



Department
for Education

Parent, Pupil and Learner Panel recruitment wave 1

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Executive summary

Introduction

The Department for Education (DfE) commissioned the Parent, Pupil and Learner Panel (PPLP) to collect robust and quick turnaround research to support policy development during recovery from the COVID-19 pandemic. The PPLP aims to help DfE make evidence-based policy decisions and see how views and experiences of parents, pupils and learners change over time. The research has been structured into two broad phases:

- The recruitment wave invited pupils in years 6-10 and parents of pupils in reception to year 10 in the 2020/21 academic year to take part in a 15-minute online survey and join the panel. Panel members were sampled from the National Pupil Database and contacted by letter, inviting them to take part in an online survey (push-to-web approach).
- A subsequent recruitment wave was conducted in February 2022 to recruit pupils and learners in years 12 and 13.
- Subsequent waves involved inviting panel members to take part in regular 10-minute surveys.

This report discusses the findings from the first recruitment wave in November 2021-January 2022. The headline findings are discussed below.

Summer schools

One in ten secondary school parents (10%) said that their child attended a DfE funded summer school in 2021, and the proportion was over a third (37%) among parents of year 7 pupils.

In total, 11% of secondary school pupils said they attended a summer school, with attendance higher among pupils considered to have SEN (14% compared with 10% of pupils not considered to have SEN); be identified as a Child in Need (CiN) (15% compared with 10% not CiN) or eligible for free school meals (13% compared with 10% of pupils not eligible).

When asked why their child did not attend a summer school, the main reason given by parents was that this wasn't offered by the school (63%). The other main reasons were that the pupil didn't want to go (19%) or that they had other holiday or childcare plans (13%).

The majority of pupils who attended a summer school in 2021 said that it included lessons on English (64%) and/or Maths (63%). A quarter (24%) said that neither subject was covered.

Eight in ten parents (80%) agreed that attendance at a summer school helped their child feel more ready to return to school in the 2021/22 academic year. In particular, 49% agreed strongly that it had helped their child feel more ready.

The majority of pupils (68%) also agreed that attending a summer school had helped them feel more ready to return to school, including 26% who strongly agreed.

Holiday Activity and Food (HAF) Programme

Among parents of children that were eligible for free school meals, one in five (19%) said that their child had attended a free holiday club this year. This was higher among parents of primary school children (26%) than among parents of secondary school children (9%).

The main reason why parents of children eligible for free school meals said their child had not attended a free holiday club was that the parent wasn't aware of them (48%). Around a quarter of parents whose child had not attended a free holiday club (26%) said that the pupil was not interested or did not want to attend, while 12% cited concerns about the COVID-19 pandemic.

Readiness to learn

Two-thirds (68%) of secondary school pupils said that they felt ready for this academic year (2021/22), including 17% who said they felt 'very ready'. Three in ten (30%) did not feel very or at all ready. Secondary school pupils in lower year groups were more likely to feel ready for the academic year (76% for pupils in years 7 and 8 compared with 50% for pupils in year 11).

More than eight in ten secondary school pupils (83%) said they felt confident about studying English this year, while 75% said they felt confident about studying Maths. Pupils in years 7 to 9 expressed greater confidence in studying English (85% compared with 78% of those in years 10 and 11) and Maths (79% compared with 69%).

Perception of progress

When pupils were asked if they felt they were ahead or behind in their learning in different subjects, pupils were more likely to say they thought they were ahead in their learning rather than behind. This applied in particular to creative subjects such as art and design and music (38% ahead compared with 15% behind) and physical education (39%

compared with 14%). In other subjects approximately equal proportions thought they were ahead and behind; specifically, sciences (29% ahead, 27% behind) and foreign languages (28% ahead and 28% behind).

School attendance

Around eight in ten parents (82%) reported that their child had attended school every weekday over the previous two weeks, with the remainder mostly attending most weekdays (14%). Only a small proportion of parents said that their child attended some weekdays (3%) or none at all (1%).

Primary parents were more likely than secondary parents to report that their child attended school every weekday (83% compared with 80%).

Among secondary school pupils themselves, 80% said that they had attended school every weekday over the previous two weeks, while 15% said they attended most weekdays, 3% some weekdays and 2% none at all.

According to parents, the most common reason for absence from school was illness that was not related to COVID-19 (mentioned by 55% of parents of pupils that had only attended 'some' or 'most' days in the preceding two weeks). One in ten (10%) parents said their child was absent because of anxiety or mental health problems. Parents also said that their children were absent for reasons related to COVID-19: having a positive COVID-19 test (17%), self-isolating due to symptoms or possible close contact (16%) or the school being closed to certain groups due to the pandemic (4%).

Secondary school pupils said that the most common reason for their absence from school was illness that was not related to COVID-19 (55%). Around one in five pupils that had only attended 'some' or 'most' days in the preceding two weeks (22%) said they were absent because of anxiety or mental health problems.

Extra-curricular activities

Around seven in ten parents (71%) said their children had taken part in any extra-curricular activities at school during the most recent term, most commonly sports and physical activities (50%). Parents said that pupils also took part in performing arts (18%), creative arts (12%), clubs relating to an academic subject (12%) and uniform groups (10%).

Similarly, seven in ten secondary school pupils (70%) said they had taken part in extra-curricular activities at school during the most recent term, most commonly sports and physical activities (47%). Participation in extra-curricular activities was greater in the

lower year groups, specifically in relation to sports and physical activities (60% in year 7 compared with 33% in year 11), performing arts (22% compared with 11%) and creative arts (17% compared with 9%).

COVID-19 safety measures in school

When considering the COVID-19 safety measures in their child's school in September and October 2021, 79% thought that the measures were about right, while 5% thought they were too strict and 11% not strict enough.

Parents of secondary school pupils were more likely than parents of primary school pupils to think that measures were not strict enough (14% compared with 8%), although the proportions that thought they were about right were similar (78% and 80% respectively).

Around seven in ten pupils (72%) thought that the COVID-19 safety measures in their school were about right. The remainder were more likely to think measures were not strict enough (15%) rather than too strict (7%). Pupils in higher year groups were more likely to think their school's measures were not strict enough.

When asked about specific safety measures that were in place in their child's school in September and October 2021, primary parents were most likely to report pupils asked to wash their hands frequently and to stay in smaller groups (89% and 69% respectively). Secondary parents were most likely to report pupils asked to wear a mask at school (87%). and for pupils to stay physically distant from each other where possible (56%).

Nine in ten secondary school pupils (89%) said they were asked to wear a mask in school, while three in four (74%) said they were asked to wash their hands frequently. Around six in ten (58%) said the school asked pupils to stay in smaller groups, while half (51%) mentioned measures that kept pupils physically distant from each other where possible.

Experiences of COVID-19 and testing

Around seven in ten parents (72%) said that they were worried about the COVID-19 pandemic at the time of the survey, including 18% who were very worried.

Less than half of secondary school pupils (44%) said that they were worried about the COVID-19 pandemic, including 7% who were very worried. Levels of concern were highest among pupils in year 11 and were higher among female pupils than male pupils.

Around one in five parents (22%) said that there was someone in the household who was considered at high risk from COVID-19. This was most likely to be the parent answering

the survey (12%) or another adult (9%), while in 5% of households a child was considered at high risk.

In total, 24% of secondary school pupils said that there was someone in the household who was considered at high risk from COVID-19. This was most likely to be an adult (19%) while 4% said themselves and the same proportion said another child.

Around one in ten parents (11%) said that there was someone in the household who had prolonged symptoms of COVID-19, or long COVID. This was most likely to be the parent answering the survey (7%), while 3% said it was another adult and 3% a child.

Similarly, 11% of pupils said that there was someone in the household with long COVID, either an adult (7%), the pupil themselves (4%) or another child (2%).

Half of secondary school pupils (49%) said that they had been vaccinated compared with COVID-19. Pupils that had not been vaccinated can be divided into those that intended to do so (31%) and those that did not intend to get vaccinated (18%). Year 7 pupils were less likely than other year groups to have been vaccinated (12%), but the proportions were similar in years 8-11 (between 56% and 62% in each of these year groups).

The majority of parents (74%) thought it was important to have regular COVID-19 testing of pupils in order for their child to feel safer at school, including 39% who thought it was very important. Parents of secondary school children were more likely than parents of primary school children to think regular COVID-19 testing of pupils was important (85% compared with 65%).

Eight in ten secondary school pupils (80%) thought it was important to have regular COVID-19 testing of pupils in order for them to feel safer at school, including 31% who thought it was very important. Year 7 pupils were most likely to say that regular COVID-19 testing of pupils was important (86% compared with 79% of pupils in years 8 to 11).

More than eight in ten parents (84%) and pupils (84%) thought it was important to have regular COVID-19 testing of school staff in order for children to feel safer at school.

Parents of secondary school pupils were more likely than parents of primary school pupils to say the pupil had taken a test in the previous seven days (72% compared with 41%) and to have taken two or more tests (48% compared with 19%).

Around two-thirds of pupils (68%) said that they had taken a rapid lateral flow test in the previous seven days. Pupils in years 7-9 were more likely than those in year 10 or 11 to say they had taken a test (69%-72% in years 7-9, compared with 64% in year 10 and 63% in year 11).

When asked what, if anything, stops them from regularly taking a lateral flow test, one in five secondary school pupils (20%) said that they didn't like taking the tests, while 12% said they didn't have time and 12% didn't think they were accurate or reliable. A third (35%) said they regularly test.

Amongst pupils, the most common barriers to reporting test results were not knowing that they should report them (12%), not seeing the point (10%), not knowing how to report them (9%) and not having time (9%). Nearly two in five (38%) said they regularly report their test results.

Childcare

Over half of primary parents (53%) had used any type of childcare since the beginning of the autumn 2021 term. Three in ten primary parents (29%) said they used wraparound childcare since the beginning of the autumn 2021 term, which was usually on the school site (26%) rather than on other premises (4%). One in three parents (32%) used friends or family for childcare, while 43% said that they did not normally access childcare or clubs.

Almost nine in ten primary school parents (87%) that normally used wraparound childcare said they had used it during the autumn 2021 term. Within this group, a third (32%) reported issues with accessing wraparound childcare that term, most commonly due to their child needing to stay at home, either because of a positive COVID-19 test (11%) or because of other illness (9%). In addition, 13% reported problems related to the childcare provider, such as childcare being cancelled (5%) or staff shortages (5%).

Just over a third of primary school parents (37%) said that they would like to access more wraparound childcare if it was available in this school year. This was higher among those eligible for free school meals (46% compared with 34% of those not eligible).

Access to SEND support

One in six parents (17%) said that they considered their child to have a special educational need or disability (SEND). Among these parents, six in ten (60%) said their child was getting support from a SEN coordinator, 22% were receiving support from an educational psychologist and 21% receiving speech and language therapy while other types of support were received by between 6% and 22% of children. The proportion that said their child was unable to access support ranged from 8% for medical support or social services support, to 37% for support from an educational psychologist.

Primary school pupils were more likely than secondary school pupils to receive support from a

coordinator (66% compared with 54%), support from an educational psychologist (29% compared with 14%), speech and language therapy (33% compared with 9%) and occupational therapy (14% compared with 5%). Mental health support was more likely to be received by secondary (25%) than primary pupils (16%).

If parents said their child had been unable to access specific types of SEND support, the main reasons were that the child was currently being assessed or awaiting a SEND referral (35%) or that support staff were not available (28%).

Pupil mental health and wellbeing

Secondary school pupils gave an average rating of 6.9 for their happiness, 7.0 for their life satisfaction and 7.1 for feeling worthwhile.

On average, pupils gave a rating of 3.6 for how anxious they felt. One in seven (14%) said they often felt lonely, while four in ten (39%) said they felt lonely some of the time and 43% never or hardly ever.

Amongst pupils on all measures, there was a clear pattern by year group, with responses growing gradually less positive in higher year groups. For example, pupils in year 7 gave a mean rating of 7.5 for their happiness compared with 6.1 for pupils in year 11.

Female pupils had a more negative mean score on average on each measure of wellbeing. For example, female pupils gave an average rating of 6.5 for happiness compared with 7.3 for male pupils, an average of 6.7 for life satisfaction (compared with 7.5) and 6.9 for feeling worthwhile (compared with 7.5). They had a higher average rating for anxiousness (4.3 compared with 2.8 for males).

Parents gave a mean rating of 8.0 for their child's happiness and gave an average rating of 2.4 for their child's level of anxiety.

When asked about their own wellbeing, parents gave an average rating of 7.2 for their happiness, 7.1 for life satisfaction and 7.7 for feeling worthwhile.

Secondary parents gave an average rating of 3.6 for their own level of anxiety. Around one in ten parents (9%) said they often felt lonely, while 36% said they felt lonely some of the time and 51% never or hardly ever.

Bullying

Around a quarter of parents (23%) said that their child had been a victim of bullying for any reason in the previous 12 months. This was most commonly by pupils at their school (21%), although 3% said that their child had been bullied by someone else.

One in five (21%) secondary school pupils said that they had been a victim of bullying in the previous 12 months, either at their school (18%) and /or by someone else (4%). Pupils in years 7-9 were more likely to say they had been bullied (21%-23%) than those in year 10 or year 11 (17% and 18% respectively).

Post-16 qualifications

Pupils in years 9-11, and parents of pupils in these year groups, were asked about their awareness and knowledge of post-16 qualifications or programmes.

Nearly all parents said they had heard of A levels (95%) and Apprenticeships (93%), while around half (48%) had heard of Traineeships and just over a quarter (28%) had heard of T Levels.

Similarly, nearly all pupils said they had heard of A levels (96%) and Apprenticeships (91%), while 27% had heard of Traineeships and 21% had heard of T Levels. Awareness of T Levels, Apprenticeships and A levels was highest in year 11 (42%, 97% and 98% respectively).

Among pupils that were aware of each type of qualification or programme, most pupils said they would be likely to consider A levels (76%), while just under half would be likely to consider Apprenticeships (45%), 24% would consider Traineeships and 22% T Levels.

Challenges facing pupils

When asked about the main challenges facing their child in the coming months, parents were most likely to mention exams, assessments or GCSEs or confidence or social skills as challenges facing their child in the coming months. When asked the same question, secondary school pupils were most likely to mention exams, assessments, or GCSEs, followed by school work or homework and mental health issues.

