001/2, 2002/3 & 2003/4.

Version 1b – March 2006

Data on 10 cases that were included in error in version 1a have been removed. All 10 had had data linked for 2001/2 & 2002/3, but only 9 had had data linked for 2003/4. All 10 are in the core sample.

Version 2a – December 2008

The calculations of ages in months/years have been adjusted so that the results are now in true calendar months/years. Previously ages in years were calculated as age in days divided by 365.25 and ages in months as age in years divided by 12. Ages in weeks are unaffected.

In accordance with a recent agreement with DCSF about data items classified as “sensitive” the in care variables (PLASCB35/36 & PLASCC35/36) and the SEN categories (PLASCC41 to PLASCC54) have been removed, with the exception of PLASCC47 & PLASCC54 which have been retained in order to present a complete set of indicator variables for SEN areas (these areas have no subdivision into categories). In order to provide a logically named set of SEN area variables, variables PLASCC55 to PLASCC59 have been renamed as shown in Table 3 in a way that allows PLASCC47 & PLASCC54 to be renamed and inserted in a logical position. In addition the restriction of not allowing the primary and secondary SEN areas to be the same has been removed.

**Table 3: Changes to variable names for SEN area variables**

<b>New name</b>	<b>Description</b>	<b>Old name</b>
PLASCC60	Primary nature	PLASCC55
PLASCC61	Secondary nature	PLASCC56
PLASCC62	Child has cognition and learning needs	PLASCC57
PLASCC63	Child has behaviour, emotional and social difficulty	PLASCC47
PLASCC64	Child has communication and interaction needs	PLASCC58
PLASCC65	Child has sensory and/or physical needs	PLASCC59
PLASCC66	Child has other difficulty/disability	PLASCC54

Due to the extension of direct access to ALSPAC data to non-ALSPAC staff and in order to comply with guidance issued in 1996 by the ALSPAC Law & Ethics Committee regarding the confidentiality of multiple pregnancies variables PLASCA01, PLASCB01 & PLASCC01 have been recoded to 2 “No” for any children from triplet and quadruplet pregnancies for whom PLASC data were linked in each year and all other variables set to -11. There were 9 such children in each of the three years, of whom 3 are not in the core sample.

## References

Note that copies of the DfES publications listed below can be downloaded from:

<http://www.teachernet.gov.uk>

*Data Collection by Type of Special Educational Needs (DfES/0536/2003)*. (2003). DfES.

Godfrey, R. (2004). *Changes in Ethnicity Codes in the Pupil Level Annual School Census 2002-2003* (Statistical Topic Note): DfES.

*Guidance for Local Education Authorities on schools' collection and recording data on pupils' ethnic background (DfES/0002/2002)*. (2002). DfES.

*Special Educational Needs Code of Practice (DfES/581/2001)*. (2001). DfES.

## PLASC 2001/2

### Data available

Variable PLASCA01 indicates whether a PLASC record was identified for each child. Children for whom no PLASC record was identified fall into two main groups:

1. Children not attending a state school in England. Note that this includes children at independent schools or being home educated in England as well as children attending schools outside of England (as well as a small number of children who have died since birth).
2. Children attending state schools in England for whom no match was made. The most likely explanation for this is that due to discrepancies in the identifying information between that held by ALSPAC and that held on the PLASC 2001/2 data no match was possible. In addition to errors in the data, it is possible, for example, that a child might have changed name without ALSPAC being informed.

**plasca01 PLASC 2001/2: Data available**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	16474	85.0	85.0	85.0
2 No	2914	15.0	15.0	100.0
Total	19388	100.0	100.0	

Note that PLASC 2001/2 is available for 11,834 (84%) of the 14,062 live born children in the core ALSPAC sample.

If PLASCA01 = 2 then variables PLASCA02 to PLASCA41 were set to -10. The frequencies of these variables displayed later in this documentation are restricted to cases for whom data are available (i.e. PLASCA01 = 1).

### School identifier

The PLASC data were supplied with official DfES school codes indicating which school each child was in. For reasons of confidentiality these cannot be made available on research data. ALSPAC has therefore derived a unique 9-digit school identifier, called ALSPSCID, from the official DfES school codes. Although schools will keep the same value of ALSPSCID across time, since children have the potential to move between schools, any indicator of which school a child is in is time dependent. Variable PLASCA02 contains the appropriate values of ALSPSCID for each child for PLASC 2001/2.

Note that in the event of data from a school level file (on which ALSPSCID will be the case identifier) being matched onto the PLASC 2001/2 data, variable PLASCA02 should be temporarily renamed ALSPSCID whilst the match is being performed.

Since there are 1622 different schools attended by children with PLASC data in 2001/2 a frequency table is not displayed here.



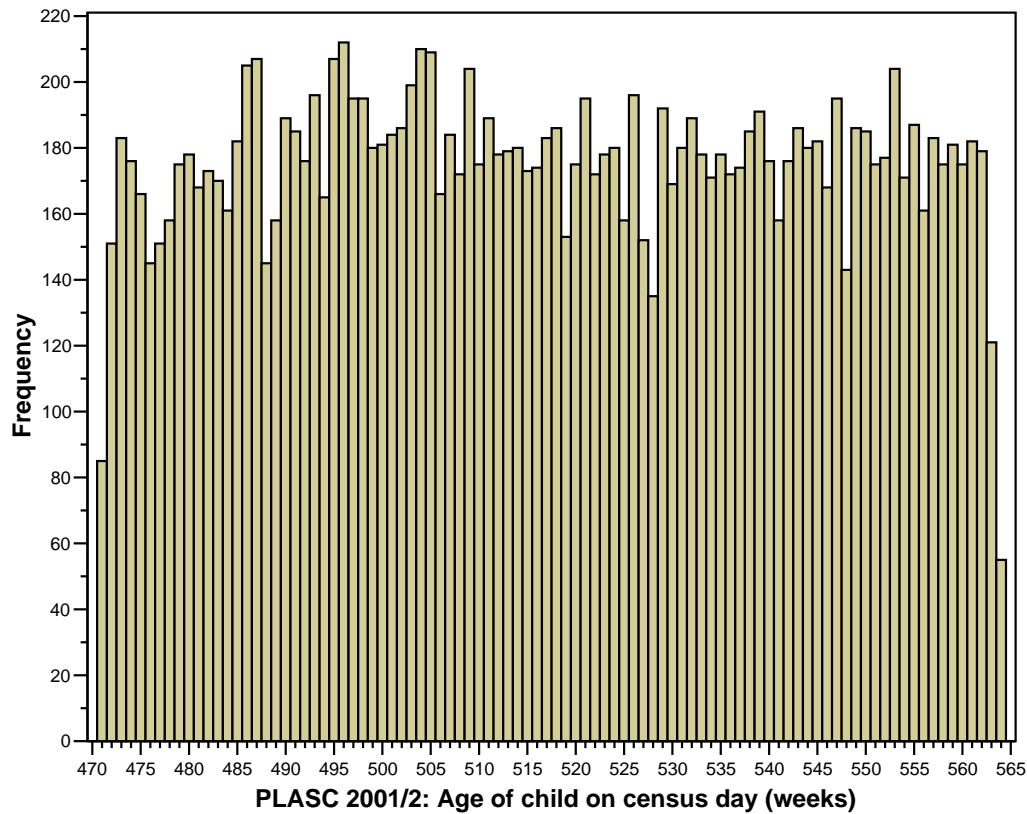
**Age on census day**

PLASC returns are collected on the third Thursday in January. Census day in 2001/2 was, therefore, 17<sup>th</sup> January 2002. The study children's dates of birth from ALSPAC's central database were used to calculate the study child's age on census day in completed weeks and completed months.

The range of non-missing values of the age in months was [107, 131]. For reasons of confidentiality values of < 109 were grouped, as were values of > 128. The range of non-missing values of the age in weeks was [465, 573]. For reasons of confidentiality values of < 472 were grouped, as were values of > 563.

**plasca03 PLASC 2001/2: Age of child on census day (months)**

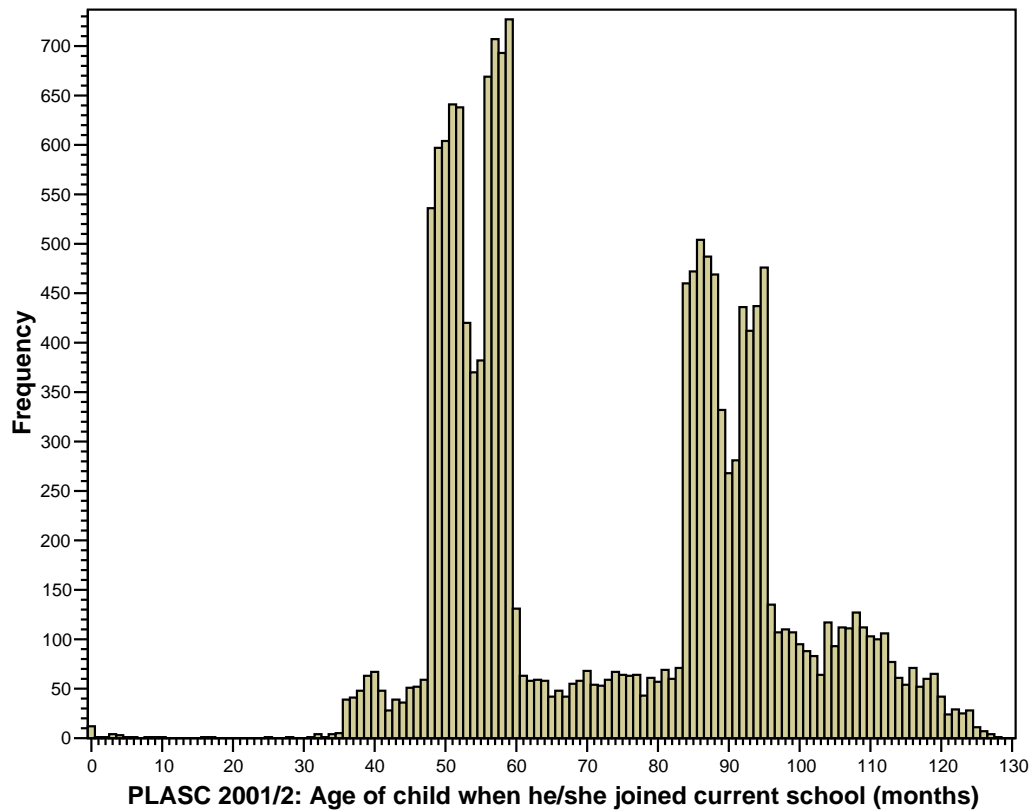
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	108 < 109	419	2.5	2.5	2.5
	109	683	4.1	4.1	6.7
	110	758	4.6	4.6	11.3
	111	767	4.7	4.7	15.9
	112	777	4.7	4.7	20.7
	113	823	5.0	5.0	25.7
	114	838	5.1	5.1	30.7
	115	854	5.2	5.2	35.9
	116	778	4.7	4.7	40.7
	117	826	5.0	5.0	45.7
	118	743	4.5	4.5	50.2
	119	776	4.7	4.7	54.9
	120	781	4.7	4.7	59.6
	121	710	4.3	4.3	63.9
	122	789	4.8	4.8	68.7
	123	769	4.7	4.7	73.4
	124	767	4.7	4.7	78.1
	125	801	4.9	4.9	82.9
	126	749	4.5	4.5	87.5
	127	791	4.8	4.8	92.3
	128	768	4.7	4.7	96.9
	129 > 128	507	3.1	3.1	100.0
Total		16474	100.0	100.0	

