



EMTAS Position Statement: schools' funding for pupils learning English as an Additional Language (EAL)

This EMTAS Position Statement gives details of the funding schools receive for their learners of EAL and outlines on what it should be spent.

Its intended audience includes Head Teachers, Senior Leaders in school, EAL Co-Ordinators/Inclusion Managers and Governors with responsibility for EAL.

EAL pupil funding Q & A

What is the basis on which EAL funding is determined?

A pupil for whom English is an additional language attracts funding if

- a) they are included in the October census
- and*
- b) they have been in the English school system for fewer than three years.

The 'three-year rule' is based on the pupil's inclusion in the October census for three years.

If a pupil was first recorded on the October census in nursery 1, nursery 2 or reception, they have been excluded from the count. This is because the language of pupils does not have to be declared in the census for pupils aged under five, causing these data to be unreliable.

Which pupils qualify for EAL funding?

EAL funding is based on the First Language Code used in the October Census. Where schools record a pupil's first language as English (ENG) on the Census - even though they might speak or be exposed to another language at home – that pupil will not attract the additional funding to which they are entitled.



Which pupils should be identified as 'EAL' for the purposes of the census?

In their School Census Guide, which is updated and republished annually, the Department for Education (DfE) defines EAL thus:

"Where a pupil's first language is not English...ie where the pupil has been exposed to a language other than English during early development and continues to be exposed to this language in the home or in the community."

From this definition, we can see that EAL includes:

- pupils for whom English is not the first language who were born in another country and who have moved to the UK;
- multilingual pupils who have lived in the UK for most of their lives. These pupils may appear to be fluent users of English but their home language(s) are other than English;
- pupils who were born in the UK but for whom English may not be the main language in use at home;
- pupils who have one parent or guardian who speaks a language other than English, and with whom they sometimes communicate in that other language.

Examples of pupils who qualify for EAL funding under the 'three-year rule'

- ✓ A pupil who was born in the UK and has one Polish speaking parent and one English speaking parent. Both Polish and English are spoken at home.
- ✓ A pupil who has recently arrived in the UK and who speaks both English and Arabic; Arabic at home and English because they have previously been educated in an setting where the language of instruction is English.
- ✓ A pupil who has recently arrived in the UK who speaks good English and is exposed to another language in the home eg a child from Zimbabwe who speaks English and has exposure to Ndebele at home.
- ✓ A pupil who has recently arrived in the UK and who speaks very little English. Their home language is Pashto.

When will the funding be paid?

The EAL funding commences in the April after a pupil was first identified on the school's October Census. This is the beginning of the new financial year following the pupil's first inclusion in the October census. Pupils currently in Reception will receive 3 years' funding, but it will not be paid until the pupil is in Year 1.



On what should I spend the EAL funding?

The EAL money is not ring-fenced; it is part of your school's budget. It is recommended that schools use the money to buy additional resources for their EAL pupils. A proportion of a Hampshire-maintained school's EAL allocation is used to maintain the central EMTAS service, giving those schools access to the Service Level Agreement with EMTAS. Schools can spend the remainder of their EAL funding in any way they deem appropriate eg

- to give an EAL Lead release time to focus on EAL;
- to fund EAL TA time;
- to pay for training that is not covered by the SLA with EMTAS eg 'Supporting English as an Additional Language' (SEAL) course, the EMTAS conference;
- to buy books and other resources, including ICTs;
- to pay for Heritage Language GCSE support;
- to purchase a subscription to the Young Interpreter Scheme®;
- to buy in support for a pupil in addition to the SLA support allocation.

Note that whilst academies receive funding on the same basis, they do not pay into the EMTAS SLA for maintained schools. Instead, they can use some or all their funding to purchase support from EMTAS through the Academy SLA.

See the EMTAS Position Statement '[Resourcing EAL](#)' for information about how to identify suitable resources for use with your multilingual learners.

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Useful links

DfE	National Funding Formula for schools National funding formula for schools and high needs - GOV.UK (www.gov.uk)
ESFA	Education & Skills Funding Agency - Information about schools' funding formulae Schools operational guide: 2024 to 2025 - GOV.UK (www.gov.uk)
EMTAS SLAs	Located on the EMTAS website here About EMTAS services Hampshire County Council (hants.gov.uk) , the SLAs are reviewed annually and run from financial year to financial year. They set out the services maintained schools and academies can access from EMTAS.