Introduction

The Department for Education (DfE) commissioned Kantar Public to recruit and maintain a panel of Parents, Pupils and Learners (PPLP) in England. DfE wanted to use the panel to conduct robust, quick turnaround research to explore the views and experiences of parents, pupils, and learners from the autumn term of the 2021/2022 academic year. The research aims to help DfE make evidence-based policy decisions during recovery from the COVID-19 pandemic and monitor the impact of existing policies. The research has been structured into three broad phases:

- The first recruitment wave between November 2021 and January 2022 invited pupils in years 6 to 10 and parents of pupils in reception to year 10 in the 2020/21 academic year to take part in a 15-minute online survey to join the PPLP. Panel members were sampled from the National Pupil Database (NPD) and contacted by letter, inviting them to take part in the online survey (push-to-web approach).
- A second recruitment wave in February 2022 invited pupils and learners in years 12 to 13 in the 2021/22 academic year to take part in a 15-minute online survey to join the PPLP. Panel members were sampled from the National Pupil Database (NPD) and Individualised Learner Record (ILR) and contacted by letter, inviting them to take part in the online survey (push-to-web approach).
- Subsequent waves from the 2022 Spring term will involve inviting panel members to take part in regular 10-minute surveys.

This report presents findings from the first recruitment survey.

Background

Between August 2020 and July 2021, the Department commissioned a previous panel, the COVID-19 Parent and Pupil Panel (PPP).¹ The PPP focused on topics related to the COVID-19 pandemic and the views and experiences of parents and pupils from the start of the 2020/21 academic year.

DfE subsequently commissioned the Parent, Pupil and Learner panel (PPLP) to build on the PPP. The panel expanded to include learners in Further Education (FE) in a more robust way alongside primary and secondary parents, and pupils in state-funded education aged 11 to 18. The sampling approach boosted the number of FSM, CiN and SEN pupils and their parents on the panel to ensure sufficient responses from these groups. More on the sampling approach can be found in the technical report.

¹ <https://www.gov.uk/government/publications/parent-and-pupil-panel-omnibus-surveys>

Aims and objectives

The aim for the PPLP is to collect robust and nationally representative (England) data, ensuring the views of families are used to inform policy decisions. The primary objective for the panel is to inform key policy decision-making and monitor the impact of existing policies in the Department. The PPLP will monitor recovery from the COVID-19 pandemic and how parents and pupils have been affected.

Methodology

This report covers the first recruitment wave which was conducted between 25 November 2021 and 5 January 2022.

Pupils in secondary years 7 to 11 and parents of primary and secondary aged children, by which we mean academic years 1 to 11, were sampled via the National Pupil Database (NPD). All parents of secondary aged pupils were sampled along with an eligible child in their household, in order to maximise the number of paired interviews available for ongoing analysis.

Letters were sent to those sampled to participate in an online survey, lasting approximately 15 minutes. A reminder letter was sent to those who had not completed the survey two weeks after the invitation letter was sent. By completing the survey, the respondent consented to joining the Parent, Pupil and Learner Panel.

Sampling

All respondents for the first recruitment wave were sampled via the National Pupil Database (NPD). Sample design for all groups was based on a simple random sample where the sampled was stratified by key variables. The technical report provides additional details on these key variables. In addition, parents and pupils who were identified as eligible for free school meals (FSM), children in need (CiN) and special educational needs (SEN) were boosted to ensure sufficient numbers in these groups were recruited to the panel. Children in need (CiN) is a broad definition spanning a wide range of children and adolescents, in need of varying types of support and intervention, for a variety of reasons. A child is defined as 'in need' under section 17 of the Children Act 1989, where:

- They are unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for them of services by a local authority.
- Their health or development is likely to be significantly impaired, or further impaired, without the provision for them of such services; or
- They are disabled.

The accompanying technical report provides more details regarding the sampling approach.

Key demographics for panel members are shown in Table 1.

Table 1: Profile of panel members from recruitment wave one

	Number of parents	% of all parents	Number of pupils	% of all pupils
All	4047	100%	4228	100%
Primary	2197	54%	-	-
Secondary	1850	46%	4228	100%
FSM	1489	37%	1351	32%
SEND	860	21%	755	18%
CiN	1504	37%	1306	31%

Base: All parents (4047); All pupils (4228); Primary or secondary (NPD); FSM (NPD); SEN Parents: Do you consider [pupil] to have a special educational need or disability Pupils (NPD); CiN (NPD)

More details on the demographic profiles of panel members can be found in the next section.

Due to NPD availability, sampling was based on 2020/21 data. This meant pupils and parents were sampled from reception year to 10, to include those in years 1 to 11 in the academic year 2021/22. To negate the fact that many parents have multiple children in different year groups, respondents were encouraged throughout the survey to answer thinking about the sampled child who was named in the question text.

Data in this report are weighted to be representative of the population sampled. More on the weighting can be found in the technical report.

This report aims to showcase the results from the recruitment wave of fieldwork; making the key findings from each question, or series of questions on a related topic, clear to the reader upfront by pulling out the headline findings before presenting any significant subgroup differences. Differences that are not statistically significant have not been presented.

Both parents and pupils were asked to rate their happiness; the extent they feel the things they do in their life nowadays are worthwhile; their satisfaction with life; and their anxiety. These measures were developed by the Office of National Statistics (ONS) and are known as the ONS-4 measures. Where analysis uses these measures, we refer to 'high', 'medium' and 'low' ratings. For ratings of happiness, satisfaction and how worthwhile they find the things they do, a high rating is equivalent to a score of 7-10; a medium rating is 5-6 and a low rating is 0-4. For anxiety, a high rating is equivalent to a score of 6-10; a medium rating is 4-5; and a low rating is 0-3. The section of the report which explores these findings in more depth reports mean scores given rather than the ratings discussed here. In this report there is occasional reference to findings from the Parent and Pupil Panel surveys (PPP). It should be noted that due to differences in methodology and analysis approaches between the PPP and the PPLP, direct comparisons should be treated with caution.

Demographic profiles of panel members

The survey included 4,047 parents, comprising 2,197 parents of primary school children and 1,850 parents of secondary school children. In total, 4,228 secondary school children were included in the survey. The profile of these respondents is shown in Table 2 and Table 3.

Table 2 Profile of parents and pupils surveyed, year group and eligibility status

	All parents	Secondary school pupils
Base	4,047	4,228
Pupil year group		
Year 1	6%	-
Year 2	9%	-
Year 3	10%	-
Year 4	10%	-
Year 5	10%	-
Year 6	10%	-
Year 7	10%	18%
Year 8	9%	18%
Year 9	9%	21%
Year 10	9%	21%
Year 11	8%	21%
FSM eligibility		
Yes	37%	32%
No	63%	68%
SEND status		
Yes	21%	18%
No	79%	82%
CiN status		
Yes	37%	31%
No	63%	69%

Base: All parents (4,047). All secondary school pupils (4,288). Source: NPD

Table 3 Profile of parents and pupils surveyed, ethnicity, gender, and region

	All parents	Secondary school pupils
Base	4,047	4,228
Ethnicity		
White	76%	72%
Mixed / Multiple ethnic groups	2%	7%
Asian / Asian British	9%	10%
Black / African / Caribbean / Black British	6%	6%
Chinese	0%	*
Other ethnic group	2%	2%
Prefer not to say	1%	2%
BAME	19%	25%
Gender		
Female	84%	51%
Male	15%	45%
I identify in some other way	*	2%
Prefer not to say	1%	1%
Region		
East Midlands	9%	9%
East of England	10%	10%
London	14%	15%
North East	5%	5%
North West	13%	13%
South East	17%	17%
South West	10%	10%
West Midlands	12%	11%
Yorkshire and the Humber	11%	11%

Base: All parents (4,047); all parents. Source: NPD/PPLP 2021 recruitment parent survey, Which of the following best describes your gender?

All secondary school pupils (4,288). Source: NPD/PPLP 2021 recruitment pupil survey, Which of the following best describes your gender?

Summer schools

The aim of the DfE funded summer schools programme was to deliver a short summer school with a blend of academic education and enrichment activities. The programme was for secondary schools. While it was for schools to determine which pupils, from any year group, would most benefit from a summer school, DfE guidance expected a focus on pupils making the transition into year 7. This transition is known to be a challenging one for some pupils, and the impacts of the COVID-19 pandemic have increased this challenge.²

This section of the report examines attendance at summer schools in 2021, as well as reasons for non-attendance, whether the summer school included lessons in Maths and English, and whether it helped pupils feel more ready to return to school in the 2021/22 academic year.

Attendance at summer schools

Parents

One in ten secondary school parents (10%) said that their child attended a DfE funded summer school in 2021. Summer schools were attended mostly by pupils in year 7: around one-third (37%) of parents of year 7 pupils said their child attended a summer school, compared with no more than 5% in years 8-11. Summer school attendance was lower in the East of England (5%) than in other regions (between 7% and 14%).

Pupils

Around one in ten secondary school pupils (11%) said that they attended a DfE funded summer school in 2021. More than a third (36%) of year 7 pupils said they attended a summer school, while this was much lower in years 8-11 (between 3% and 5%).

Summer school attendance was higher among pupils that were considered to have SEN (14% compared with 10% of those without SEN), and those with CiN status (15% compared with 10% of those not CiN). It was also higher among those eligible for free school meals (13% compared with 10%).

Reasons for not attending a summer school

Parents of secondary school pupils were asked why their child did not attend a DfE funded summer school. The most common reason given by parents was that a summer

² <https://www.gov.uk/government/publications/summer-schools-programme>

school was not offered at their child's school (63%). The other main reasons were that the pupil did not want to go (19%), or that they had other holiday or childcare plans (13%). Table 4 shows responses given by parents.

Parents of older pupils were particularly likely to say that a summer school was not offered by the school. The proportion that said this ranged from 75% among parents of year 11 pupils, to 47% among parents of year 7 pupils. By contrast, parents of younger pupils were more likely to say they had other holiday or childcare plans, ranging from 23% of parents of year 7 pupils, to 4% of parents of year 11 pupils. Female parents were more likely to say a summer school was not offered by their child's school compared to male parents (65% compared with 54%).

Responses also varied by the demographic profile of pupils and parents. This can be seen most clearly by examining the findings in relation to FSM eligibility. Parents of pupils who were eligible for FSM were more likely to say that the pupil didn't want to go (29% compared with 16% of those not eligible for FSM), while they were less likely to say this wasn't offered by the school (54% compared with 65%).

Table 4 Reasons for not attending a summer school (parents), by year group

	Total	Year 7	Year 8	Year 9	Year 10	Year 11
Base	1,610	249	345	356	354	306
It wasn't offered at pupil's school	63%	47%	60%	63%	65%	75%
Pupil didn't want to go	19%	15%	20%	20%	21%	18%
I had other holiday / childcare plans	13%	23%	17%	13%	8%	4%
I didn't want pupil to go	3%	4%	2%	2%	3%	2%
It was offered, but too late	1%	3%	2%	2%	1%	*
Other reason	3%	8%	2%	4%	3%	1%
Don't know / prefer not to say	5%	5%	2%	5%	7%	2%

Base: All parents who said their child did not attend a summer school (1,610), Year 7 (249), Year 8 (345), Year 9 (356), Year 10 (354) Year 11 (306). Source: PPLP 2021 recruitment parent survey, Why didn't [Pupil] attend a summer school this year?

Whether summer school included English or Maths

Pupils who attended a DfE funded summer school were asked about the content offered. Around two-thirds of pupils who attended a summer school in 2021 said that it included English lessons (64%), and a similar proportion said it included Maths lessons (63%). More than half of pupils said that the summer school included both English and Maths (56%), while 24% said that neither subject was covered. Table 5 shows the breakdown of reported English and maths coverage in summer schools.

Table 5 Inclusion of English and Maths lessons at summer schools (pupils)

	Secondary school pupils who attended a summer school
Both	56%
Just English	6%
Just Maths	5%
Neither	24%
Don't know	9%

Base: All pupils who said they attended a summer school (450). Source: PPLP 2021 recruitment pupil survey Did your summer school include lessons on English/Maths?

Year 7 pupils (who made up the majority of summer school attendees) were more likely to say that their summer school included lessons in English (70%) and Maths (69%). The proportions were lower among pupils in higher year groups (48% and 47% respectively across years 8-11). In addition, male pupils were more likely than female pupils to say their summer school included lessons in Maths (69% compared with 54%).

Whether the summer school helped the pupil to feel more ready to return to school

Parents

Figure 1 below shows responses from parents and pupils. Most parents agreed that attendance at a DfE funded summer school helped their child feel more ready to return to school in the 2021/22 academic year. Eight in ten (80%) agreed, including half (49%) who strongly agreed. Just 2% disagreed that the summer school helped their child feel more ready to return to school.

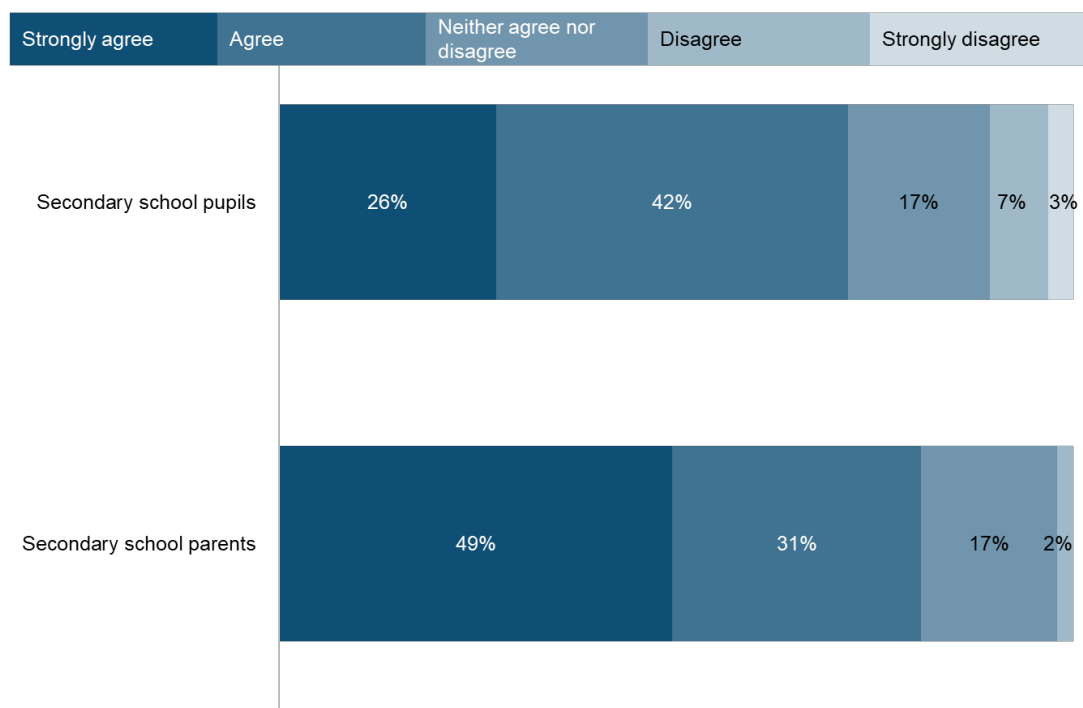
Pupils

Two-thirds (68%) of pupils that attended a DfE funded summer school agreed that it helped them feel more ready to return to school in the 2021/22 academic year, and this included one-quarter (26%) who strongly agreed that it helped. One in ten (10%) disagreed that it helped them feel more ready to return to school.