**PLASCA04****Age on entry to current school**

PLASC provides the date on which the child started at their current school (although this is missing for one case). Using this and the study children's dates of birth from ALSPAC's central database, the study child's age on entry to current school was calculated in completed years and completed months.

**plasca05 PLASC 2001/2: Age of child when he/she joined current school (years)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	26	.2	.2	.2
	1	2	.0	.0	.2
	2	15	.1	.1	.3
	3	573	3.5	3.5	3.7
	4	6969	42.3	42.3	46.0
	5	745	4.5	4.5	50.6
	6	732	4.4	4.4	55.0
	7	5033	30.6	30.6	85.6
	8	1218	7.4	7.4	93.0
	9	989	6.0	6.0	99.0
	10	171	1.0	1.0	100.0
	Total	16473	100.0	100.0	
Missing	-1 Missing date of entry	1	.0		
Total		16474	100.0		

**PLASCA06****Number of years at current school**

Using the date on which the child started at their current school, the number of completed years for which the child had attended the current school by census day was calculated.

**plasca07 PLASC 2001/2: Time since child joined current school (years)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 < 1	1209	7.3	7.3	7.3
	1	1793	10.9	10.9	18.2
	2	3310	20.1	20.1	38.3
	3	1900	11.5	11.5	49.9
	4	2037	12.4	12.4	62.2
	5	4203	25.5	25.5	87.7
	6	1851	11.2	11.2	99.0
	7	140	.8	.8	99.8
	8	6	.0	.0	99.9
	9	10	.1	.1	99.9
	10	14	.1	.1	100.0
	Total	16473	100.0	100.0	
Missing	-1 Missing date of entry	1	.0		
Total		16474	100.0		

**National Curriculum Year Group**

From the DfES documentation:

“This field gives the actual National Curriculum year group that the pupil follows within the school.

**N1** If age at previous 31 August less than 3.

**N2** if age at previous 31 August less than 4.

**R** if Reception – age at previous 31 August less than 5.

**1-14.**”

As expected, given the age range of the children on this file, only numerical codes were present. Blanks were recoded to -1.

**plasca10 PLASC 2001/2: National curriculum year group**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	.0	.0	.0
	3	181	1.1	1.1	1.1
	4	3383	20.5	20.5	21.6
	5	9052	54.9	55.0	76.6
	6	3845	23.3	23.3	99.9
	7	11	.1	.1	100.0
	Total	16473	100.0	100.0	
Missing	-1 Missing	1	.0		
Total		16474	100.0		

The year group in which each child would be expected to appear in 2001/2 according to their date of birth (see Table 2) was calculated from their date of birth as PLASCA11.

**plasca11 PLASC 2001/2: Expected national curriculum year group**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	3043	18.5	18.5	18.5
	5	9463	57.4	57.4	75.9
	6	3968	24.1	24.1	100.0
	Total	16474	100.0	100.0	

## PLASC 2001/2

An indicator of whether each child was actually in the year group in which they would be expected to appear based on the date of birth was derived from PLASCA10 & PLASCA11 as PLASCA12. PLASCA12 was set to -1 if PLASCA10 = -1.

### plasca12 PLASC 2001/2: Child is in expected national curriculum year group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	15382	93.4	93.4	93.4
	2 No	1091	6.6	6.6	100.0
	Total	16473	100.0	100.0	
Missing	-1 Missing	1	.0		
Total		16474	100.0		

Note that the percentage of children not in the expected year group is much higher here than in either 2002/3 or 2003/4. It is spread across all three main year groups, so is not peculiar to Year 4 (which rarely appears after 2001/2).

## Enrolment Status

From the DfES documentation:

“A pupil’s Enrolment Status in the reporting school can be;

**C** currently registered at this school only

**M** currently registered at this and another school – mainly at *this school*

**S** currently registered at this and another school – mainly at the *other school*

**G** (guest pupil not registered at this school but attending for some lessons or sessions).

The codes **M** and **S** can only be recorded for pupils in Special Schools.”

Values of ‘C’ were recoded to 1, ‘M’ & ‘S’ to 2, ‘G’ to 3 and blanks to -1. Codes ‘M’ & ‘S’ were combined due to low numbers. No cases had code ‘S’ in the raw data. The specification that codes M & S should only appear for pupils in special schools has not been verified.

### plasca14 PLASC 2001/2: Current school registration status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 This school only	16467	100.0	100.0	100.0
	2 This and another school	6	.0	.0	100.0
	Total	16473	100.0	100.0	
Missing	-1 Missing	1	.0		
Total		16474	100.0		

## Boarder Indicator

From the DfES documentation:

“Boarder Indicator can be **B** (boarder) or **N** (not a boarder, i.e. day pupil).”

Values of ‘B’ were recoded to 1, ‘N’ to 2 and blanks to -1. Two occurrences of numeric codes were recoded to -9. Since there were no boarders this variable is not presented on the built file.

## Ethnicity

The collection of ethnicity data via PLASC changed over academic years 2001/2 and 2002/3, with the codes used being updated to bring them in line with the national census of 2001. In 2001/2 both the old (see Table 6 in Appendix A) and new (see Table 8 in Appendix A) ethnic codes were in use, although the new codes were rarely used. In 2002/3 the new codes were compulsory. The new codes allow for much more detail to be recorded. The main categories, with their sub-categories, were compulsory, but there was also an option for LEAs to choose to record much more detail by using the extended categories. These extended categories were not available to users of the new categories in 2001/2; neither were the main sub-categories WIRT & WROM. As well as affording much more detail, the new coding system allows for mixed ethnicity to be recorded. This feature makes it impossible to provide summary variables from the two systems that are exactly equivalent. A report on changes is available on the DfES website (Godfrey, 2004).

In the ethnicity variable for 2001/2 there are 39 cases with new ethnicity codes, from 34 different schools. They are the only records from these schools. In order to provide a consistent variable for this year, the few new codes have been mapped onto old codes as shown in Table 4 below. Note that the new ethnicity codes are represented by three digit numbers in this variable.

**Table 4: Mapping of new DfES ethnicity codes onto old ones**

New code		Old code	
101	British	10	White, UK heritage
103	Scottish	10	White, UK heritage
113	Greek	11	White, European
130	White And Pakistani	90	Other (known)
199	Ethnic group information not sought.	99	Ethnic group information not sought.

For reasons of confidentiality and in order to provide a useful ethnicity variable that is as compatible as possible across different years, the categories in Table 6 have been grouped as shown in Table 7, which is located in Appendix A. Note that, unlike the equivalent variables for later years, there is no mixed category in 2001/2.

**plasca20 PLASC 2001/2: Ethnicity**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 White	15567	94.5	94.9	94.9
	3 Asian	178	1.1	1.1	95.9
	4 Black	258	1.6	1.6	97.5
	5 Chinese	37	.2	.2	97.7
	6 Other	370	2.2	2.3	100.0
	Total	16410	99.6	100.0	
Missing	-1 Missing	64	.4		
Total		16474	100.0		

## PLASC 2001/2

An ethnicity summary was derived from PLASCA20 by recoding (1 = 1)(3 thru 6 = 2) and copying missing values.

**plasca21 PLASC 2001/2: Ethnicity (summary)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 White	15567	94.5	94.9	94.9
	2 Non-white	843	5.1	5.1	100.0
	Total	16410	99.6	100.0	
Missing	-1 Missing	64	.4		
Total		16474	100.0		

### Ethnicity Source

From the DfES documentation:

“This field contains the source of the pupil’s recorded ethnic group. This must only be present if the new three digit ethnic codes were used.

The values of the source code are:

**C** provided by the child (i.e. pupil)

**P** provided by the parent

**S** ascribed by the current school

**T** ascribed by a previous school

**O** other (or not known)”

Values of ‘C’ were recoded to 1, ‘P’ to 2, ‘S’ to 3, ‘T’ to 4, ‘O’ to 5 and blanks to -1.

**plasca22 PLASC 2001/2: Ethnicity source**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Provided by child	3	.0	.4	.4
	2 Provided by parent	549	3.3	81.8	82.3
	3 Ascribed by current school	39	.2	5.8	88.1
	4 Ascribed by a previous school	1	.0	.1	88.2
	5 Other	79	.5	11.8	100.0
	Total	671	4.1	100.0	
Missing	-1 Missing	15803	95.9		
Total		16474	100.0		

**First Language**

From the DfES documentation:

"First Language is the language to which the child was initially exposed during early development. If the child was exposed to more than one language and these include English, then English should be taken to be their mother tongue. If a child acquires English subsequent to early development, then English is not their mother tongue no matter how proficient in it they become. The values of the source code are:

**ENG** English

**ENB** Not known but believed to be English

**NOT** Information not obtained

**OTH** Other than English

**OTB** Not known but believed to be other than English.

**REF** Refused"

Values of 'ENG' were recoded to 1, 'ENB' to 2, 'NOT' to -2, 'OTH' to 3, 'OTB' to 4, 'REF' to -3 and blanks to -1.

**plasca23 PLASC 2001/2: First language**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 English	16138	98.0	98.0	98.0
	2 Not known, believed to be English	65	.4	.4	98.4
	3 Other than English	269	1.6	1.6	100.0
	4 Not known, believed to be other than English	1	.0	.0	100.0
	Total	16473	100.0	100.0	
Missing	-1 Missing	1	.0		
Total		16474	100.0		

A summary indicator of whether or not the first language was English was derived as PLASCA24 from PLASCA23 by recoding (-10 = -10)(-3, -2, -1, 2, 4 = -1)(1 = 1)(3 = 2).

**plasca24 PLASC 2001/2: First language is English**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	16138	98.0	98.4	98.4
	2 No	269	1.6	1.6	100.0
	Total	16407	99.6	100.0	
Missing	-1 Missing	67	.4		
Total		16474	100.0		



## Free School Meals Eligibility

From the DfES documentation:

“Free School Meal Eligibility can be; **N** (No) or **Y** (Yes). Eligibility depends on receipt (by parent or pupil) of Income Support, Income Based Jobseeker’s Allowance or support under Part 6 of Immigration and Asylum Act 1999. Pupils should only be recorded as eligible if they have claimed free school meals and (1) the relevant authority has confirmed their eligibility, or (2) final confirmation of eligibility is still awaited but the school has seen documents that strongly indicate eligibility (for example an Income Support order book) and on the basis of those has commenced provision of free meals.”

Values of ‘Y’ were recoded to 1, ‘N’ to 2 and blanks to -1.

**plasca30 PLASC 2001/2: Child is eligible for free school meals**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	2303	14.0	14.0	14.0
	2 No	14168	86.0	86.0	100.0
	Total	16471	100.0	100.0	
Missing	-1 Missing	3	.0		
Total		16474	100.0		

## Permanent Exclusion Indicator

From the DfES documentation:

“The Permanent Exclusion Indicator should only be completed if a pupil was reported as being permanently excluded in the academic year. The field can only be **Y** if a value is present.”

The only non-blank value present was ‘P’. This was assumed to be equivalent to the ‘Y’ mentioned in the documentation. Values of ‘P’ were recoded to 1 and blanks to 2.

Since only 1 child was indicated as having been excluded, for confidentiality reasons the variable does not appear on the built file.

**SEN Status**

From the DfES documentation:

“This field records a pupil's Special Educational Needs (SEN) code. Schools recorded a pupil's SEN code using the old or the new SEN codes in 2002:

New codes:

- N** no special provision
- A** school action
- P** school action plus
- Q** school action plus and statutory assessment
- S** statement of SEN.

Old codes:

- 0** no SEN recorded
- 1-4** SEN without statement (escalating in severity)
- 5** statement of SEN”

For details on the interpretation of the SEN categories please see sections 5 and 6 of the SEN Code of Practice (*Special Educational Needs Code of Practice (DfES/581/2001)*, 2001). Code Q was not used for any of the pupils on this file, and in later years was only used for ~1% of pupils with any type of SEN (i.e. those with codes A, P Q or S). In addition code Q was removed from 2004/5 onwards. It was therefore decided to merge code Q with code P. Two separate variables were created from this field, with the new codes going into PLASCA40, with values of ‘N’ recoded to 1, ‘A’ to 2, ‘P’ to 3, ‘S’ to 4, old codes to -2 and blanks to -1. The old codes went into variable PLASCA41, with new codes recoded to -2 and blanks to -1.

**plasca40 PLASC 2001/2: SEN status (new codes)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 No special provision	24	.1	6.6	6.6
	2 School action	186	1.1	51.0	57.5
	3 School action plus	97	.6	26.6	84.1
	4 Statement of SEN	58	.4	15.9	100.0
	Total	365	2.2	100.0	
Missing	-2 Old codes used	16109	97.8		
Total		16474	100.0		

**plasca41 PLASC 2001/2: SEN status (old codes)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 No SEN recorded	12524	76.0	77.7	77.7
	1 SEN without statement, level 1	860	5.2	5.3	83.1
	2 SEN without statement, level 2	1429	8.7	8.9	92.0
	3 SEN without statement, level 3	829	5.0	5.1	97.1
	4 SEN without statement, level 4	43	.3	.3	97.4
	5 Statement of SEN	424	2.6	2.6	100.0
	Total	16109	97.8	100.0	
Missing	-2 New codes used	365	2.2		
Total		16474	100.0		

## PLASC 2002/3

### Data available

Variable PLASCB01 indicates whether a PLASC record was identified for each child. Children for whom no PLASC record was identified fall into two main groups:

1. Children not attending a state school in England. Note that this includes children at independent schools or being home educated in England as well as children attending schools outside of England (as well as a small number of children who have died since birth).
2. Children attending state schools in England for whom no match was made. The most likely explanation for this is that due to discrepancies in the identifying information between that held by ALSPAC and that held on the PLASC 2001/2 data no match was possible. In addition to errors in the data, it is possible, for example, that a child might have changed name without ALSPAC being informed.

**plascb01 PLASC 2002/3: Data available**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	16318	84.2	84.2	84.2
2 No	3070	15.8	15.8	100.0
Total	19388	100.0	100.0	

Note that PLASC 2002/3 is available for 11,715 (83%) of the 14,062 live born children in the core ALSPAC sample.

If PLASCB01 = 2 then variables PLASCB02 to PLASCB40 were set to -10. The frequencies of these variables displayed later in this documentation are restricted to cases for whom data are available (i.e. PLASCB01 = 1).

### School identifier

The PLASC data were supplied with official DfES school codes indicating which school each child was in. For reasons of confidentiality these cannot be made available on research data. ALSPAC has therefore derived a unique 9-digit school identifier, called ALSPSCID, from the official DfES school codes. Although schools will keep the same value of ALSPSCID across time, since children have the potential to move between schools, any indicator of which school a child is in is time dependent. Variable PLASCB02 contains the appropriate values of ALSPSCID for each child for PLASC 2002/3.

Note that in the event of data from a school level file (on which ALSPSCID will be the case identifier) being matched onto the PLASC 2002/3 data, variable PLASCB02 should be temporarily renamed ALSPSCID whilst the match is being performed.

Since there are 1733 different schools attended by children with PLASC data in 2002/3 a frequency table is not displayed here.

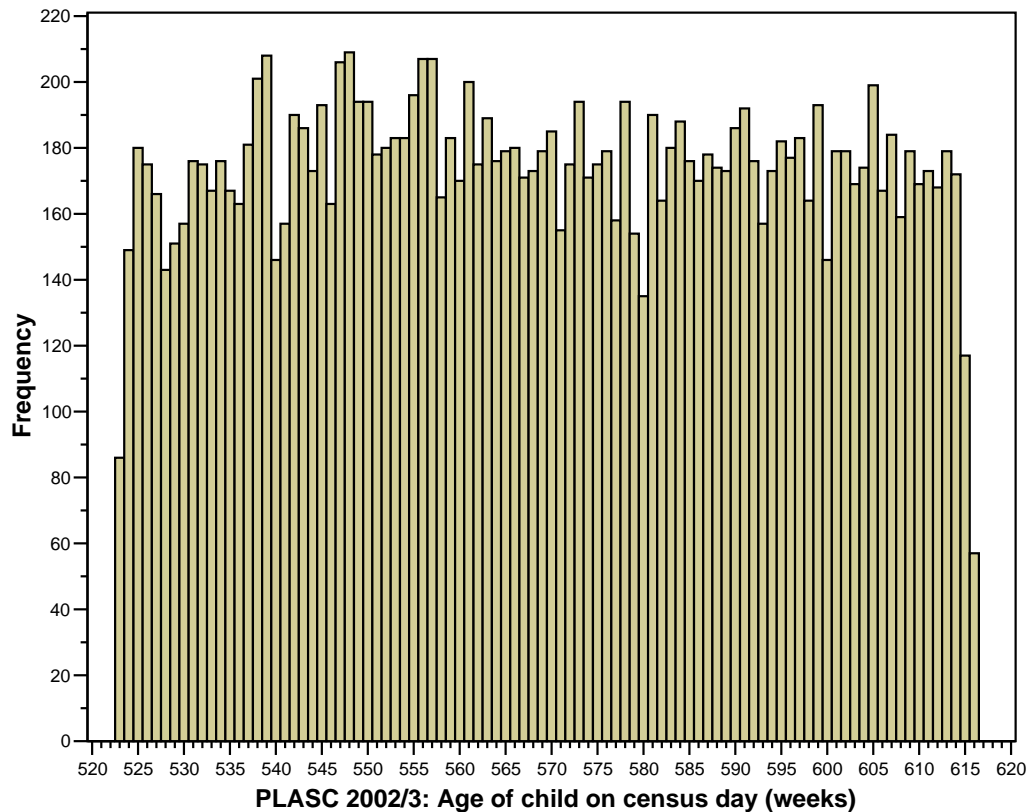
**Age on census day**

PLASC returns are collected on the third Thursday in January. Census day in 2002/3 was, therefore, 16<sup>th</sup> January 2003. The study children's dates of birth from ALSPAC's central database were used to calculate the study child's age on census day in completed weeks and completed months.