Year 7 pupils were more likely than those in higher year groups to agree that the summer school had helped them feel more ready to return to school (78% compared with 42% in years 8 -11). Pupils were also more likely to agree that the summer school had helped if they had lower levels of anxiety and loneliness or were more likely to feel things they do in life were worthwhile. For example, 77% of those who said they never felt lonely agreed that the summer school had helped them feel more ready for school, compared with 60% of those who said they sometimes or often felt lonely.

Pupils were more likely to agree that the summer school had helped them feel more ready to return to school if the summer school had included lessons on English or Maths (77% compared with 45% of those whose summer school included neither subject).

Figure 1 Levels of agreement that attendance at summer school helped pupils feel more ready to return to school (parents and pupils)



Base: All parents who said their child attended a summer school (210). Source: PPLP 2021 recruitment parent survey To what extent do you agree with the following statement about [Pupil]’s summer school? [Pupil]’s summer school has helped them feel more ready to return to school this academic year

All pupils who said they attended a summer school (450). Source: PPLP 2021 recruitment pupil survey

Holiday Activity and Food (HAF) Programme

Since 2018, DfE's Holiday Activities and Food programme (HAF) has provided support to children in receipt of free school meals through holiday periods. Following pilots between 2018 and 2020, the programme was rolled out to all upper tier local authorities in 2021. The government spending review announcement in October 2021 confirmed the programme will continue for the next three years (2022-2025). This holiday provision runs in the Easter, summer and Christmas holidays and is for school aged children from reception to year 11 (inclusive) who receive benefits-related free school meals³. The programme aims to help children have healthy, active, and social school holidays through providing nutritious meals and enriching activities (including physical activities) to attendees.

The survey examined attendance at free holiday clubs in 2021 and reasons for non-attendance.

HAF attendance this year

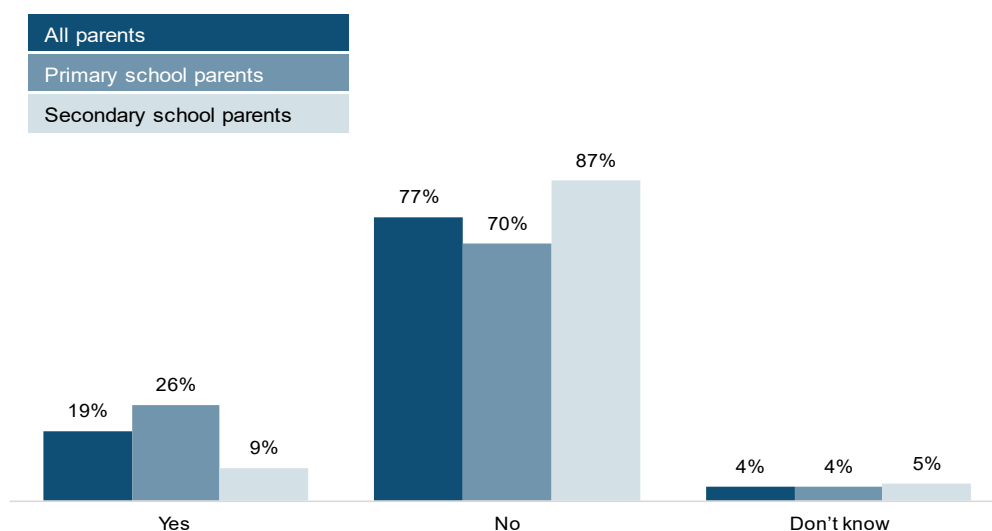
Parents of children that were eligible for free school meals were asked about attendance at free holiday clubs. Figure 2 shows responses given.

Among parents of children that were eligible for FSM, one in five (19%) said that their child had attended a free holiday club this year. This was higher among parents of primary school children (26%) than among parents of secondary school children (9%).

White parents were more likely to say their child had not attended a free holiday club than BAME parents (81% compared with 67%).

³ <https://www.gov.uk/government/publications/holiday-activities-and-food-programme/holiday-activities-and-food-programme-2021>

Figure 2 Attendance at free holiday clubs (parents)



Base: All parents whose child was eligible for free school meals (1,489), Primary school parents (876), Secondary school parents (613). Source: PPLP 2021 recruitment parent survey, This year the Department for Education helped to run holidays clubs that were free to attend for children that were eligible to receive free school meals during the Easter, summer, and Christmas school holidays. Has [Pupil] attended a free holiday club this year?

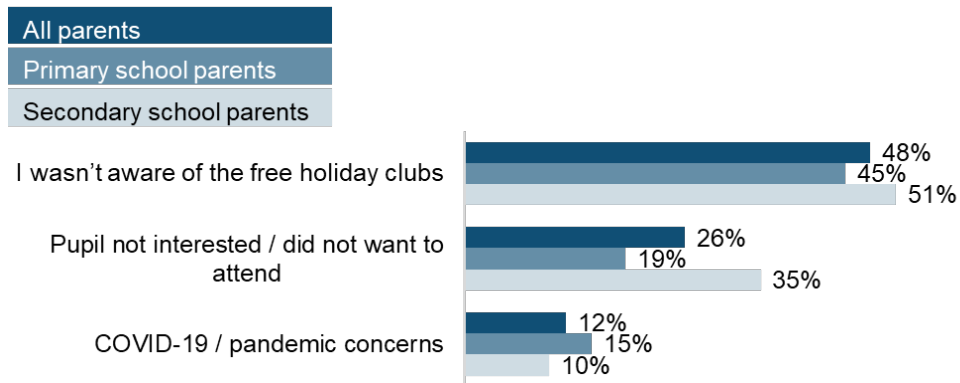
Reasons why pupil hasn't attended HAF this year

Parents whose child was eligible for FSM (and therefore eligible for the holiday activity clubs) and did not use the provision, were asked why this was. Figure 3 shows the responses given. The main reason why parents said their child had not attended a free holiday club was that the parent wasn't aware of them (48%). Around a quarter of parents (26%) said that the pupil was not interested or did not want to attend, while 12% cited concerns about the COVID-19 pandemic. Other reasons reported by less than 10% of parents included that clubs were too far away, I was not interested / did not want child to attend, there were no places available at a local club, clubs not running in the days or weeks we needed, clubs not running at the times of day we needed, the pupil was not eligible as they do not receive free school meals, or another reason.

Responses were similar among parents of primary and secondary school pupils, although parents of secondary school pupils were more likely to say that the pupil was

not interested or did not want to attend (35% compared with 19% of parents of primary school children).

Figure 3 Reasons for not attending free holiday clubs (parents)



Base: All parents whose child did not attend a free holiday club this year (1,152) Primary school parents (626), Secondary school parents (526). Source: PPLP 2021 recruitment parent survey, Why hasn't [Pupil] attended a free holiday club this year?

Readiness to learn

This section looks at pupils' perceptions of how ready they felt to start the 2021/22 academic year. It also examines how confident pupils feel in Maths and English this year.

Readiness to start this academic year

Two-thirds (68%) of secondary school pupils said that they felt ready for this academic year (2021/22), though three in ten (30%) did not feel ready. Table 6 shows the breakdown of responses given.

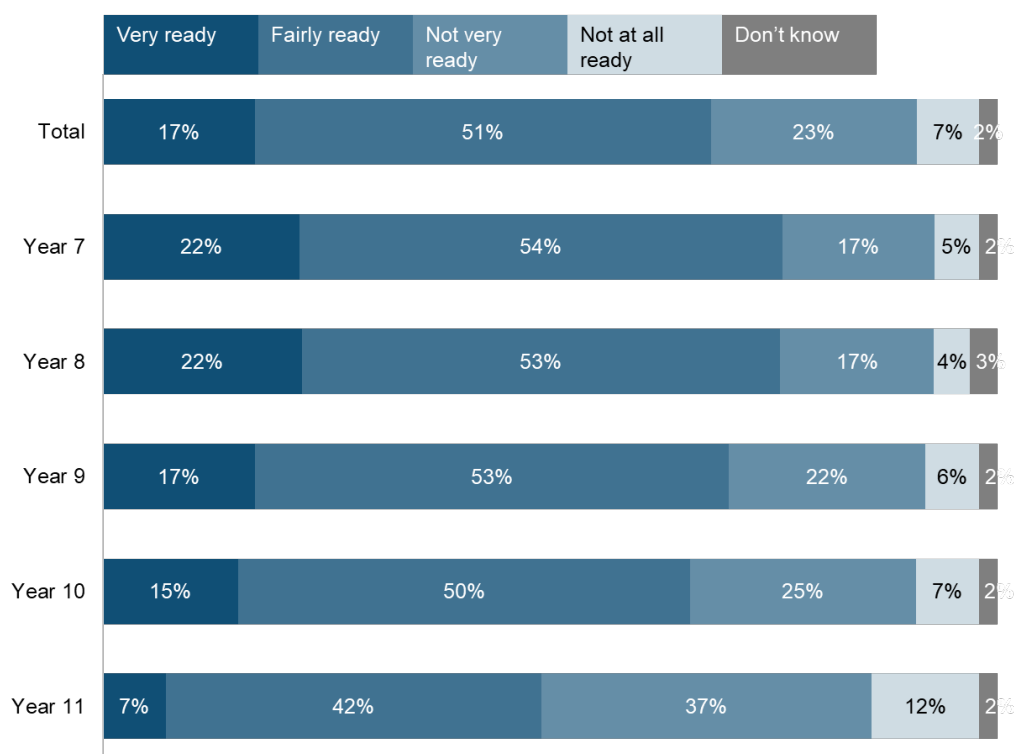
Table 6 Whether pupils felt ready for the academic year (pupils)

	Secondary school pupils
Very ready	17%
Fairly ready	51%
Not very ready	23%
Not at all ready	7%
Don't know	2%

Base: All secondary school pupils (4,228). Source: PPLP 2021 recruitment pupil survey, Thinking back to the start of this academic year, how ready did you feel for this academic year?

There was a clear pattern by year group as shown in Figure 4, with those in lower year groups more likely to feel ready for the academic year. In years 7 and 8, 76% felt ready, including 22% who felt 'very ready', but these proportions decreased steadily to Year 11, where 50% felt ready including just 7% who felt 'very ready'. In year 11, 12% said they felt 'not at all ready' for the academic year, higher than for other year groups (6% among pupils in years 7-10).

Figure 4 Whether pupils felt ready for the academic year (pupils), by year group



Base: All secondary school pupils (4,228), Year 7 (778), Year 8 (782), Year 9 (870), Year 10 (902), Year 11 (896). Source: PPLP 2021 recruitment pupil survey, Thinking back to the start of this academic year, how ready did you feel for this academic year?

Male pupils were more likely than female pupils to say that they felt ready (73% compared with 64%). Readiness varied by regions across England, with pupils in Yorkshire and the Humber the least likely to say they felt ready for the academic years (38% did not feel ready, compared with 26%-33% in other regions).

Pupils with FSM status were more likely to say they were not ready than those without FSM status (69% compared with 61%). Pupils considered to have SEN were less likely to feel ready for the academic year (57% compared with those not considered to have SEN 70%), and the same applied to pupils that have an EHCP (Education and Health Care Plan) (51% compared with 68% of pupils who do not have an EHCP). This also applied to pupils with CiN status (60% compared with 68% of those who do not have CiN status).

There was a link between feeling ready for the academic year and self-reported happiness and self-esteem:

- Pupils with lower happiness scores were less likely to feel ready (41% with a low score compared with 77% of those with a high score).
- Pupils with lower life satisfaction scores were less likely to feel ready (40% with a low score compared with 78% of those with a high score)
- Pupils who reported lower levels of feeling things they do are worthwhile were less likely to feel ready (41% with a low score compared with 77% of those with a high score)
- Pupils who reported higher anxiety were less likely to feel ready (52% with a high anxiety score compared with 78% with a low anxiety score)
- Pupils who said they felt lonely were less likely to feel ready (59% of those who feel lonely sometimes or often compared with 80% of those who never feel lonely).
- Pupils that reported being bullied were also less likely to feel ready (54% compared with 73% who did not report being bullied), and this applied whether the bullying took place at school or not.

There was also a link with school attendance. Pupils that attended school every day in a two-week period were most likely to feel ready for the academic year (72%). The proportion then fell among those who attended most days (55%), some days (41%) or none (34%).

Differences were also be seen in relation to parental characteristics. Children of single parent households were less likely to feel ready than those not in single parent households (60% compared with 70%). Pupils were also more likely to feel ready where at least one parent went to university (71% compared with 64% where no parent went to university). Pupils that were eligible for FSM were less likely to feel ready for the academic year (61% compared with 69% not eligible for FSM).

An earlier section of the report found that most pupils that attended a DfE funded summer school agreed that it helped them feel more ready to return to school in the 2021/22 academic year. This is confirmed by analysis of this question, which shows that pupils who had attended a summer school were more likely to feel ready for the academic year (76%) than those that did not attend summer school (67%).

Although the question did not reference the COVID-19 pandemic, the analysis indicates that readiness for school may have been influenced by attitudes and experiences during the pandemic. Pupils were less likely to feel ready if anyone in the household was considered at high risk of COVID-19 (61% compared with 71% of other pupils). They were also less likely to feel ready if they were worried about COVID-19 (65% compared with 71% of those who were not worried), or if they felt that the school's COVID-19 measures were either too strict (62%) or not strict enough (59%).

Confidence in studying English and Maths

More than eight in ten secondary school pupils (83%) said they felt confident about studying English this year, including 23% who felt very confident. Around one in six (17%) were not confident about studying English. Table 7 shows the breakdown of responses given by pupils.

Pupils were less confident about studying Maths, although three-quarters (75%) said they felt confident, including 27% who felt very confident. Around one-quarter (24%) did not feel confident about studying Maths this year.