The range of non-missing values of the age in months was [119, 143]. For reasons of confidentiality values of < 121 were grouped, as were values of > 140. The range of non-missing values of the age in weeks was [517, 625]. For reasons of confidentiality values of < 524 were grouped, as were values of > 615.

**plascb03 PLASC 2002/3: Age of child on census day (months)**

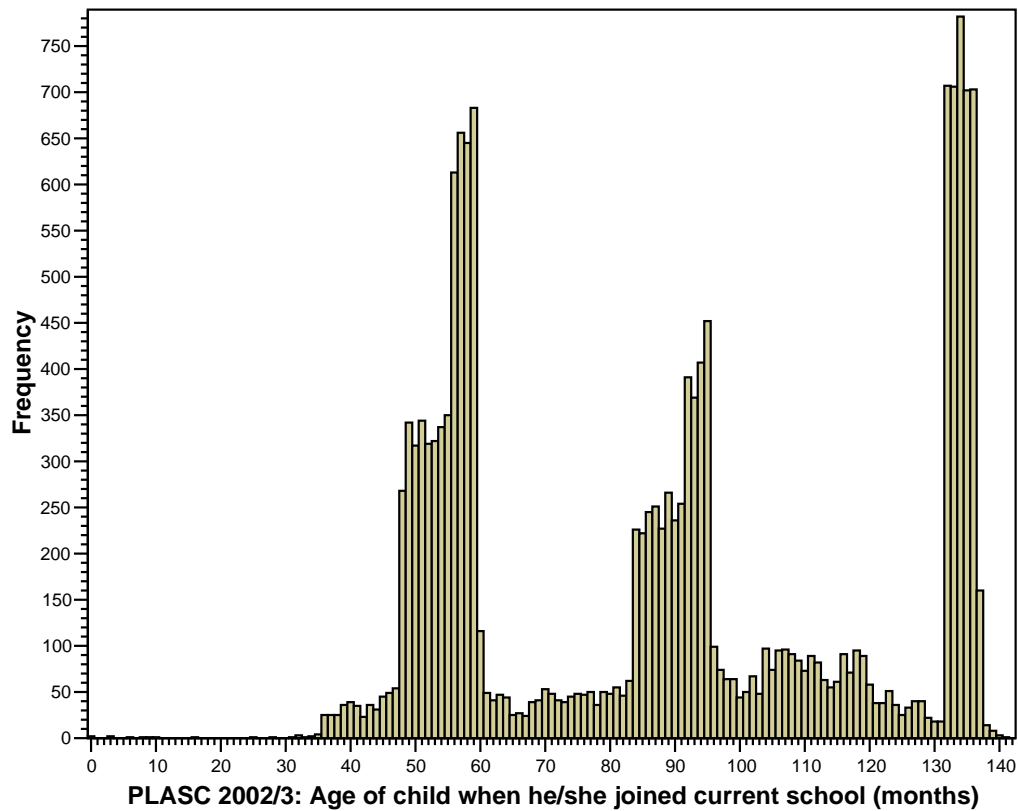
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	120 < 121	439	2.7	2.7	2.7
	121	679	4.2	4.2	6.9
	122	751	4.6	4.6	11.5
	123	776	4.8	4.8	16.2
	124	774	4.7	4.7	21.0
	125	816	5.0	5.0	26.0
	126	824	5.0	5.0	31.0
	127	847	5.2	5.2	36.2
	128	778	4.8	4.8	41.0
	129	820	5.0	5.0	46.0
	130	739	4.5	4.5	50.5
	131	772	4.7	4.7	55.2
	132	776	4.8	4.8	60.0
	133	696	4.3	4.3	64.3
	134	783	4.8	4.8	69.1
	135	775	4.7	4.7	73.8
	136	758	4.6	4.6	78.5
	137	788	4.8	4.8	83.3
	138	734	4.5	4.5	87.8
	139	779	4.8	4.8	92.6
	140	749	4.6	4.6	97.2
	141 > 140	465	2.8	2.8	100.0
Total		16318	100.0	100.0	

**PLASCB04****Age on entry to current school**

PLASC provides the date on which the child started at their current school (although this is missing for one case). Using this and the study children's dates of birth from ALSPAC's central database, the study child's age on entry to current school was calculated in completed years and completed months.

**plascb05 PLASC 2002/3: Age of child when he/she joined current school (years)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	8	.0	.0	.0
	1	1	.0	.0	.1
	2	12	.1	.1	.1
	3	424	2.6	2.6	2.7
	4	5186	31.8	31.8	34.5
	5	561	3.4	3.4	37.9
	6	568	3.5	3.5	41.4
	7	3545	21.7	21.7	63.2
	8	868	5.3	5.3	68.5
	9	943	5.8	5.8	74.2
	10	419	2.6	2.6	76.8
	11	3783	23.2	23.2	100.0
	Total	16318	100.0	100.0	

**PLASCB06****Number of years at current school**

Using the date on which the child started at their current school, the number of completed years for which the child had attended the current school by census day was calculated.

**plascb07 PLASC 2002/3: Time since child joined current school (years)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0 < 1	4417	27.1	27.1	27.1
1	903	5.5	5.5	32.6
2	1495	9.2	9.2	41.8
3	2849	17.5	17.5	59.2
4	605	3.7	3.7	62.9
5	1756	10.8	10.8	73.7
6	3935	24.1	24.1	97.8
7	329	2.0	2.0	99.8
8	19	.1	.1	99.9
9	4	.0	.0	100.0
10	6	.0	.0	100.0
Total	16318	100.0	100.0	

**National Curriculum Year Group**

From the DfES documentation:

“This field gives the actual National Curriculum year group that the pupil follows within the school.

**N1** If age at previous 31 August less than 3.

**N2** if age at previous 31 August less than 4.

**R** if Reception – age at previous 31 August less than 5.

**1-14.**”

As expected, given the age range of the children on this file, only numerical codes were present. Blanks were recoded to -1. There was a single occurrence of code '1' in the raw data. This occurred for a child who was expected to be in Year 7 and who was recorded as in Year 6 in 2001/2 and Year 8 in 2003/4. Further, it was verified that the school the child was in was a secondary school. It was decided that this value could safely be assumed to be an error and it was therefore recoded to 7.

**plascb10 PLASC 2002/3: National curriculum year group**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	.0	.0	.0
	4	21	.1	.1	.1
	5	3070	18.8	18.8	19.0
	6	9350	57.3	57.3	76.3
	7	3866	23.7	23.7	100.0
	8	7	.0	.0	100.0
	Total	16315	100.0	100.0	
Missing	-1 Missing	3	.0		
Total		16318	100.0		

The year group in which each child would be expected to appear in 2002/3 according to their date of birth (see Table 2) was calculated from their date of birth as PLASCB11.

**plascb11 PLASC 2002/3: Expected national curriculum year group**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	3031	18.6	18.6	18.6
	6	9403	57.6	57.6	76.2
	7	3884	23.8	23.8	100.0
	Total	16318	100.0	100.0	

## PLASC 2002/3

An indicator of whether each child was actually in the year group in which they would be expected to appear based on the date of birth was derived from PLASCB10 & PLASCB11 as PLASCB12. PLASCB12 was set to -1 if PLASCB10 = -1.

### plascb12 PLASC 2002/3: Child is in expected national curriculum year group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	16197	99.3	99.3	99.3
	2 No	118	.7	.7	100.0
	Total	16315	100.0	100.0	
Missing	-1 Missing	3	.0		
Total		16318	100.0		

## Enrolment Status

From the DfES documentation:

“A pupil’s Enrolment Status in the reporting school can be;

**C** currently registered at this school only

**M** currently registered at this and another school – mainly at *this school*

**S** currently registered at this and another school – mainly at the *other school*

**G** (guest pupil not registered at this school but attending for some lessons or sessions).

The codes **M** and **S** can only be recorded for pupils in Special Schools.”

Values of ‘C’ were recoded to 1, ‘M’ & ‘S’ to 2, ‘G’ to 3 and blanks to -1. Codes ‘M’ & ‘S’ were combined due to low numbers. Only 1 case had code ‘S’ in the raw data. The specification that codes M & S should only appear for pupils in special schools has not been verified.

### plascb14 PLASC 2002/3: Current school registration status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 This school only	16305	99.9	99.9	99.9
	2 This and another school	10	.1	.1	100.0
	Total	16315	100.0	100.0	
Missing	-1 Missing	3	.0		
Total		16318	100.0		

## Boarder Indicator

From the DfES documentation:

“Boarder Indicator can be **B** (boarder) or **N** (not a boarder, i.e. day pupil).”

Values of ‘B’ were recoded to 1, ‘N’ to 2 and blanks to -1. Seven occurrences of numeric codes were recoded to -9. Since there were only 2 boarders for confidentiality reasons this variable is not presented on the built file.



## Ethnicity

Ethnicity was coded using a 4 letter coding system (see Table 8 in Appendix A and for further information *Guidance for Local Education Authorities on schools' collection and recording data on pupils' ethnic background (DfES/0002/2002)*, 2002). There is a note in the DfES documentation that the codes "May be blank if age at previous 31 August <5", a situation which is not encountered with the ALSPAC extract. The main categories, with their sub-categories, were compulsory, but there was also an option for LEAs to choose to record much more detail by using the extended categories. On this built file, the finest level at which ethnicity is presented is the main category level, with codes REFU & NOBT both recoded to -1.

**plascb20 PLASC 2002/3: Ethnicity**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 White	14784	90.6	94.7	94.7
	2 Mixed	429	2.6	2.7	97.4
	3 Asian	166	1.0	1.1	98.5
	4 Black	183	1.1	1.2	99.7
	5 Chinese	35	.2	.2	99.9
	6 Other	16	.1	.1	100.0
	Total	15613	95.7	100.0	
Missing	-1 Missing	705	4.3		
Total		16318	100.0		

An ethnicity summary was derived from PLASCB20 by recoding (1 = 1)(2 thru 6 = 2) and copying missing values.