Table 7 Whether pupils felt confident about studying English and Maths this year (pupils)

	English	Maths
Very confident	23%	27%
Fairly confident	59%	48%
Not very confident	14%	19%
Not at all confident	2%	5%
Don't know	1%	1%

Base: All secondary school pupils (4,228). Source: PPLP 2021 recruitment pupil survey, How confident are you feeling about studying the following subjects this year

There were differences in relation to pupil characteristics, and these mostly applied to confidence in both English and Maths:

- Pupils expressed greater confidence in studying English and Maths in lower year groups: 86% of year 7 pupils felt confident about studying English and 83% in studying Maths, compared with 76% and 68% respectively for year 11 pupils.
- Male pupils were more likely than female pupils to feel confident about studying in Maths (82% compared with 69%), but there was no difference in relation to studying English.
- BAME pupils expressed greater confidence than White pupils about studying English (86% compared with 82%) and Maths (82% compared with 73%).
- Pupils considered to have SEN were less likely to feel confident in studying English (70%) or Maths (62%) compared with pupils not considered to have SEN (85% and 78% respectively).

- Pupils that have an EHCP were also less confident (63% were confident in studying English and 57% were confident in studying maths compared with 83% and 76% respectively among pupils who do not have an EHCP).
- The same applied to pupils with CiN status (76% were less likely to feel confident in studying English and 68% were less likely to feel confident in studying maths respectively compared with 83% and 76% among pupils who do not have CiN status)
- Pupils with lower happiness scores were less likely to feel confident in studying English (72% with a low score compared with 88% of those with a high score) and maths (56% and 83% respectively). A similar pattern applies in relation to life satisfaction, feeling worthwhile, anxiety and loneliness.
- Pupils that reported being bullied were also less likely to feel confident about studying English (75% compared with 85% who did not report being bullied) and Maths (68% compared with 78%).
- There was also a link with school attendance. Pupils that attended school every day in a two-week period were more likely to feel confident about studying English (84%) and Maths (79%). The proportion then fell to 58% and 50% respectively among those who did not attend at all.
- Differences were also seen in relation to parental characteristics. Pupils of single parent households were less likely to feel confident about studying English (78%) or Maths (69%) compared to those who are not (84% and 77%). Pupils were also more likely to feel confident where at least one parent went to university (86% for English and 81% for Maths compared with 81% and 71% respectively among pupils with parents who did not attend university). Pupils that were eligible for FSM were less likely to feel confident about studying English (76% compared with 85% not eligible for FSM) and Maths (70% compared with 77%).
- Pupils that attended a DfE funded summer school were more likely to feel confident about studying in Maths (81% compared with 75% of those that did not attend summer school), but there was no difference in relation to studying English.

Perception of progress

This section looks at pupils' perceptions of their progress since the COVID-19 pandemic, and how they perceive their own progress in different subjects.

Perception of whether the pupil is ahead / behind in subjects

Pupils were asked whether they thought they were ahead, behind, or about where they thought they should be, in their learning in different subjects, relative to where they might have been had the COVID-19 pandemic not occurred. Table 8 shows responses given by pupils.

Table 8 Pupil perception of whether they are ahead or behind in subjects

	Base	Ahead	About where should be	Behind	Don't know
English	4,224	34%	45%	20%	1%
Maths	4,220	37%	37%	25%	1%
The sciences such as biology, chemistry and physics	4,204	29%	42%	27%	2%
History and geography	4,028	35%	46%	17%	2%
Foreign languages such as French, Spanish and German	3,401	28%	40%	28%	4%
Religious Education	3,412	27%	51%	17%	5%
RSHE/PSHE	3,547	22%	54%	10%	14%
Creative subjects such as art & design and music	3,485	38%	43%	15%	3%
Computing or Computer Science	3,081	31%	43%	20%	6%

Physical Education	3,940	39%	43%	14%	4%
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Base: All secondary school pupils, excluding not applicable answers (see table for base sizes). Source: PPLP 2021 recruitment pupil survey, In your opinion, do you think you are

currently ahead, behind, or about where you think you should be in your learning in the following subjects?

For most subjects, pupils were more likely to say they thought they were ahead, rather than behind. This applied in particular to creative subjects such as art and design and music (38% ahead compared with 15% behind) and physical education (39% compared with 14%). In other subjects approximately equal proportions thought they were ahead and behind; specifically, sciences (29% ahead, 27% behind) and foreign languages (28% for both ahead and behind).

There was a general pattern whereby pupils in lower year groups tended to think they were ahead in different subjects. This pattern applied to all subjects except for religious education or RSHE (Relationships, Sex and Health Education)/PSHE (Personal, Social, Health and Economic Education). Year 11 were more likely to say they were behind in their learning than other year groups. There were a number of other variations, many of which were consistent across the different subjects:

- Pupils in London were more likely than those in other regions to say they thought they were ahead in their learning in the various subjects. For example, 43% of pupils in London said they thought they were ahead in maths, compared to 32-39% in other regions.
- Male pupils were more likely than female pupils to think they were ahead in maths (44% compared with 29%), sciences (34% compared with 24%), history and geography (38% compared with 31%), computer science (41% compared with 19%) and physical education (45% compared with 34%). Female pupils were more likely than male pupils to think they were ahead in creative subjects (40% compared with 36%), while there was no difference in relation to English, foreign languages, religious education and RSHE/PSHE.
- BAME pupils were more likely than White pupils to think they were ahead in English, maths, the sciences, history and geography, foreign languages, religious education, RSHE/PSHE, computing, and physical education. For example, 44% of BAME pupils thought they were ahead in Maths, compared with 34% of White pupils.
- Pupils considered to have SEN were less likely to think they were ahead in the various subjects (for example, 36% of those who did not have SEN thought they were ahead in English compared with 21% of those with SEN).
- The same applied to pupils with CiN status (34% of pupils not CiN thought they were ahead in English compared with 27% of those with CiN status).
- Pupils with poorer happiness and loneliness scores, and lower anxiety scores, were less likely to say they thought they were ahead in various subjects. This

applied most strongly to maths (43% of pupils with a 'high' happiness score said they were ahead compared with 25% with a 'low' score and 28% with a 'medium' score) and computer science (36% of pupils who gave a 'high' happiness score said they thought they were ahead compared with 20% who gave a 'low' score and 25% who gave a 'medium' score). The one exception was creative subjects, where there were no differences on these measures.

- Similarly, pupils that reported being bullied were less likely to say they thought they were ahead in the various subjects. For example, 35% who did not report being bullied said they thought they were ahead in English compared with 30% who said they were bullied, and 39% of those who did not report being bullied said they thought they were ahead in maths compared with 33% of those who had been bullied. However, this did not apply to creative subjects, where there was no difference.
- Pupils that attended school every day in a two-week period were more likely to say they thought they were ahead in various subjects. For example, 39% of pupils who attended school every day said they thought they were ahead in maths compared with 21% of those who did not attend every day (attended most days, some days or not at all).
- Children of single parent households were less likely to say they thought they were ahead in the various subjects (for example, 35% of pupils not in a single parent household said they thought they were ahead in English compared with 30% of those in a single parent household).
- Those eligible for FSM were less likely to say they thought they were ahead in various subjects (for example, 36% of pupils not eligible for FSM said they thought they were ahead in English compared with 28% who were eligible for FSM). The one exception was computer sciences, where results were no different according to FSM eligibility.
- Pupils that attended a DfE funded summer school were more likely to say they thought they were ahead in English (41% compared with 33% who didn't attend), Maths (49% compared with 35%), Sciences (36% compared with 29%), computer science (36% compared with 30%) and physical education (46% compared with 39%). There was no difference in relation to the other subjects.

School attendance

The monitoring of pupil school attendance and the reasons for absences, remains a key area of interest. Insights from pupils and parents enhances the understanding of rates and reasons for school absence, as well as identifying groups who may be differently affected by the issues that impact school absence.

Parents and pupils were asked about school attendance in the previous two weeks at the point they completed the survey (covering the period 30 November 2021 to 5 January 2022), as well as the reasons for non-attendance. At this stage in the COVID-19 pandemic, schools were open to all pupils and attendance continued to be mandatory.

How regularly the pupil attended school in the last 2 weeks

Parents

Figure 5 shows responses given by parents and pupils. Around eight in ten parents (82%) reported that their child had attended school every weekday over the previous two weeks, with 14% attending most weekdays. Only a small proportion of parents reported that their child attended some weekdays (3%) or no days at all (1%).

Parents of primary school pupils were more likely than parents of secondary school pupils to report that their child attended school every weekday (83% vs. 80%). Analysis by year group shows that reported attendance was similar across different primary year groups, but in secondary schools it was higher in year 9 (where 85% attended every weekday) and lower in year 11 (76%).

Reported attendance varied according to pupils' characteristics and those of their household.

Parents who reported that they were employed (84%), and in particular, those working full-time (87%) were more likely to report that their child had attended school every weekday. The proportion was lower among those where the responding parent was unemployed (71%).

Parental reported attendance was higher among Black pupils (96% of parents reported that their child attended school every weekday compared with 80% of White pupils). It was lower among those from single parent households (78% compared with 83% of those not in a single parent household, as well as those eligible for FSM (78% compared with 83% of pupils not eligible for FSM).

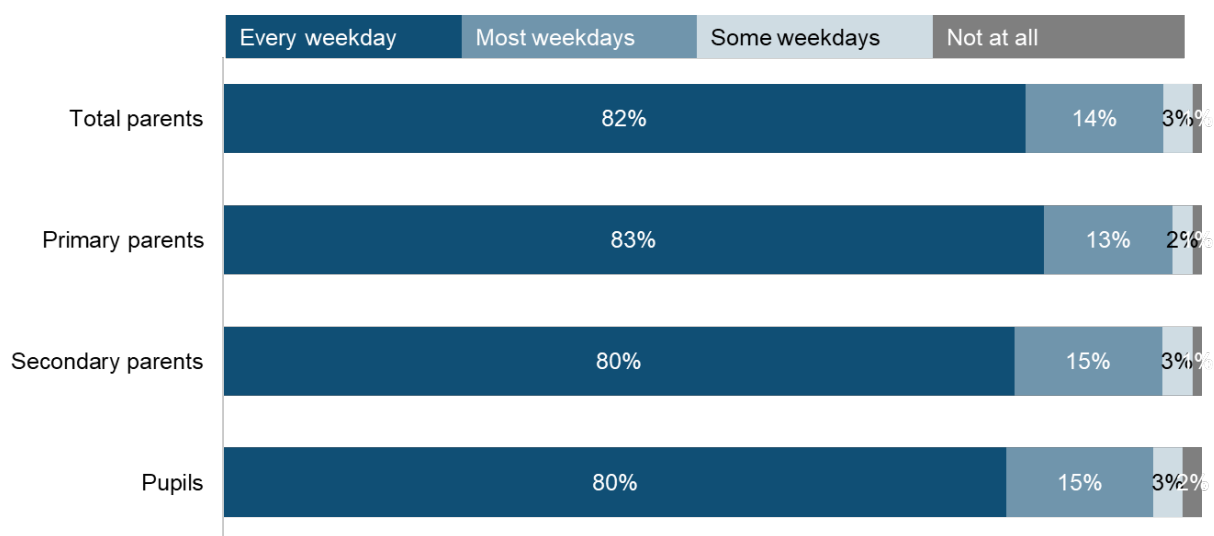
Parents reported attendance was lower among pupils with SEND (72% attended every weekday compared with 84% of pupils without SEND), pupils with caring responsibilities

(65% compared with 83% of pupils without caring responsibilities) In secondary schools, reported attendance was also lower among pupils with CiN status (70% compared with 80% of those without CiN status), although this difference did not apply among parents of primary school pupils.

Reported attendance was lower where either parents or pupils had lower happiness or life satisfaction scores. Among parents, 67% of those with a low happiness score reported their child attended school every weekday (compared with 85% of those with a high happiness score). Daily attendance was reported as 61% where the parent said their child had a low happiness score (compared with 85% where the child had a high happiness score).

Parents of secondary school pupils that had been bullied reported being less likely to have attended school every weekday (74% compared with 82% of pupils who had not been bullied), and this applied in particular to pupils that had been bullied by people who do not go to their school (59%).

Figure 5 Attendance at school in previous two weeks



Base: All parents (4,047), All secondary school parents (1,850), All primary school parents (2,197). Source: PPLP 2021 recruitment pupil/parent survey, How often, if at all, has [Pupil] physically attended school or college in the past two weeks of term time?

Pupils

Eight in ten secondary pupils (80%) reported that they had attended school every weekday over the previous two weeks, whilst the remainder reported attending most weekdays (15%). Only a small proportion of pupils reported that they attended some weekdays (3%) or none at all (2%).

Reported attendance varied across different groups of pupils:

- Male pupils were more likely than female pupils to report they had attended school every weekday (82% compared with 78%).
- BAME pupils were more likely to report they had attended school every weekday (86% compared with 78% of White pupils). Reported attendance was lower among pupils considered to have SEN (72% reported attending every weekday compared with 82% of pupils without SEN) and those who have an EHCP (60% compared with 81% who do not have an EHCP).
- Those with CiN status reported to have lower attendance (70% compared with 81% without CiN status).
- Reported attendance was also lower among pupils eligible for FSM (73% compared with 82% of those ineligible) and those from single parent households (74% compared with 82% of pupils not in single parent households). Reported attendance was also lower if pupils had lower happiness, high anxiety or high loneliness scores. For example, 64% of those with a low happiness score reported they attended school every weekday, compared with 85% of those with a high happiness score. Pupils that had been bullied were also less likely to report they had attended school every weekday (73% compared with 82% who had not been bullied).

Reasons for not attending school every day in the last 2 weeks

Parents

As seen in Figure 6, the most common reason for absence from school where parents reported the pupil attended some or most days was illness that was not related to COVID-19 (mentioned by 55% of parents of pupils that had attended 'some' or 'most' days in the preceding two weeks). One in ten pupils (10%) were reported absent by parents because of anxiety or mental health problems.

Pupils were also absent for reasons related to COVID-19: having a positive COVID-19 test (17%), self-isolating due to symptoms or possible close contact (16%) or the school being closed to certain groups due to the pandemic (4%).

There were differences between primary and secondary schools. Parents of primary school pupils were more likely than parents of secondary school pupils to say that their child was self-isolating due to COVID-19 symptoms or close contact (21% compared with 11%). Parents of secondary school pupils were more likely to say that their child was absent because of anxiety or mental health problems (15% compared with 5% of parents of primary school children).

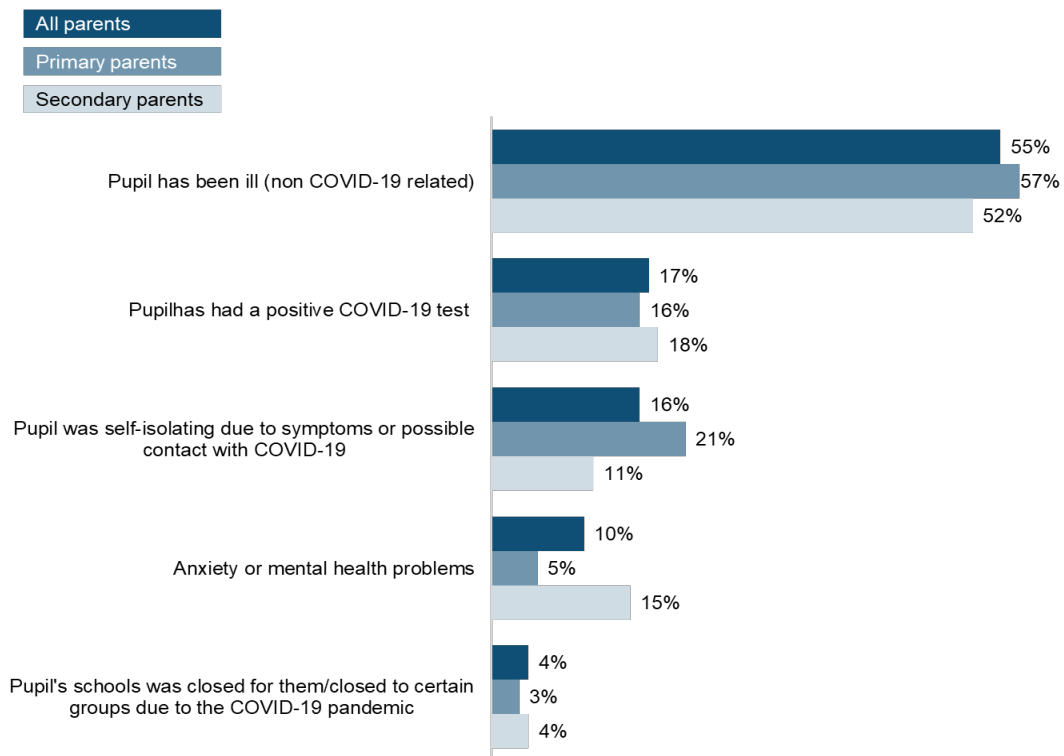
Parents who were unemployed were more likely to report that their child was absent from school due to anxiety or mental health reasons than parents who were employed (24% compared to 8%).

The reasons for absence also differed according to eligibility for FSM. Where children were eligible, parents were more likely to say their child did not attend because of illness that was not related to COVID-19 (63% compared with 51% of those not eligible for FSM), or because of anxiety or mental health problems (15% compared with 8%). Where children were eligible, they were also less likely to say it was because of having a positive COVID-19 test (20% compared with 7%).

Parents of pupils with CiN status were more likely to report absence because of bullying (5% compared to 1% of those without CiN status), anxiety or mental health problems (15% compared 8% of those without CiN status) and illness (non-COVID 19 related) (63% compared to 51% of those without CiN status).

There were also some differences across regions. Pupils in London were more likely to have been absent from school because of illness (non-COVID 19 related) than other regions in England (68% compared with 52% in other regions in England).

Figure 6 Reasons for non-attendance at school in previous two weeks for those that reported attending some or most days (parents)



Note: responses are limited to those given by more than 2% of respondents. Other reasons were presented to parents alongside the presented responses.

Base: Parents of pupils who attended school 'some' or 'most' days in the last 2 weeks (737). Source: PPLP 2021 recruitment pupil/parent survey, Why has [Pupil] not physically attended school every day?

Pupils

Where pupils reported they attended some or most days, they said that the most common reason for their absence from school was illness that was not related to COVID-19 (mentioned by 55% of pupils that had only attended 'some' or 'most' days in the preceding two weeks). Around one in five pupils (22%) were absent because of anxiety or mental health problems. Table 9 shows responses given by pupils.

Pupils were also absent for reasons related to COVID-19: having a positive COVID-19 test (14%), self-isolating due to symptoms or possible close contact (9%) or the school being closed to certain groups due to the pandemic (4%).

There were some differences by year group and gender. Pupils in year 7 were most likely to have been absent from school because of a positive COVID-19 test (24% compared with 12% among pupils in years 8-11), while absence due to anxiety or mental health

problems increased with age (from 9% of year 7 pupils to 34% of year 11 pupils). Female pupils were more likely to report being absent for anxiety or mental health problems than male pupils (30% compared to 10%).

The proportion of pupils that were absent from school due to anxiety or mental health problems was higher among those considered to have SEN or with CiN status (both 31% compared with 20% of pupils not considered to have SEN and 21% of those without CiN status). It was also higher among pupils that had been a victim of bullying (32% compared with 16% of pupils that had not been bullied).

Table 9 Reasons for non-attendance at school in previous two weeks for those that reported attending some or most days (pupils)

	Secondary school pupils
Pupil has been ill (non-COVID-19 related)	55%
Anxiety or mental health problems	22%
Pupil has had a positive COVID-19 test	14%
Pupil was self-isolating due to symptoms or possible contact with COVID-19	9%
Pupil's school was closed for them/ closed to certain groups due to the COVID-19 pandemic	4%

Note: Table is limited to responses given by more than 2% of respondents. Other reasons were presented to parents alongside the presented responses.

Base: Secondary school pupils who attended school 'some' or 'most' days in the last 2 weeks (856). Source: PPLP 2021 recruitment parent/pupil survey, Why have you not physically attended school or college every day?

Reasons for not attending school at all in the last 2 weeks

Parents

Where parents reported that pupils had not attended school at all in the preceding two weeks, parents said that this was most commonly for issues related to COVID-19 (27%

had received a positive test and 16% were self-isolating) or due to anxiety or mental health problems (25%)⁴.

Pupils

Where pupils reported they had not attended school at all in the preceding two weeks, this was most commonly due to anxiety or mental health problems (30%), because of a positive COVID-19 test (21%) or because they were now being permanently home schooled (18%)⁵.

⁴ Only 67 parents said that their child had not attended school at all in the preceding two weeks, and so these findings should be treated with caution.

⁵ Only 102 pupils said that they had not attended school at all in the preceding two weeks, and so these findings should be treated with caution.

Extra-curricular activities

This section focuses on pupils' participation in extra-curricular activities at school. Research suggests that extra-curricular activities are important in improving wellbeing and developing social skills. In addition, extra-curricular activities provide a range of other positive outcomes (e.g., academic achievement, behaviour, and attendance at school).⁶ As such, schools are expected to offer a broad and balanced curriculum that extends beyond the academic, technical, or vocational qualifications.

Parents

Parents said that their children had taken part in a range of extra-curricular activities at school during the most recent term (autumn 2021), most commonly sports and physical activities (50%). This was followed by participation in performing arts (18%), creative arts (12%), clubs relating to an academic subject (12%) and uniform groups⁷ (10%). Seven in ten parents said their child participated in any extra-curricular activity made up of 39% who reported their child took part in one type of activity, and 32% who reported their child took part in two or more types of activities. Three in ten parents (29%) said that their child had not taken part in any extra-curricular activities, as shown in Figure 7.

Rates of participation in these activities were broadly similar for primary- and secondary-age children. Parents of primary school children were more likely than parents of secondary school children to say their child had taken part in sports and physical activities (55% compared with 45%) and uniform groups (11% compared with 8%). Parents of secondary school children were more likely than parents of primary school children to say their child had taken part in clubs relating to an academic subject (14% compared with 10%), volunteering (8% compared with 5%) and community or diversity clubs (4% compared with 2%).

Looking at participation by individual year groups, parents of pupils in year 1 were less likely to report that their child had taken part in extra-curricular activities than parents of primary school pupils in other years (36% of year 1 pupils had not taken part in any). In secondary schools, participation was greater in the lower year groups (38% of year 11 pupils had not taken part in any activities, compared with 20% in year 7).

Levels of participation in extra-curricular activities varied according to pupil and parent characteristics.

⁶ e.g.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf

⁷ Examples given of uniform groups included Cadets, Guides and Scouts

Parents of male pupils were more likely than female pupils to report that their child had taken part in sports and physical activities (57% compared with 44%), whereas parents of female pupils were more likely than those of male pupils to report that their child had participated in performing arts (25% compared with 11%), creative arts (15% compared with 9%) and volunteering (8% compared with 4%). Parents were also more likely to report female pupils (36%) taking part in two or more types of activities than male pupils (29%).

Reported participation was lower among pupils eligible for FSM. This applied specifically to participation in sports and physical activities (45% compared with 52%), performing arts (14% compared with 19%) and uniform groups (6% compared with 11%). Parents of pupils eligible for FSM were also less likely to report participation in two or more types of activities (13% compared to 33% of pupils not eligible for FSM).

Reported participation in extra-curricular activities was also lower among pupils who were considered to have SEN, in sports and physical activities (42% compared with 53% of those not considered to have SEN). For pupils with CiN status, reported participation was lower in sports and physical activities (43% compared with 51%) performing arts (13% compared with 18%) and uniform groups (7% compared with 10%). Parents of pupils with SEND (28%) and CiN (27%) status were less likely to report participation two or more types of activities (compared to those without SEN (34%) and CiN (32%) status).

Overall parent-reported participation was higher among BAME pupils in comparison to White pupils, particularly for sports and physical activities, creative arts, clubs related to an academic subject, volunteering and community or diversity clubs. Reported participation in sports and physical activities was highest amongst Black pupils (69% of parents of black pupils said they had done this, compared with 49% of parents of White pupils). Additionally, parents of BAME pupils (37%), and black pupils (42%) specifically, were more likely to report participation in two or more types of activities than White pupils (31%). However, White pupils were more likely to be reported as having taken part in uniform groups (12%) than were BAME pupils (3%).

Those children whose reporting parent was working were more likely to be reported as having taken part in activities, in particular sports and physical activities (52% among working parents compared with 41% among those where the responding parent was unemployed).

Participation in sports and physical activities reported by parents was lower among pupils who had not attended school every day (44% compared with 52% of pupils who were reported to attend every day) and those who reported poorer happiness (41% compared with 53%) or anxiousness (46% compared with 52%) scores for their child.

Pupils

Seven in ten secondary school pupils (70%) reported that they had taken part in extra-curricular activities at school during the most recent term; the most common activities being sports and physical activities (47%). Around one in six (16%) took part in performing arts, which was higher than creative arts (13%), clubs relating to an academic subject (13%) and hobby and interest groups (11%). Just over four in ten (41%) took part in one of the listed extra-curricular activities and three in ten pupils (30%) took part in two or more types of activities.

Rates of participation in extra-curricular activities were greater in the lower year groups, specifically in relation to sports and physical activities (60% in year 7 compared with 33% in year 11), performing arts (22% compared with 11%), and creative arts (17% compared with 9%). Additionally, year 7 pupils were more likely to have participated in two or more activities (39%) than older year groups (27%).

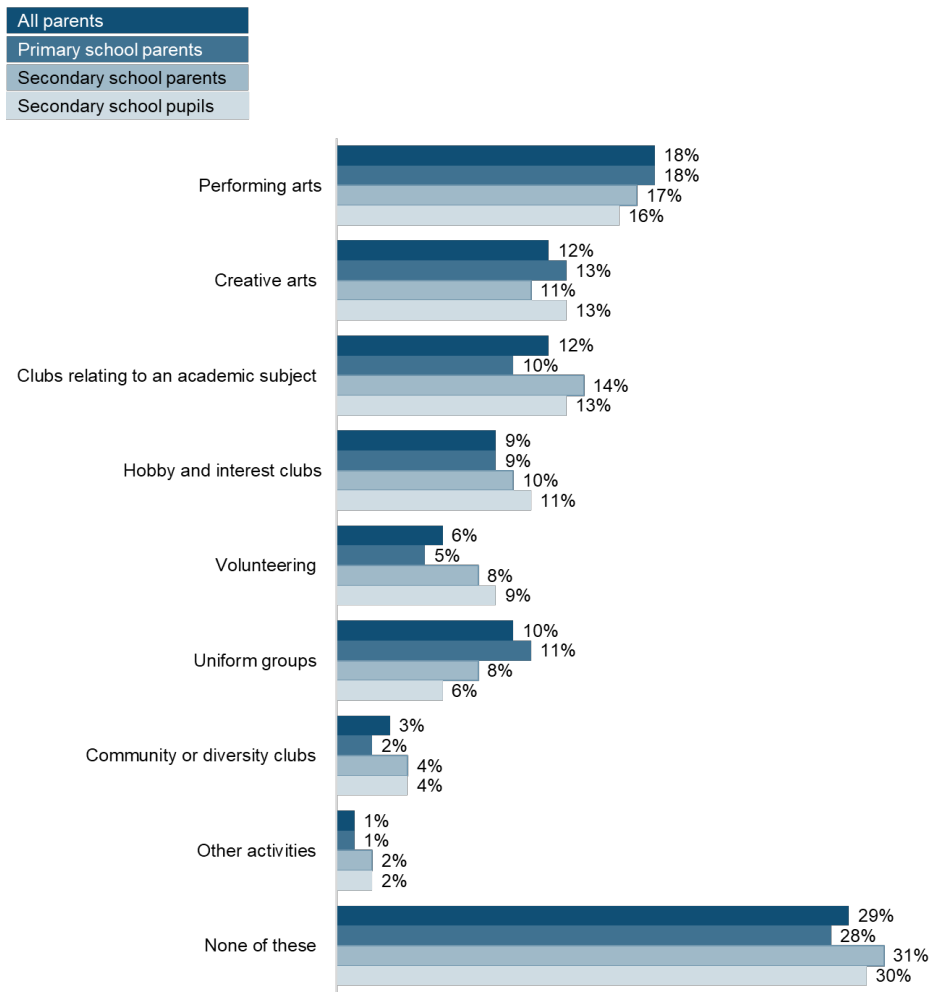
Male pupils were more likely than female pupils to report taking part in sports and physical activities (53% compared with 41%) and hobby and interest clubs (13% compared with 9%). By contrast, female pupils were more likely than male pupils to participate in performing arts (21% compared with 11%), creative arts (16% compared with 10%) and volunteering (11% compared with 7%). Female pupils were more likely to attend two or more activities (33% compared with 26% of male pupils).

Participation amongst pupils eligible for FSM was lower, specifically in relation to sports and physical activities (43% compared with 48% of pupils not eligible for FSM) and uniform groups (4% compared with 7%).