**plascb21 PLASC 2002/3: Ethnicity (summary)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 White	14784	90.6	94.7	94.7
	2 Non-white	829	5.1	5.3	100.0
	Total	15613	95.7	100.0	
Missing	-1 Missing	705	4.3		
Total		16318	100.0		

## Ethnicity Source

From the DfES documentation:

“This field contains the source of the pupil’s recorded ethnic group. This must only be present if the new three digit ethnic codes were used.

The values of the source code are:

**C** provided by the child (i.e. pupil)

**P** provided by the parent

**S** ascribed by the current school

**T** ascribed by a previous school

**O** other (or not known)”

Values of ‘C’ were recoded to 1, ‘P’ to 2, ‘S’ to 3, ‘T’ to 4, ‘O’ to 5 and blanks to -1.

**plascb22 PLASC 2002/3: Ethnicity source**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Provided by child	625	3.8	3.8	3.8
2 Provided by parent	12409	76.0	76.0	79.9
3 Ascribed by current school	3178	19.5	19.5	99.4
4 Ascribed by a previous school	17	.1	.1	99.5
5 Other	89	.5	.5	100.0
Total	16318	100.0	100.0	

**First Language**

From the DfES documentation:

"First Language is the language to which the child was initially exposed during early development. If the child was exposed to more than one language and these include English, then English should be taken to be their mother tongue. If a child acquires English subsequent to early development, then English is not their mother tongue no matter how proficient in it they become. The values of the source code are:

**ENG** English

**ENB** Not known but believed to be English

**NOT** Information not obtained

**OTH** Other than English

**OTB** Not known but believed to be other than English.

**REF** Refused"

Values of 'ENG' were recoded to 1, 'ENB' to 2, 'NOT' to -2, 'OTH' to 3, 'OTB' to 4, 'REF' to -3 and blanks to -1.

**plascb23 PLASC 2002/3: First language**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 English	16051	98.4	98.4	98.4
	2 Not known, believed to be English	24	.1	.1	98.5
	3 Other than English	231	1.4	1.4	100.0
	4 Not known, believed to be other than English	7	.0	.0	100.0
	Total	16313	100.0	100.0	
Missing	-3 Refused	1	.0		
	-2 Information not obtained	1	.0		
	-1 Missing	3	.0		
	Total	5	.0		
Total		16318	100.0		

A summary indicator of whether or not the first language was English was derived as PLASCB24 from PLASCB23 by recoding (-10 = -10)(-3, -2, -1, 2, 4 = -1)(1 = 1)(3 = 2).

**plascb24 PLASC 2002/3: First language is English**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	16051	98.4	98.6	98.6
	2 No	231	1.4	1.4	100.0
	Total	16282	99.8	100.0	
Missing	-1 Missing	36	.2		
Total		16318	100.0		

## Free School Meals Eligibility

From the DfES documentation:

“Free School Meal Eligibility can be; **N** (No) or **Y** (Yes). Eligibility depends on receipt (by parent or pupil) of Income Support, Income Based Jobseeker’s Allowance or support under Part 6 of Immigration and Asylum Act 1999. Pupils should only be recorded as eligible if they have claimed free school meals and (1) the relevant authority has confirmed their eligibility, or (2) final confirmation of eligibility is still awaited but the school has seen documents that strongly indicate eligibility (for example an Income Support order book) and on the basis of those has commenced provision of free meals.”

Values of ‘Y’ were recoded to 1, ‘N’ to 2 and blanks to -1.

**plascb30 PLASC 2002/3: Child is eligible for free school meals**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	2161	13.2	13.2	13.2
	2 No	14154	86.7	86.8	100.0
	Total	16315	100.0	100.0	
Missing	-1 Missing	3	.0		
Total		16318	100.0		

## Permanent Exclusion Indicator

From the DfES documentation:

“The Permanent Exclusion Indicator should only be completed if a pupil was reported as being permanently excluded in the academic year. The field can only be **Y** if a value is present.”

The only non-blank value present was ‘P’. This was assumed to be equivalent to the ‘Y’ mentioned in the documentation. Values of ‘P’ were recoded to 1 and blanks to 2.

Since only 3 children were indicated as having been excluded, for confidentiality reasons the variable does not appear on the built file.

**In care**

From the DfES documentation:

“Yes/No. **Y** or **N**. Is the child “looked after” on the census day?”

Values of ‘Y’ were recoded to 1, ‘N’ to 2 and blanks to -1.

For confidentiality reasons the variable does not appear on the built file.

**Ever in care at current school**

From the DfES documentation:

“Yes/No. **Y** or **N**. Has the child ever been in care while at this school?”

Values of ‘Y’ were recoded to 1, ‘N’ to 2 and blanks to -1.

17 of the 34 cases marked as currently in care on the previous variable were marked as N for this variable, which doesn’t make sense. They have been recoded to 1 ‘Y’ for this variable. Note that there were no such problems with the 2003/4 data.

For confidentiality reasons the variable does not appear on the built file.

**SEN Status**

From the DfES documentation:

“This field records a pupil's Special Educational Needs (SEN) code. Schools recorded a pupil's SEN code using the old or the new SEN codes in 2002:

New codes:

- N** no special provision
- A** school action
- P** school action plus
- Q** school action plus and statutory assessment
- S** statement of SEN.

Old codes:

- 0** no SEN recorded
- 1-4** SEN without statement (escalating in severity)
- 5** statement of SEN”

For details on the interpretation of the SEN categories please see sections 5 and 6 of the SEN Code of Practice (*Special Educational Needs Code of Practice (DfES/581/2001)*, 2001). Code Q was only used for about 1% of pupils with any type of SEN (i.e. those with codes A, P Q or S). In addition code Q was removed from 2004/5 onwards. It was therefore decided to merge code Q with code P. Values of ‘N’ were recoded to 1, ‘A’ to 2, ‘P’ & ‘Q’ to 3, ‘S’ to 4 and blanks to -1. Any numerical codes (which could be spurious occurrences of old codes as used in 2001/2) were recoded to -9.

**plascb40 PLASC 2002/3: SEN status**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 No special provision	13208	80.9	80.9	80.9
	2 School action	1809	11.1	11.1	92.0
	3 School action plus	774	4.7	4.7	96.8
	4 Statement of SEN	526	3.2	3.2	100.0
	Total	16317	100.0	100.0	
Missing	-9 Illegal value	1	.0		
Total		16318	100.0		

## PLASC 2003/4

### Data available

Variable PLASCC01 indicates whether a PLASC record was identified for each child. Children for whom no PLASC record was identified fall into two main groups:

1. Children not attending a state school in England. Note that this includes children at independent schools or being home educated in England as well as children attending schools outside of England (as well as a small number of children who have died since birth).
2. Children attending state schools in England for whom no match was made. The most likely explanation for this is that due to discrepancies in the identifying information between that held by ALSPAC and that held on the PLASC 2001/2 data no match was possible. In addition to errors in the data, it is possible, for example, that a child might have changed name without ALSPAC being informed.

**plasc01 PLASC 2003/4: Data available**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	15991	82.5	82.5	82.5
2 No	3397	17.5	17.5	100.0
Total	19388	100.0	100.0	

Note that PLASC 2003/4 is available for 11,458 (81%) of the 14,062 live born children in the core ALSPAC sample.

If PLASCC01 = 2 then variables PLASCC02 to PLASCC56 were set to -10. The frequencies of these variables displayed later in this documentation are restricted to cases for whom data are available (i.e. PLASCC01 = 1).

### School identifier

The PLASC data were supplied with official DfES school codes indicating which school each child was in. For reasons of confidentiality these cannot be made available on research data. ALSPAC has therefore derived a unique 9-digit school identifier, called ALSPSCID, from the official DfES school codes. Although schools will keep the same value of ALSPSCID across time, since children have the potential to move between schools, any indicator of which school a child is in is time dependent. Variable PLASCC02 contains the appropriate values of ALSPSCID for each child for PLASC 2003/4.

Note that in the event of data from a school level file (on which ALSPSCID will be the case identifier) being matched onto the PLASC 2003/4 data, variable PLASCC02 should be temporarily renamed ALSPSCID whilst the match is being performed.

Since there are 1480 different schools attended by children with PLASC data in 2003/4 a frequency table is not displayed here.

**Age on census day**

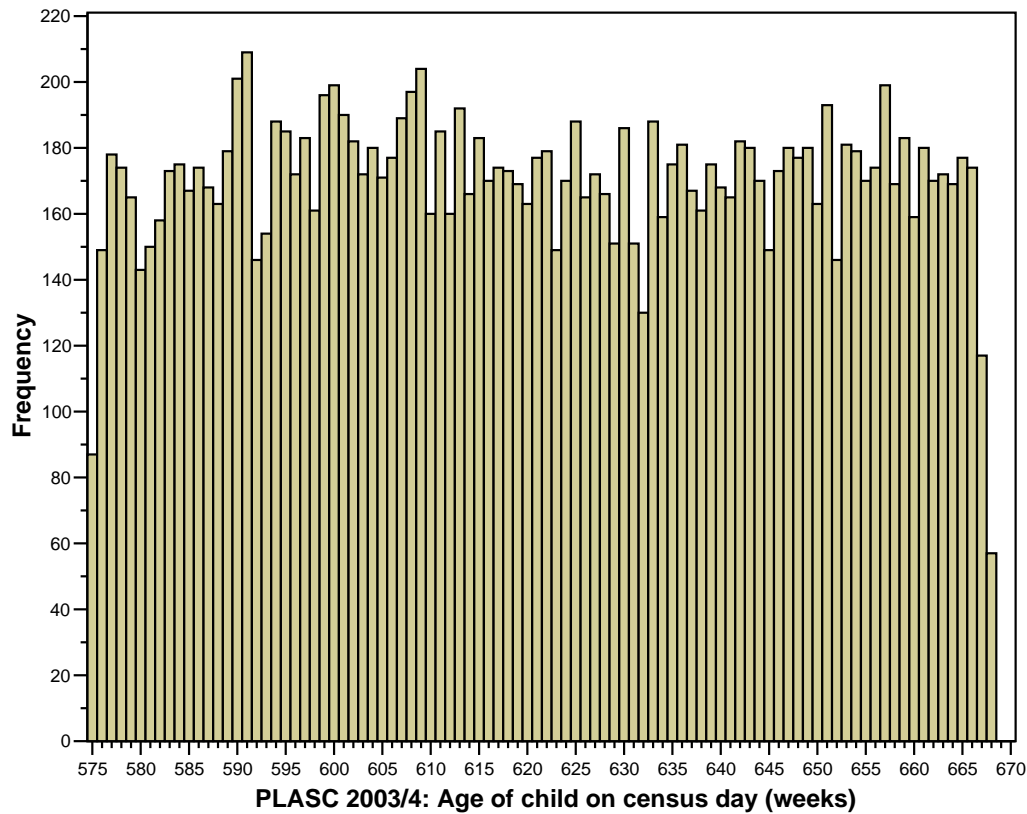
PLASC returns are collected on the third Thursday in January. Census day in 2003/4 was, therefore, 15<sup>th</sup> January 2004. The study children's dates of birth from ALSPAC's central database were used to calculate the study child's age on census day in completed weeks and completed months.

The range of non-missing values of the age in months was [131, 155]. For reasons of confidentiality values of < 133 were grouped, as were values of > 152. The range of non-missing values of the age in weeks was [569, 677]. For reasons of confidentiality values of < 576 were grouped, as were values of > 667.

**plasc03 PLASC 2003/4: Age of child on census day (months)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	132 < 133	458	2.9	2.9	2.9
	133	672	4.2	4.2	7.1
	134	763	4.8	4.8	11.8
	135	778	4.9	4.9	16.7
	136	753	4.7	4.7	21.4
	137	804	5.0	5.0	26.4
	138	786	4.9	4.9	31.4
	139	811	5.1	5.1	36.4
	140	765	4.8	4.8	41.2
	141	787	4.9	4.9	46.1
	142	713	4.5	4.5	50.6
	143	748	4.7	4.7	55.3
	144	744	4.7	4.7	59.9
	145	679	4.2	4.2	64.2
	146	748	4.7	4.7	68.8
	147	750	4.7	4.7	73.5
	148	743	4.6	4.6	78.2
	149	775	4.8	4.8	83.0
	150	743	4.6	4.6	87.7
	151	774	4.8	4.8	92.5
	152	758	4.7	4.7	97.3
	153 > 152	439	2.7	2.7	100.0
Total		15991	100.0	100.0	

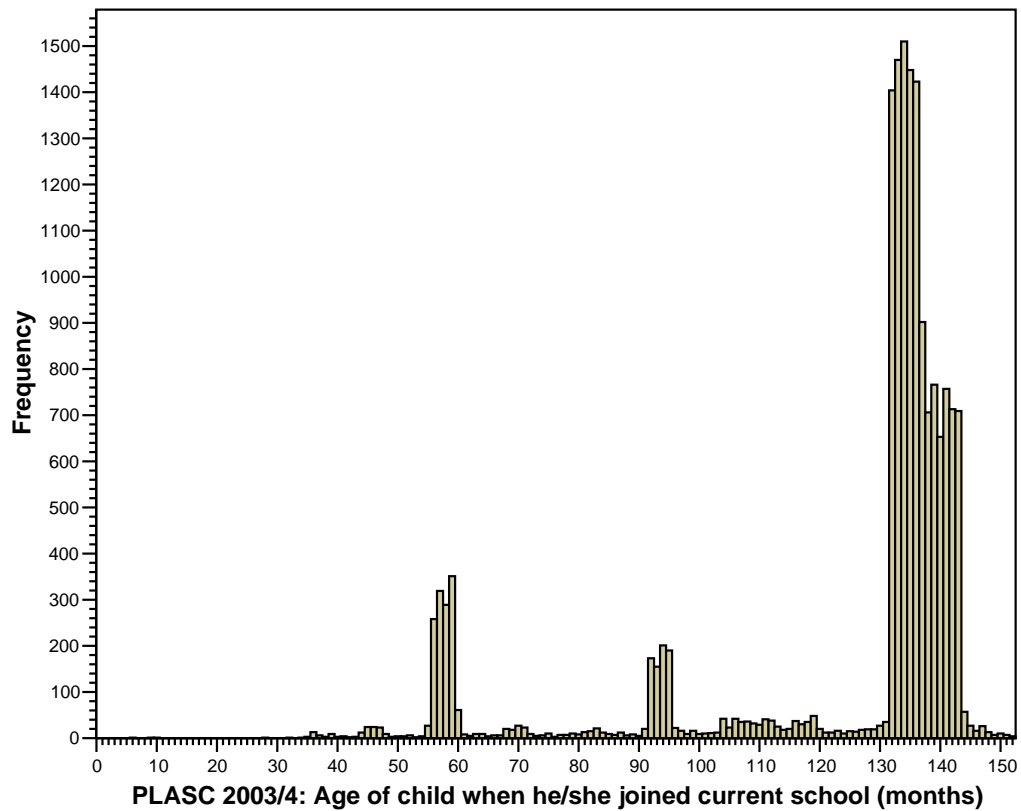


**PLASCC04****Age on entry to current school**

PLASC provides the date on which the child started at their current school (although this is missing for one case). Using this and the study children's dates of birth from ALSPAC's central database, the study child's age on entry to current school was calculated in completed years and completed months.

**plasc05 PLASC 2003/4: Age of child when he/she joined current school (years)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	3	.0	.0	.0
2	5	.0	.0	.1
3	127	.8	.8	.8
4	1268	7.9	7.9	8.8
5	201	1.3	1.3	10.0
6	115	.7	.7	10.7
7	800	5.0	5.0	15.8
8	247	1.5	1.5	17.3
9	387	2.4	2.4	19.7
10	219	1.4	1.4	21.1
11	12454	77.9	77.9	99.0
12	165	1.0	1.0	100.0
Total	15991	100.0	100.0	

**PLASCC06****Number of years at current school**

Using the date on which the child started at their current school, the number of completed years for which the child had attended the current school by census day was calculated.

**plasc07 PLASC 2003/4: Time since child joined current school (years)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 < 1	9147	57.2	57.2	57.2
	1	3838	24.0	24.0	81.2
	2	358	2.2	2.2	83.4
	3	893	5.6	5.6	89.0
	4	119	.7	.7	89.8
	5	144	.9	.9	90.7
	6	1317	8.2	8.2	98.9
	7	129	.8	.8	99.7
	8	37	.2	.2	99.9
	9	5	.0	.0	100.0
	10	3	.0	.0	100.0
	11	1	.0	.0	100.0
	Total	15991	100.0	100.0	

**National Curriculum Year Group**

From the DfES documentation:

“This field gives the actual National Curriculum year group that the pupil follows within the school.

**N1** If age at previous 31 August less than 3.

**N2** if age at previous 31 August less than 4.

**R** if Reception – age at previous 31 August less than 5.

**1-14.**”

A few unexplained values of 'X' in the variable were recoded to -9. Blanks were recoded to -1.

**plasc10 PLASC 2003/4: National curriculum year group**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	2	.0	.0	.0
	5	33	.2	.2	.2
	6	3012	18.8	18.8	19.1
	7	9066	56.7	56.7	75.8
	8	3869	24.2	24.2	100.0
	9	3	.0	.0	100.0
	Total	15985	100.0	100.0	
Missing	-9 Illegal value	4	.0		
	-1 Missing	2	.0		
	Total	6	.0		
Total		15991	100.0		

The year group in which each child would be expected to appear in 2003/4 according to their date of birth (see Table 2) was calculated from their date of birth as PLASCC11.

**plasc11 PLASC 2003/4: Expected national curriculum year group**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6	3022	18.9	18.9	18.9
	7	9087	56.8	56.8	75.7
	8	3882	24.3	24.3	100.0
	Total	15991	100.0	100.0	

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An indicator of whether each child was actually in the year group in which they would be expected to appear based on the date of birth was derived from PLASCC10 & PLASCC11 as PLASCC012. PLASCC12 was set to -1 if PLASCC10 = -1 or -9.

### plascc12 PLASC 2003/4: Child is in expected national curriculum year group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	15867	99.2	99.3	99.3
	2 No	118	.7	.7	100.0
	Total	15985	100.0	100.0	
Missing	-1 Missing	6	.0		
	Total	15991	100.0		

## Enrolment Status

From the DfES documentation:

“A pupil’s Enrolment Status in the reporting school can be;

**C** currently registered at this school only

**M** currently registered at this and another school – mainly at *this school*

**S** currently registered at this and another school – mainly at the *other school*

**G** (guest pupil not registered at this school but attending for some lessons or sessions).

The codes **M** and **S** can only be recorded for pupils in Special Schools.”

Values of ‘C’ were recoded to 1, ‘M’ & ‘S’ to 2, ‘G’ to 3 and blanks to -1. Codes ‘M’ & ‘S’ were combined due to low numbers. Only 1 case had code ‘S’ in the raw data. The specification that codes M & S should only appear for pupils in special schools has not been verified.

### plascc14 PLASC 2003/4: Current school registration status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 This school only	15979	99.9	99.9	99.9
	2 This and another school	10	.1	.1	100.0
	Total	15989	100.0	100.0	
Missing	-1 Missing	2	.0		
	Total	15991	100.0		

## Boarder Indicator

From the DfES documentation:

“Boarder Indicator can be **B** (boarder) or **N** (not a boarder, i.e. day pupil).”

Values of ‘B’ were recoded to 1, ‘N’ to 2 and blanks to -1. Thirteen occurrences of numeric codes were recoded to -9. Since there were only 6 boarders for confidentiality reasons this variable is not presented on the built file.