Pupils with SEN and CiN status were less likely to take part in extra-curricular activities, primarily sport and physical activities and clubs relating to an academic subject. Pupils with CiN status were also less likely to volunteer.

BAME pupils were more likely to take part in sports and physical activities (52% compared with 45% of White pupils), clubs relating to an academic subject, (16% vs 12%), volunteering (12% vs 8%) and hobby and interest clubs (14% vs 10%).

Figure 7 Pupil participation in extra-curricular activities at school during the most recent term



Base: All parents (4,047), Primary school parents (2,197), Secondary school parents (1,850).
 Source: PPLP 2021 recruitment parent survey, Which of the following extra-curricular activities, if any, has [PUPILNAME] taken part in this term at school/college? All secondary school pupils (4,228). Source: PPLP 2021 recruitment pupil survey, Which of the following extra-curricular activities, if any, have you taken part in this term at school/college?

COVID-19 safety measures in school

To keep schools open and maximise the opportunity for young people to attend during the COVID-19 pandemic, education leaders, staff, pupils, students and parents have worked tirelessly to implement measures which have helped to minimise the transmission of COVID-19 and to support the safety and wellbeing of children, young people and staff. Such measures have clear benefits in reducing transmission within schools but their costs to pupil's education and wellbeing are less well understood.

This section examines perceptions of COVID-19 safety measures in schools, among both parents and pupils. It also assesses the safety measures that were in place in schools in September and October 2021.

Perception of COVID-19 safety measures in schools

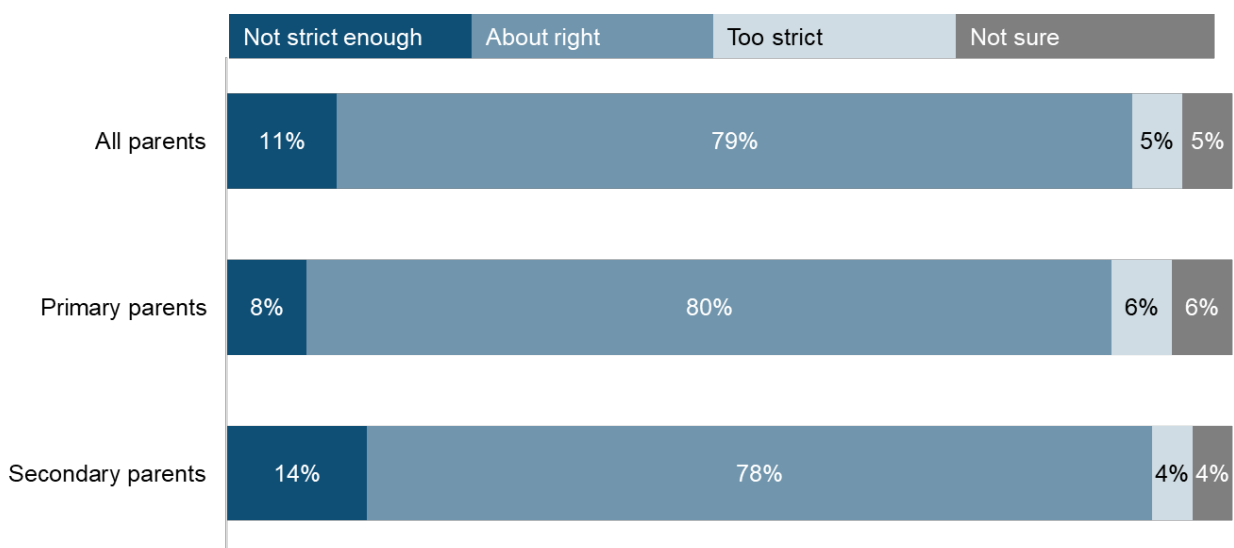
Parents

When considering the COVID-19 safety measures in their child's school in September and October 2021, eight in ten parents (79%) thought that the measures were about right, while 5% thought they were too strict and 11% not strict enough.

- Perceptions of COVID safety measures varied across different groups of parents: As shown in Figure 8, parents of secondary school pupils were more likely than parents of primary school pupils to think that measures were not strict enough (14% compared with 8%), the proportions that thought they were about right were similar (78% and 80% respectively).
- Parents of year 2 pupils were most likely to say measures were about right (87%), but otherwise findings were consistent by year group.
- Female parents were more likely to think that the measures were about right than male parents (80% compared with 75%).
- Parents of pupils eligible for free school meals were more likely to think that the measures were not strict enough (13% compared with 10% of those not eligible).
- Parents of pupils considered to have SEND were less likely to think that the rules were about right compared to those with pupils who do not consider themselves to have SEND (80% compared to 76%).
- Parents of pupils with CiN status were more likely to think the rules were not strict enough than parents of pupils without CiN status (13% compared to 11%).
- White parents were more likely to report that they thought the measures were about right compared to BAME parents (81% compared to 72%).

- Parents in the North-West region were most likely to think that school measures were about right (84%) compared to all other regions and especially compared to parents in London (75%), East of England (77%), West Midlands (78%) and Yorkshire and the Humber (77%). Those in London were most likely to think the measures were not strict enough (15%) compared to all other regions.
- Parents were more likely to think measures were not strict enough if there was someone in the household who was considered at high risk of COVID-19 (16%).
- In households where parents reported that their child had a low happiness score, parents were less likely to think that measures were about right (69% compared with 81% of those with a high happiness score) and were more likely to think they were not strict enough (20% compared with 10%). Parents were also less likely to think that measures were about right if they had a low happiness score themselves (72% compared with 81% of those with a high happiness score).

Figure 8 Perception of COVID-19 safety measures in schools (parents)



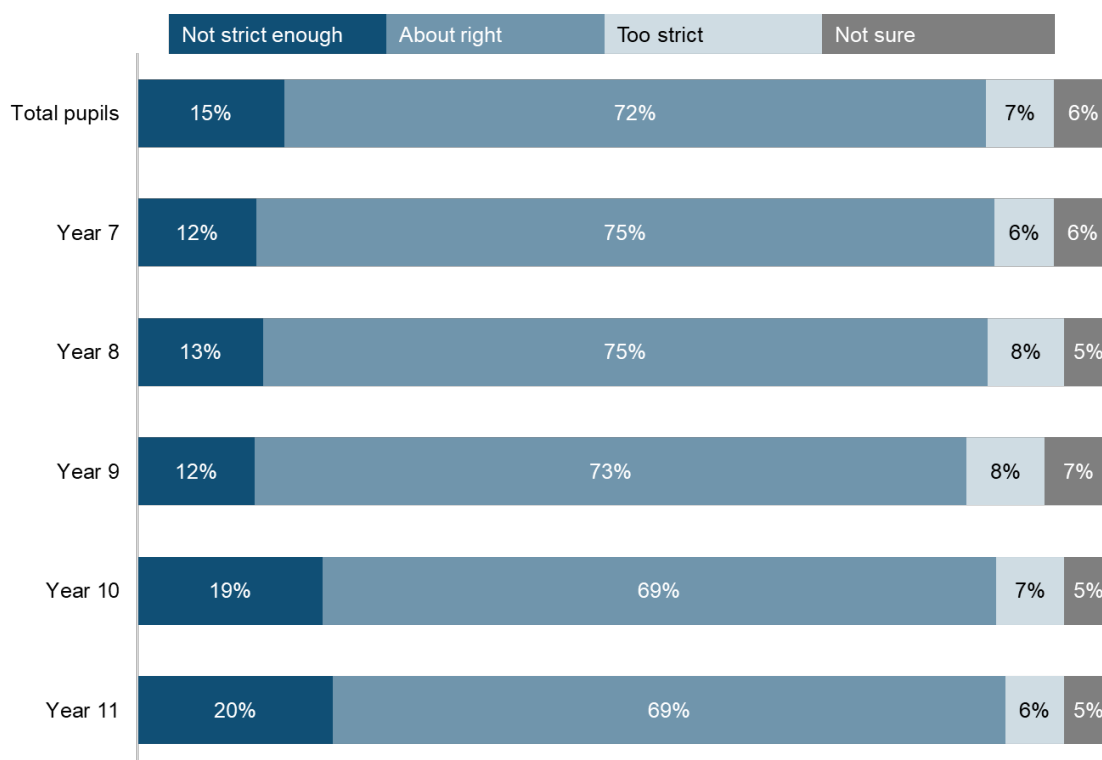
Base: All parents (4047), All primary school parents (2,197), All secondary school parents (1,850). Source: PPLP recruitment 2021 parent/pupil survey, Thinking back to between September and October 2021, do you think the COVID-19 safety measures in [Pupil]'s school were...?

Pupils

Thinking back to September and October 2021, around seven in ten pupils (72%) thought that the COVID-19 safety measures in their school were about right. The remainder were more likely to think measures were not strict enough (15%) rather than too strict (7%).

Pupils in higher year groups were more likely to think the school's measures were not strict enough, and were less likely to think they were about right, as shown in Figure 9.

Figure 9 Perception of COVID-19 safety measures in schools (pupils), by year group



Base: All secondary school pupils (4,228). Source: PPLP recruitment 2021 parent/pupil survey, Thinking back to between September and October 2021, do you think the COVID-19 safety measures in your school were...?

Perceptions of COVID safety measures varied across different pupil groups:

- Higher Secondary school pupils (Year 10-Year 11) were more likely to think that measures were not strict enough compared to Lower Secondary pupils (Year 7-Year 9) (19% compared with 13%).
- Male pupils were more likely to think that measures were too strict (8%) compared to female pupils (6%).
- Pupils eligible for free school meals were more likely to feel that the measures were too strict than pupils not eligible for free school meals (10% compared to 6% of those not eligible)
- Pupils with SEN status were more likely to think that the measures were too strict than those without SEN status (11% compared to 6% of those without SEN status).
- Pupils in Yorkshire & the Humber were most likely to think that school measures were about right (79%), while those in the North East were least likely to say this (62%) and were most likely to think they were too strict (13%).
- Pupils were more likely to think measures were not strict enough if there was someone in the household who was considered at high risk of COVID-19 (19%), and this view was also more prevalent among those who had attended school some days in the previous fortnight (24% compared with 14% of those who had attended every weekday).
- Pupils with a low happiness score were less likely to think that measures were about right (59% compared with 76% of those with a high happiness score) and were more likely to think they were not strict enough (26% compared with 12%). A similar pattern applied to pupils with low life satisfaction scores and those with high levels of anxiety or loneliness.

There were associations between COVID measures schools had put in place and perception of how strict the measures were. Pupils who were asked to wash their hands frequently were more likely to feel measures in school were about right (78%) compared with those not asked to wash their hands frequently (53%). Similarly, those asked to wear a mask were more likely to feel measures were about right (75%) than those not asked to (49%). Pupils not asked to keep physically distant from other pupils where possible were more likely to say measures were not strict enough (23%) than those asked to keep distance (9%).

Specific safety measures in place in schools in September /October 2021

Parents

Figure 10 shows responses given by parents and pupils. Parents were asked about specific safety measures that were in place in their child's school in September and October 2021. Eight in ten parents (81%) said that pupils were asked to wash their hands frequently.

The following groups of parents were more likely to say that their child had been asked to wash their hands more frequently:

- Parents of primary pupils were more likely than parents of secondary pupils (89% compared to 72% of secondary parents).
- Parents of pupils in the North East and West Midlands (85% for both regions), highest compared with all other regions.
- Parents of pupils that had attended school every day (83%) and most days (76%) compared to those that had only attended some days (64%).

Four in ten (43%) parents said that pupils were asked to wear a mask. The following groups were more likely to say that their child was asked to wear a mask: The requirement to wear a mask at school was widespread at secondary schools (mentioned by 87% of secondary school parents) but not at primary schools (8% of primary school parents).

- Male parents were more likely to say that their child was asked to wear a mask than female parents (48% compared to 42% of female parents).
- Parents of BAME ethnicity compared to parents of white ethnicity (50% compared to 40% of white parents).
- Parents of pupils with CiN status (48% compared to 43% of those without CiN status).

Over six in ten (65%) parents said that their child had been asked to stay in smaller bubbles. The following groups of parents were more likely to have reported this:

- Parents of primary pupils were more likely to have been asked to stay in smaller groups than parents of secondary pupils (69% compared to 60%).
- Parents in the North West (71%), South West (71%) and Yorkshire and the Humber were most likely to say that pupils had been asked to stay in smaller

bubbles compared to all other regions. This was reported the least often in London (57%).

- Parents of pupils eligible for free school meals and with CiN status (72% and 68% compared to 63% not eligible for FSM and 65% without CiN status).

Over half of parents (50%) reported that pupils had been asked to keep physically distant from each other where possible. The following groups of parents were more likely to report this:

- Parents of secondary school children compared to parents of primary school children (56% compared with 47%).
- Parents of pupils eligible for free school meals and with CiN status (59% and 58% compared to 48% of those not eligible and 50% of those without CiN status).
- Parents in the Yorkshire and the Humber (58%) and the North West (55%) compared to all other regions.

When asked to specify the other measures they had mentioned, parents were most likely to say the school had included regular COVID testing and one-way systems.

There was little variation between year groups, in terms of the different measures adopted by schools. The only clear difference was that parents of year 1 pupils were less likely than parents of other primary school children to say that schools kept pupils physically distant from other pupils where possible (34% in year 1 compared with 42%-52% in higher year groups).