## Ethnicity

Ethnicity was coded using a 4 letter coding system (see Table 8 in Appendix A and for further information *Guidance for Local Education Authorities on schools' collection and recording data on pupils' ethnic background (DfES/0002/2002)*, 2002). There is a note in the DfES documentation that the codes "May be blank if age at previous 31 August <5", a situation which is not encountered with the ALSPAC extract. The main categories, with their sub-categories, were compulsory, but there was also an option for LEAs to choose to record much more detail by using the extended categories. On this built file, the finest level at which ethnicity is presented is the main category level, with codes REFU & NOBT both recoded to -1.

**plasc20 PLASC 2003/4: Ethnicity**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 White	14758	92.3	94.8	94.8
	2 Mixed	424	2.7	2.7	97.5
	3 Asian	167	1.0	1.1	98.6
	4 Black	175	1.1	1.1	99.7
	5 Chinese	32	.2	.2	99.9
	6 Other	13	.1	.1	100.0
	Total	15569	97.4	100.0	
Missing	-1 Missing	422	2.6		
Total		15991	100.0		

An ethnicity summary was derived from PLASCC20 by recoding (1 = 1)(2 thru 6 = 2) and copying missing values.

**plasc21 PLASC 2003/4: Ethnicity (summary)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 White	14758	92.3	94.8	94.8
	2 Non-white	811	5.1	5.2	100.0
	Total	15569	97.4	100.0	
Missing	-1 Missing	422	2.6		
Total		15991	100.0		

## Ethnicity Source

From the DfES documentation:

“This field contains the source of the pupil’s recorded ethnic group. This must only be present if the new three digit ethnic codes were used.

The values of the source code are:

**C** provided by the child (i.e. pupil)

**P** provided by the parent

**S** ascribed by the current school

**T** ascribed by a previous school

**O** other (or not known)”

Values of ‘C’ were recoded to 1, ‘P’ to 2, ‘S’ to 3, ‘T’ to 4, ‘O’ to 5 and blanks to -1.

**plasc22 PLASC 2003/4: Ethnicity source**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Provided by child	968	6.1	6.1	6.1
	2 Provided by parent	9989	62.5	62.5	68.5
	3 Ascribed by current school	2530	15.8	15.8	84.3
	4 Ascribed by a previous school	2354	14.7	14.7	99.1
	5 Other	150	.9	.9	100.0
	Total	15991	100.0	100.0	

Note that there is a large increase in the use of code T compared with 2002/3. Since this code mainly occurs for children in Year 7 (i.e. those starting secondary school) this would appear to make sense. However, a large number of children were in Year 7 in 2002/3 as well, without code T being much used for them.

## First Language

From the DfES documentation:

"First Language is the language to which the child was initially exposed during early development. If the child was exposed to more than one language and these include English, then English should be taken to be their mother tongue. If a child acquires English subsequent to early development, then English is not their mother tongue no matter how proficient in it they become. The values of the source code are:

**ENG** English

**ENB** Not known but believed to be English

**NOT** Information not obtained

**OTH** Other than English

**OTB** Not known but believed to be other than English.

**REF** Refused"

Values of 'ENG' were recoded to 1, 'ENB' to 2, 'NOT' to -2, 'OTH' to 3, 'OTB' to 4, 'REF' to -3 and blanks to -1.

**plasc23 PLASC 2003/4: First language**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 English	15736	98.4	98.4	98.4
	2 Not known, believed to be English	32	.2	.2	98.6
	3 Other than English	218	1.4	1.4	100.0
	4 Not known, believed to be other than English	3	.0	.0	100.0
	Total	15989	100.0	100.0	
Missing	-1 Missing	2	.0		
Total		15991	100.0		

A summary indicator of whether or not the first language was English was derived as PLASCC24 from PLASCC23 by recoding (-10 = -10)(-3, -2, -1, 2, 4 = -1)(1 = 1)(3 = 2).

**plasc24 PLASC 2003/4: First language is English**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	15736	98.4	98.6	98.6
	2 No	218	1.4	1.4	100.0
	Total	15954	99.8	100.0	
Missing	-1 Missing	37	.2		
Total		15991	100.0		

## Free School Meals Eligibility

From the DfES documentation:

“Free School Meal Eligibility can be; **N** (No) or **Y** (Yes). Eligibility depends on receipt (by parent or pupil) of Income Support, Income Based Jobseeker’s Allowance or support under Part 6 of Immigration and Asylum Act 1999. Pupils should only be recorded as eligible if they have claimed free school meals and (1) the relevant authority has confirmed their eligibility, or (2) final confirmation of eligibility is still awaited but the school has seen documents that strongly indicate eligibility (for example an Income Support order book) and on the basis of those has commenced provision of free meals.”

Values of ‘Y’ were recoded to 1, ‘N’ to 2 and blanks to -1.

**plasc30 PLASC 2003/4: Child is eligible for free school meals**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	2037	12.7	12.7	12.7
	2 No	13952	87.2	87.3	100.0
	Total	15989	100.0	100.0	
Missing	-1 Missing	2	.0		
Total		15991	100.0		

## Permanent Exclusion Indicator

From the DfES documentation:

“The Permanent Exclusion Indicator should only be completed if a pupil was reported as being permanently excluded in the academic year. The field can only be **Y** if a value is present.”

The only non-blank value present was ‘P’. This was assumed to be equivalent to the ‘Y’ mentioned in the documentation. Values of ‘P’ were recoded to 1 and blanks to 2.

Since only 2 children were indicated as having been excluded, for confidentiality reasons the variable does not appear on the built file.



**In care**

From the DfES documentation:

“Yes/No. **Y** or **N**. Is the child “looked after” on the census day?”

Values of ‘Y’ were recoded to 1, ‘N’ to 2 and blanks to -1.

For confidentiality reasons the variable does not appear on the built file.

**Ever in care at current school**

From the DfES documentation:

“Yes/No. **Y** or **N**. Has the child ever been in care while at this school?”

Values of ‘Y’ were recoded to 1, ‘N’ to 2 and blanks to -1.

For confidentiality reasons the variable does not appear on the built file.

**SEN Status**

From the DfES documentation:

“This field records a pupil's Special Educational Needs (SEN) code. Schools recorded a pupil's SEN code using the old or the new SEN codes in 2002:

New codes:

- N** no special provision
- A** school action
- P** school action plus
- Q** school action plus and statutory assessment
- S** statement of SEN.

Old codes:

- 0** no SEN recorded
- 1-4** SEN without statement (escalating in severity)
- 5** statement of SEN”

For details on the interpretation of the SEN categories please see sections 5 and 6 of the SEN Code of Practice (*Special Educational Needs Code of Practice (DfES/581/2001)*, 2001). Code Q was only used for about 1% of pupils with any type of SEN (i.e. those with codes A, P Q or S). In addition code Q was removed from 2004/5 onwards. It was therefore decided to merge code Q with code P. Values of ‘N’ were recoded to 1, ‘A’ to 2, ‘P’ & ‘Q’ to 3, ‘S’ to 4 and blanks to -1. Any numerical codes (which could be spurious occurrences of old codes as used in 2001/2) were recoded to -9.

**plasc40 PLASC 2003/4: SEN status**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 No special provision	12986	81.2	81.2	81.2
	2 School action	1780	11.1	11.1	92.3
	3 School action plus	682	4.3	4.3	96.6
	4 Statement of SEN	542	3.4	3.4	100.0
	Total	15990	100.0	100.0	
Missing	-9 Illegal value	1	.0		
Total		15991	100.0		

## Primary & Secondary SEN Types

These fields were new for 2003/4. A detailed description can be found in (*Data Collection by Type of Special Educational Needs (DfES/0536/2003)*, 2003), from which the following information was taken.

Chapter 7 of the SEN Code of Practice (*Special Educational Needs Code of Practice (DfES/581/2001)*, 2001) sets out four main areas of needs:

1. Cognition and Learning
2. Behaviour, Emotional and Social Development
3. Communication and Interaction
4. Sensory and/or Physical

In order to obtain more detailed information three of these areas were sub-divided into categories used by Ofsted and an “Other” category was also added. See Table 5 for more details.

**Table 5: DfES SEN areas, Ofsted SEN categories and their PLASC codes**

<b>DfES SEN Area</b>	<b>Ofsted SEN Category</b>	<b>Code</b>
1. Cognition and Learning Needs	1. Specific Learning Difficulty	SPLD
	2. Moderate Learning Difficulty	MLD
	3. Severe Learning Difficulty	SLD
	4. Profound & Multiple Learning Difficulty	PMLD
2. Behaviour, Emotional and Social Development Needs	5. Behaviour, Emotional and Social Difficulty	BESD
3. Communication and Interaction Needs	6. Speech Language and Communication Needs	SLCN
	7. Autistic Spectrum Disorder	ASD
4. Sensory and/or Physical Needs	8. Visual Impairment	VI
	9. Hearing Impairment	HI
	10. Multi-Sensory Impairment	MSI
	11. Physical Disability	PD
5. Other Needs	12. Other Difficulty/Disability	OTH

Values of ‘SPLD’ were recoded to 1, ‘MLD’ to 2, ‘SLD’ to 3, ‘PMLD’ to 4, ‘BESD’ to 5, ‘SLCN’ to 6, ‘ASD’ to 7, ‘VI’ to 8, ‘HI’ to 9, ‘MSI’ to 10, ‘PD’ to 11, ‘OTH’ to 12 and blanks to –1. If PLASCC41 > 0 then values of –1 in PLASCC42 were recoded to –3 “No secondary nature”.

It was only compulsory to report the type(s) of SEN for pupils with SEN status codes P, Q or S, i.e. “school action plus” or higher. It is not entirely clear whether reporting type(s) of SEN for pupils with SEN status code A “school action” should not have occurred or whether it was an optional procedure. However, it did occur for a handful of pupils (~2%), the majority of whom were in the same school. For consistency these have been ignored and if PLASCC40 = 1, 2 or -9 then PLASCC41 & PLASCC42 were set to –2 “No significant SEN”.