Pupils

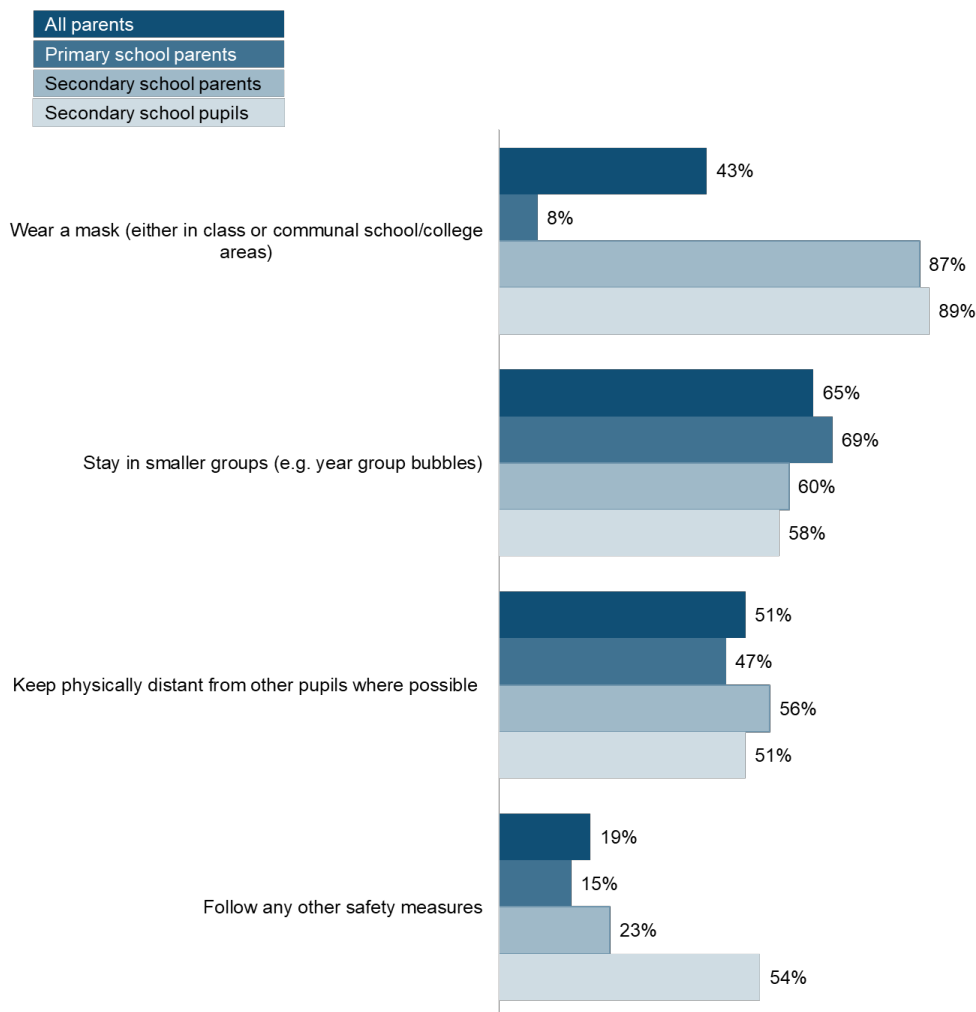
When asked about specific safety measures that were in place in their school in September and October 2021, nine in ten pupils (89%) said they were asked to wear a mask in school, while three in four (74%) said they were asked to wash their hands frequently. Around six in ten (58%) said the school asked pupils to stay in smaller groups, while half (51%) mentioned measures that kept pupils physically distant from each other where possible.

The following groups of pupils were more likely to have been asked to follow the above measures:

- Lower Secondary pupils (Year 7-Year 9) were more likely to have been asked to wash their hands frequently compared to Higher Secondary pupils (Year 10- Year 11) (76% compared to 72%).

- Higher Secondary pupils (Year 10-Year 11) were more likely to have been asked to stay in smaller groups than Lower Secondary pupils (Year 7- Year 9) (62% compared to 56%).
- Those that reported COVID measures to be about right (80%) and too strict (73%) were more likely to have been asked to wash their hands frequently.
- Pupils of Asian ethnicity were most likely to have been asked to wear a mask and stay in smaller groups (94% and 65% highest compared with all other ethnicities).
- Around half (54%) also mentioned other measures, most frequently one-way systems, cleaning equipment or not sharing equipment and regular COVID testing.

Figure 10 Specific safety measures in place in schools



Base: All parents (4047). Source: PPLP 2021 recruitment pupil/parent survey, Thinking back to between September and October 2021, in [Pupil]’s school or college, has [Pupil] been asked to...?

All secondary school pupils (4,228). Source: PPLP recruitment parent/pupil survey, Thinking back to between September and October 2021, in your school or college, have you been asked to....?

There was some variation between year groups in terms of the different measures adopted by secondary schools. Pupils in year 9 and year 11 were most likely to say that they were asked to stay in smaller groups (both 64%), while this was lowest in year 7 (48%). Year 7 pupils were also least likely to say that they were kept physically distant from each other where possible (45%). Year 11 pupils were least likely to say that they were asked to wash their hands frequently (70%).

Experiences of COVID-19 and testing

This section covers parents' and pupils' experiences of COVID-19 in their school. It includes their overall level of concern about COVID-19, whether anyone in the household is considered at high risk, whether anyone has long COVID, and whether pupils have been vaccinated. It then focuses on testing in schools, looking at the perceived importance of regular testing of pupils and staff, the number of tests pupils have taken recently, and their barriers to taking and reporting tests.

Experiences of COVID-19

Concern around COVID-19

Parents

At the time of the survey, around seven in ten parents (72%) said that they were worried about the COVID-19 pandemic, including 18% who were very worried. Around one-quarter (27%) said they were not worried, comprising 6% not at all worried. There were no differences between the parents of primary and secondary school pupils. Findings are shown in Figure 11.

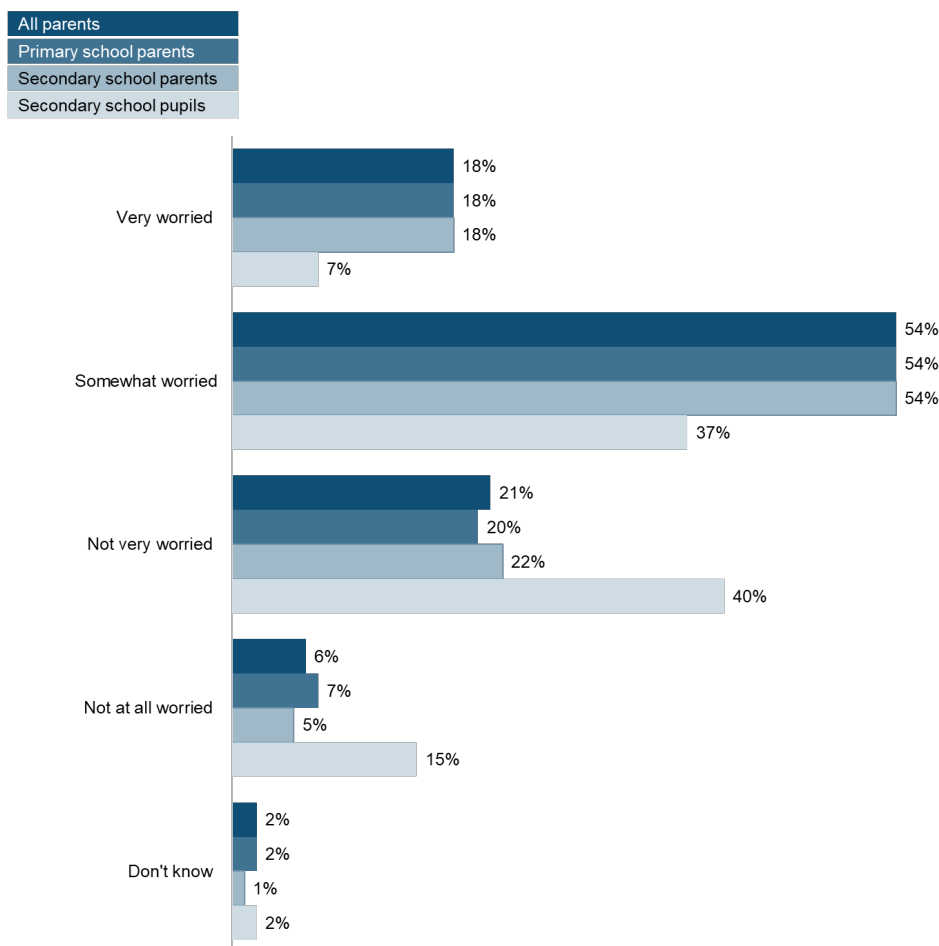
The following groups of parents were more likely to be worried about COVID-19:

- Asian parents were more likely to be worried than those from other ethnic groups (82% compared with 71% of white parents and 76% of BAME parents).
- Parents not in single parent households were more concerned about COVID-19 than single parents (74% compared with 67%).
- Parents of pupils without CiN status were more likely to be worried about COVID-19 than those with pupils with CiN status (72% compared with 69% of those with CiN status).
- Levels of concern about COVID-19 were highest among parents in London (78%, highest compared to all other regions), and lowest among parents in the North East (where only 58% were worried). Levels of concern were higher where someone in the household was at high risk from COVID-19 (82% compared with 69% without anyone high risk) or where someone in the household was suffering with long COVID (77% compared with 71%). Levels of concern were also associated with perceptions of the measures in schools. Parents who thought school measures were not strict enough were most likely to be worried (88% compared with 70% of other parents), while this was much lower among parents who thought school measures were too strict (38%).

Pupils

Less than half of secondary school pupils (44%) said that they were worried about the COVID-19 pandemic, including 7% who were very worried. Just over half (54%) said they were not worried including 15% who were not at all worried.

Figure 11 Concern about COVID-19



Base: All parents (4047). Source: PPLP 2021 recruitment pupil/parent survey, How worried, if at all, are you about the COVID-19 pandemic?

Base: All secondary school pupils (4,228). Source: PPLP 2021 recruitment pupil/parent survey, How worried, if at all, are you about the COVID-19 pandemic?

Levels of concern about COVID-19 were highest among pupils in year 11 (51% compared with 41%-44% in other year groups), while female pupils were more likely to be worried than male pupils (49% compared with 40%).

Levels of concern were highest among pupils in London (50%), and lowest in the North West and North East (where 38% in both regions were worried). Asian pupils were more likely to be worried than those from other ethnic groups (60% compared with 41% of white pupils and 53% of BAME pupils).

Again, levels of concern were higher where someone in the household was at high risk from COVID-19 (55% compared with 40% without anyone high risk) or where someone in the household was suffering with long COVID (50% compared with 43%). Levels of concern were also related to perceptions of the measures in schools. Pupils who thought school measures were not strict enough were most likely to be worried (64%), while this was much lower among those who thought school measures were too strict (25%).

Worries over COVID-19 were related to more general feelings of happiness and anxiety. Pupils that recorded low happiness scores were more worried than those with high scores (53% compared with 41%), while those with high levels of anxiety were more likely to be worried than those with low levels of anxiety (52% compared with 39%).

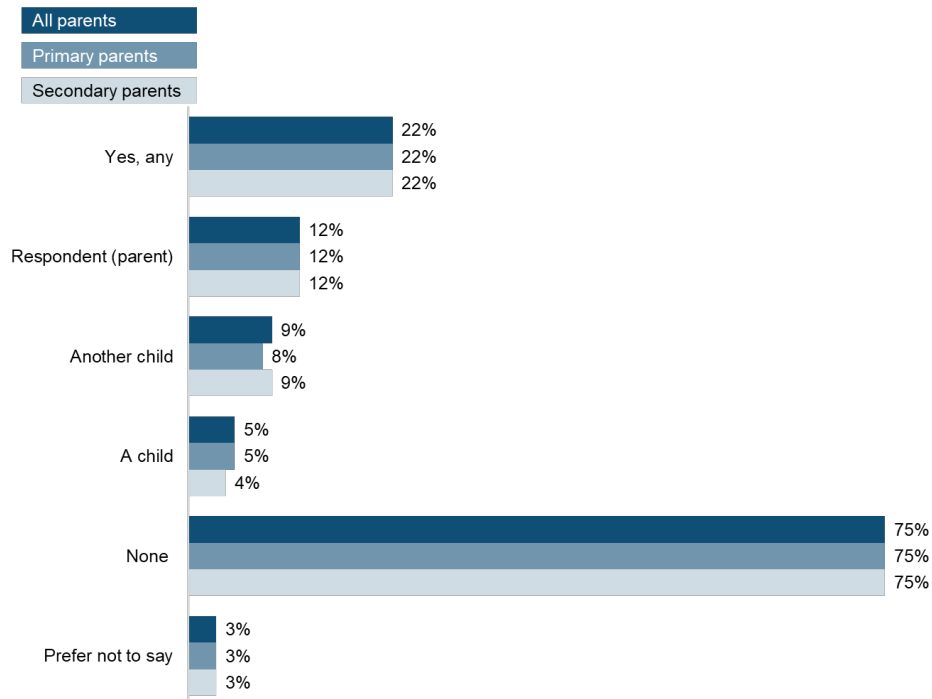
Attitudes were also linked with vaccination status. Pupils that had already been vaccinated were more likely to be worried about COVID-19 (49%), compared with those that had not been vaccinated (41%), particularly those that did not intend to get vaccinated (32%).

Whether anyone considered high risk of COVID in household

Parents

In total, 22% of parents said that there was someone in the household who was considered at high risk from COVID-19. This was most likely to be the parent answering the survey (12%) or another adult (9%), while in 5% of households a child was considered at high risk. There was no difference in the results between parents of primary and secondary school pupils. Figure 12 shows responses given.

Figure 12 Household members at high risk from COVID-19 (parents)



Base: All parents (4,047). Source: PPLP 2021 recruitment pupil/parent survey, In the context of coronavirus (COVID-19), is anyone in your household considered high-risk?

The following groups of parents were more likely to say that someone in their household were considered high-risk:

- Parents were more likely to say that someone in the household was at high risk if they reported they were not working. This applied specifically to 36% of parents who reported they were unemployed, 29% who reported they look after the home or family, and 37% other respondents who reported they were not working (e.g. retired or caring), compared with 18% of parents who reported that they were employed.
- Parents of pupils considered to have SEND (33% compared to 22% not considered to have SEND).
- Parents of pupils who are eligible for free school meals (32% compared to 19% of those not eligible).
- Parents of pupils with CiN status (34% compared to 22% without CiN status).
- Parents of pupils who have caring responsibilities (57% compared with 21%).
- Households with an income of under £15,000 (27% compared to 14% earning £100,000 or more).

Pupils

In total, 24% of secondary school pupils said that there was someone in the household who was considered at high risk from COVID-19. This was most likely to be an adult (19%), while 4% said it was the pupil themselves or 4% another child. Table 10 shows responses given by pupils.

Table 10 Household members at high risk from COVID-19 (pupils)

	All secondary pupils
Yes, any	24%
Respondent (pupil)	4%
Another child	4%
An adult	19%
None	71%
Prefer not to say	5%

Base: All secondary school pupils (4,228). Source: PPLP 2021 recruitment parent/pupil survey, In the context of coronavirus (COVID-19), is anyone in your household considered high-risk?

Pupils in higher year groups were more likely to say that someone in their household was at high risk from COVID-19, ranging from 29% among year 11 pupils to 19% among year 7 pupils.