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For reasons of confidentiality the SEN type data are presented at the SEN area level only and not the SEN category level (see Table 5). Variables for primary and secondary SEN area were derived as PLASCC60 & PLASCC61 from PLASCC41 & PLASCC42 by recoding (1 thru 4 = 1)(5 = 2)(6, 7 = 3)(8 thru 11 = 4)(12 = 5) and copying missing values.

Indicator variables for each SEN area were derived as PLASCC62 to PLASCC66 from PLASCC60 & PLASCC61. Missing values of -10 & -1 were copied across from the components. Then, for example, if either of the components had value 1 then PLASCC62 was set to 1 'Yes' and otherwise (including if it had value -2 'No SEN') it was set to 2 'No'.

### plasc60 PLASC 2003/4: SEN areas - Primary nature

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Cognition and learning needs	667	4.2	54.5	54.5
	2 Behaviour, emotional and social development needs	268	1.7	21.9	76.4
	3 Communication and interaction needs	147	.9	12.0	88.4
	4 Sensory and/or physical needs	104	.7	8.5	96.9
	5 Other needs	38	.2	3.1	100.0
	Total	1224	7.7	100.0	
Missing	-2 No significant SEN	14767	92.3		
Total		15991	100.0		

### plasc61 PLASC 2003/4: SEN areas - Secondary nature

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Cognition and learning needs	120	.8	44.4	44.4
	2 Behaviour, emotional and social development needs	71	.4	26.3	70.7
	3 Communication and interaction needs	36	.2	13.3	84.1
	4 Sensory and/or physical needs	33	.2	12.2	96.3
	5 Other needs	10	.1	3.7	100.0
	Total	270	1.7	100.0	
Missing	-3 No secondary area	954	6.0		
	-2 No significant SEN	14767	92.3		
	Total	15721	98.3		
Total		15991	100.0		

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## plasc62 PLASC 2003/4: SEN areas - Child has cognition and learning needs

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	771	4.8	4.8	4.8
2 No	15220	95.2	95.2	100.0
Total	15991	100.0	100.0	

## plasc63 PLASC 2003/4: SEN areas - Child has behaviour, emotional and social difficulty

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	337	2.1	2.1	2.1
2 No	15654	97.9	97.9	100.0
Total	15991	100.0	100.0	

## plasc64 PLASC 2003/4: SEN areas - Child has communication and interaction needs

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	176	1.1	1.1	1.1
2 No	15815	98.9	98.9	100.0
Total	15991	100.0	100.0	

## plasc65 PLASC 2003/4: SEN areas - Child has sensory and/or physical needs

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	132	.8	.8	.8
2 No	15859	99.2	99.2	100.0
Total	15991	100.0	100.0	

## plasc66 PLASC 2003/4: SEN areas - Child has other difficulty/disability

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	48	.3	.3	.3
2 No	15943	99.7	99.7	100.0
Total	15991	100.0	100.0	

## Appendix A: Ethnicity coding

The tables in this Appendix contain details of the two ethnicity coding schemes in use on the different PLASC returns on this built file and also details of how the full 2001/2 ethnicity codes were collapsed into the ethnicity variable actually presented on this built file. This was created to match as closely as possible the DfES main categories in the coding scheme for 2002/3 onwards.

**Table 6: Ethnicity codes for PLASC 2001/2**

<b>Code</b>	<b>Category</b>
10	White, UK heritage
11	White, European
12	White, other (known)
19	White, type not known
20	Black, Caribbean heritage
21	Black, African heritage
22	Black, other
30	Indian
40	Pakistani
50	Bangladeshi
60	Chinese
90	Other (known)
98	Parent/pupil preferred not to say
99	Ethnic group information not sought.

**Table 7: Creation of ALSPAC ethnicity variable from ethnicity codes for PLASC 2001/2**

<b>ALSPAC coding</b>		<b>DfES codes</b>
<b>Code</b>	<b>Category</b>	
1	White	10, 11, 12, 19
3	Asian	30, 40, 50
4	Black	20, 21, 22
5	Chinese	60
6	Other	90
-1	Missing	98, 99

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**Table 8: Ethnicity codes for PLASC 2002/3 onwards**

DfES Extended Categories		DfES Main Categories		
Codes	Categories	Code	Sub-Category	Main Category
WCOR	Cornish (introduced 2004/5)	WBRI	British	White
WENG	English	WBRI	British	White
WSCO	Scottish	WBRI	British	White
WWEL	Welsh	WBRI	British	White
WOWB	Other White British	WBRI	British	White
WIRI	Irish	WIRI	Irish	White
WIRT	Traveller of Irish Heritage	WIRT	Traveller of Irish Heritage	White
WALB	Albanian	WOTH	Any Other Background	White
WBOS	Bosnian- Herzegovinian	WOTH	Any Other Background	White
WCRO	Croatian	WOTH	Any Other Background	White
WGRE	Greek/ Greek Cypriot	WOTH	Any Other Background	White
WGRK	Greek	WOTH	Any Other Background	White
WGRC	Greek Cypriot	WOTH	Any Other Background	White
WITA	Italian	WOTH	Any Other Background	White
WKOS	Kosovan	WOTH	Any Other Background	White
WPOR	Portuguese	WOTH	Any Other Background	White
WSER	Serbian	WOTH	Any Other Background	White
WTUR	Turkish/ Turkish Cypriot	WOTH	Any Other Background	White
WTUK	Turkish	WOTH	Any Other Background	White
WTUC	Turkish Cypriot	WOTH	Any Other Background	White
WEUR	European	WOTH	Any Other Background	White
WEEU	Eastern European	WOTH	Any Other Background	White
WWEU	Western European	WOTH	Any Other Background	White
WOTW	White Other	WOTH	Any Other Background	White
WROM	Gypsy / Roma	WROM	Gypsy / Roma	White
MWBC	White and Black Caribbean	MWBC	White and Black Caribbean	Mixed
MWBA	White and Black African	MWBA	White and Black African	Mixed
MWAP	White and Pakistani	MWAS	White and Asian	Mixed
MWAI	White and Indian	MWAS	White and Asian	Mixed
MWAO	White and Any Other Asian Background	MWAS	White and Asian	Mixed
MAOE	Asian and Any Other Ethnic Group	MOTH	Any Other Background	Mixed
MABL	Asian and Black	MOTH	Any Other Background	Mixed
MACH	Asian and Chinese	MOTH	Any Other Background	Mixed
MBOE	Black and Any Other Ethnic Group	MOTH	Any Other Background	Mixed
MBCH	Black and Chinese	MOTH	Any Other Background	Mixed
MCOE	Chinese and Any Other Ethnic Group	MOTH	Any Other Background	Mixed
MWOE	White and Any Other Ethnic Group	MOTH	Any Other Background	Mixed
MWCH	White and Chinese	MOTH	Any Other Background	Mixed
MOTM	Other Mixed Background	MOTH	Any Other Background	Mixed
AIND	Indian	AIND	Indian	Asian
AMPK	Mirpuri Pakistani	APKN	Pakistani	Asian
AKPA	Kashmiri Pakistani	APKN	Pakistani	Asian
AOPK	Other Pakistani	APKN	Pakistani	Asian
ABAN	Bangladeshi	ABAN	Bangladeshi	Asian

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DfES Extended Categories		DfES Main Categories		
Codes	Categories	Code	Sub-Category	Main Category
AAFR	African Asian	AOTH	Any Other Background	Asian
AKAO	Kashmiri Other	AOTH	Any Other Background	Asian
ANEP	Nepali	AOTH	Any Other Background	Asian
ASNL	Sinhalese	AOTH	Any Other Background	Asian
ASLT	Sri Lankan Tamil	AOTH	Any Other Background	Asian
AOTA	Other Asian	AOTH	Any Other Background	Asian
BCRB	Caribbean	BCRB	Caribbean	Black
BANN	Angolan	BAFR	African	Black
BCON	Congolese	BAFR	African	Black
BGHA	Ghanaian	BAFR	African	Black
BNGN	Nigerian	BAFR	African	Black
BSLN	Sierra Leonian	BAFR	African	Black
BSOM	Somali	BAFR	African	Black
BSUD	Sudanese	BAFR	African	Black
BAOF	Other Black African	BAFR	African	Black
BOTH	Any Other Black Background	BOTH	Any Other Background	Black
BEUR	Black European	BOTH	Any Other Background	Black
BNAM	Black North American	BOTH	Any Other Background	Black
BOTB	Other Black	BOTH	Any Other Background	Black
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
OAFG	Afghan	OOth	Any Other Ethnic Group	Other
OARA	Arab Other	OOth	Any Other Ethnic Group	Other
OEGY	Egyptian	OOth	Any Other Ethnic Group	Other
OFIL	Filipino	OOth	Any Other Ethnic Group	Other
OIRN	Iranian	OOth	Any Other Ethnic Group	Other
OIRQ	Iraqi	OOth	Any Other Ethnic Group	Other
OJPN	Japanese	OOth	Any Other Ethnic Group	Other
OKOR	Korean	OOth	Any Other Ethnic Group	Other
OKRD	Kurdish	OOth	Any Other Ethnic Group	Other
OLAM	Latin/ South/ Central American	OOth	Any Other Ethnic Group	Other
OLEB	Lebanese	OOth	Any Other Ethnic Group	Other
OLIB	Libyan	OOth	Any Other Ethnic Group	Other
OMAL	Malay	OOth	Any Other Ethnic Group	Other
OMRC	Moroccan	OOth	Any Other Ethnic Group	Other
OPOL	Polynesian	OOth	Any Other Ethnic Group	Other
OTHA	Thai	OOth	Any Other Ethnic Group	Other
OVIE	Vietnamese	OOth	Any Other Ethnic Group	Other
OYEM	Yemeni	OOth	Any Other Ethnic Group	Other
OOEG	Other Ethnic Group	OOth	Any Other Ethnic Group	Other
REFU	Refused	REFU	Refused	Refused
NOBT	Information Not Yet Obtained	NOBT	Information Not Yet Obtained	Information Not Yet Obtained