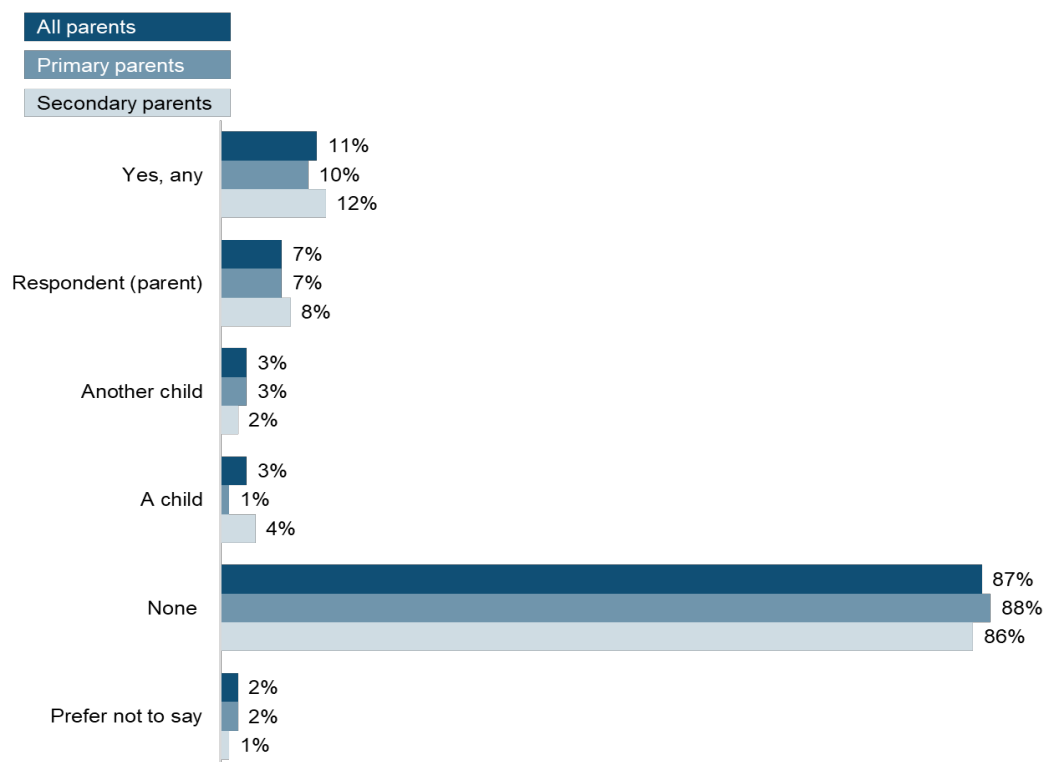
The presence of someone at high risk was more common where the pupil was eligible for FSM (36% compared with 21%). It was also more common where the pupil was considered to have SEN (31% compared with 23%), and CiN status (33% compared with 24%).

Whether anyone in the household has had long COVID

Parents

In total, 11% of parents said that there was someone in the household who had prolonged symptoms of COVID-19, or long COVID. Long COVID was defined as: anyone with prolonged symptoms of COVID-19, more than 12 weeks after infection. Symptoms can include fatigue, sore throat and shortness of breath. This was most likely to be the parent answering the survey (7%), while 3% said it was another adult or 3% a child. Parents of secondary school pupils were more likely than parents of primary school pupils to say that a child in their household had long COVID (4% compared with 1%). Figure 13 shows responses given by parents.

Figure 13 Household members with long COVID (parents)



Base: All parents (4047). Source: PPLP 2021 recruitment pupil/parent survey, Has anyone in your household had prolonged symptoms of COVID-19, more than 12 weeks after infection? This is often called 'long COVID', symptoms can include fatigue, sore throat and shortness of breath?

Pupils

In total, 11% of pupils said that there was someone in the household who had prolonged symptoms of COVID-19, or long COVID. This was most likely to be an adult (7%), while 4% said it was the pupil themselves or 2% another child. Table 11 shows responses given by pupils.

Table 11 Household members with long COVID (pupils)

Yes (%)	All secondary school pupils
Yes, any	11%
Respondent (pupil)	4%

Another child	2%
An adult	7%
None	84%
Prefer not to say	4%

Base: All secondary school pupils (4,228). Source: PPLP 2021 recruitment parent/pupil survey, Has anyone in your household had prolonged symptoms of COVID-19, more than 12 weeks after infection?

The proportion of pupils that said someone in their household had long COVID ranged from 16% in Yorkshire and the Humber to 7% in London. The reported incidence was higher among White pupils than BAME pupils (12% compared with 8%).

The presence of someone in the household with long COVID was more common where the pupil was eligible for FSM (14% compared with 11%).

COVID vaccinations

Pupils

Between November and 19 December 2021, 16-49 year olds with underlying health conditions that put them at higher risk of severe COVID-19 were eligible to receive two primary doses of the vaccine plus booster vaccination. All other 12- to 15-year-olds were eligible to receive one dose of the Pfizer vaccine and those 16 and older were eligible for two doses. From 20 December 2021, all 12- to 15-year-olds became eligible to receive a second dose and those 16 and older were eligible for a booster vaccination.

Half of secondary school pupils (49%) said that they had been vaccinated against COVID-19, whilst a further 31% intended to do so. Of those who had been vaccinated, 1% had received two doses, 30% had received one dose and were only eligible for one dose and a further 17% that were eligible for two doses but had only received one so far. One in five (18%) reported they did not intend to be vaccinated.

Pupils that had not been vaccinated can be divided into those that intended to do so (31%) and those that did not intend to get vaccinated (18%).

Year 7 pupils were less likely than other year groups to have been vaccinated (12%), but the proportions were similar in years 8-11 (between 56% and 62%). This likely reflects eligibility for COVID-19 vaccination (year 7 pupils are aged 11-12). Year 7 pupils expressed a high level of willingness to be vaccinated (61% had not been vaccinated but intended to do so), and willingness was also relatively high among year 11 pupils (only

10% had not been vaccinated and did not intend to do so). Table 12 shows responses given by pupils across different year groups.

Note that pupils were asked whether they were willing to give this information at a previous question. Analysis is limited to pupils who gave their consent to be asked about COVID-19 vaccination status.

Table 12 Pupils' vaccination status (pupils), by year group

	Total	Year 7	Year 8	Year 9	Year 10	Year 11
Base	3,738	657	698	780	804	799
All vaccinated	49%	12%	56%	56%	59%	62%
Yes, one dose and eligible for only one	30%	9%	36%	35%	37%	36%
Yes, one dose and eligible for two	17%	2%	19%	19%	19%	24%
Yes, two doses	1%	1%	1%	1%	2%	2%
No – but intend to	31%	61%	22%	23%	23%	27%
No – and don't intend to	18%	24%	20%	20%	16%	10%
Prefer not to say	2%	4%	2%	2%	2%	1%

Base: All secondary school pupils giving consent to be asked about COVID vaccination status (3,738). Source: PPLP 2021 recruitment parent/pupil survey, Have you been vaccinated against COVID-19?

BAME pupils were less likely to have been vaccinated and not intend to than white pupils (24% compared with 16%). In addition, a large proportion of Black pupils said that they didn't intend to get vaccinated (32%).

Levels of those who were not vaccinated and did not intend to were higher among pupils that were eligible for FSM (25% compared with 16%), those from single parent households (24% compared with 16%) and those with CiN status (25% compared with 18%).

Vaccination status was linked to perceptions of school measures. Pupils that thought the school's measures to address COVID-19 were not strict enough were more likely to be vaccinated (55%), compared with those who thought they were too strict (36%).

Pupils were more likely to have been vaccinated if they had attended school every day in the last two weeks (50% compared to 42% of those that attended some days and 33% of

those that didn't attend at all) as well as if their parents had attended university (53% compared to 43%).

Pupils in rural areas were more likely than those in urban areas to have been vaccinated (56% compared with 47%). This reflects the regional analysis, with the highest rates of vaccination among pupils in the East of England (55%) and lowest in the West Midlands (41%) and London (44%).

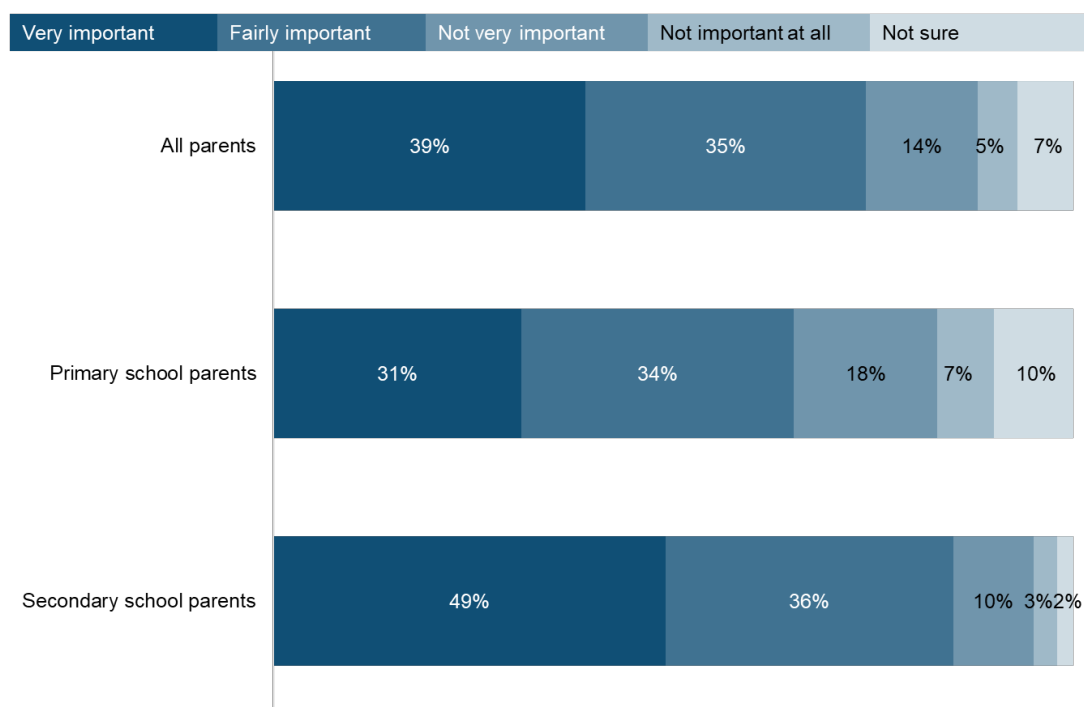
COVID-19 testing

Parents rating of importance of regularly testing pupils

The majority of parents (74%) thought it was important to have regular COVID-19 testing of pupils in order for their child to feel safer at school, including 39% who thought it was very important. One in five parents (19%) did not think it was important, including 5% who said it was not at all important.

Figure 14 shows responses given by parents. Parents of secondary school children were more likely than parents of primary school children to think regular COVID-19 testing of pupils was important (85% compared with 65%), with a higher proportion rating this as very important (49% compared with 31%). In primary schools, there was a difference by year group, with parents of older children more likely to see regular testing as important (ranging from 73% among parents of year 6 pupils to 57% of year 1 pupils).

Figure 14 Perceived importance of regular COVID-19 testing of pupils (parents)



Base: All parents (4047). Source: PPLP 2021 recruitment pupil/parent survey, How important do you currently think regular COVID-19 testing of other pupils is in order for [Pupil] to feel safer at school?

BAME parents were more likely to say it was important than White parents (85% compared with 71%).

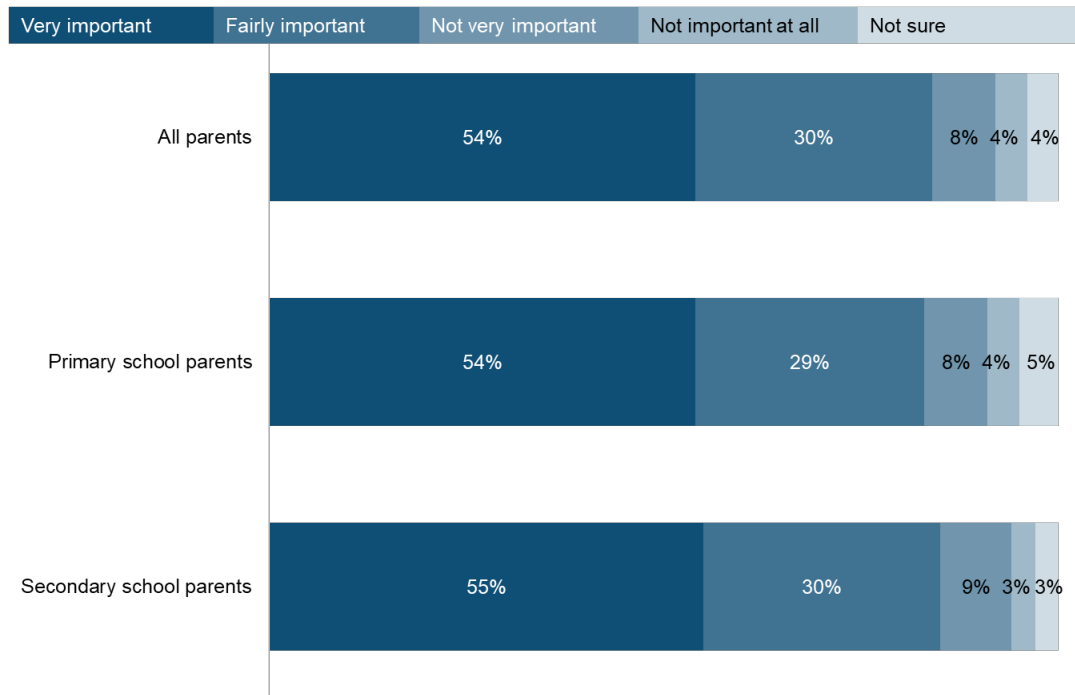
Attitudes to testing reflected more general attitudes to the pandemic. Parents who were worried about COVID-19 were more likely to say regular testing was important (82% compared with 55%), as did parents who thought school measures were not strict enough (89% compared with 72%). Parents living in a household with someone at high risk from COVID-19 were also more likely to say regular testing was important (80% compared with 73%).

Parents' ratings of importance of regularly testing staff

More than eight in ten parents (84%) thought it was important to have regular COVID-19 testing of school staff in order for their child to feel safer at school. This included 54% who thought it was very important and 30% who said it was fairly important. Just over one in ten parents (12%) did not think it was important. Figure 15 shows a breakdown of responses.

Parents of secondary school children were more likely than parents of primary school children to think regular COVID-19 testing of staff was important (86% compared with 83%).

Figure 15 Perceived importance of regular COVID-19 testing of staff (parents)



Base: All parents (4047). Source: PPLP 2021 recruitment pupil/parent survey, How important do you currently think regular COVID-19 testing of school staff is in order for [Pupil] to feel safer at school?

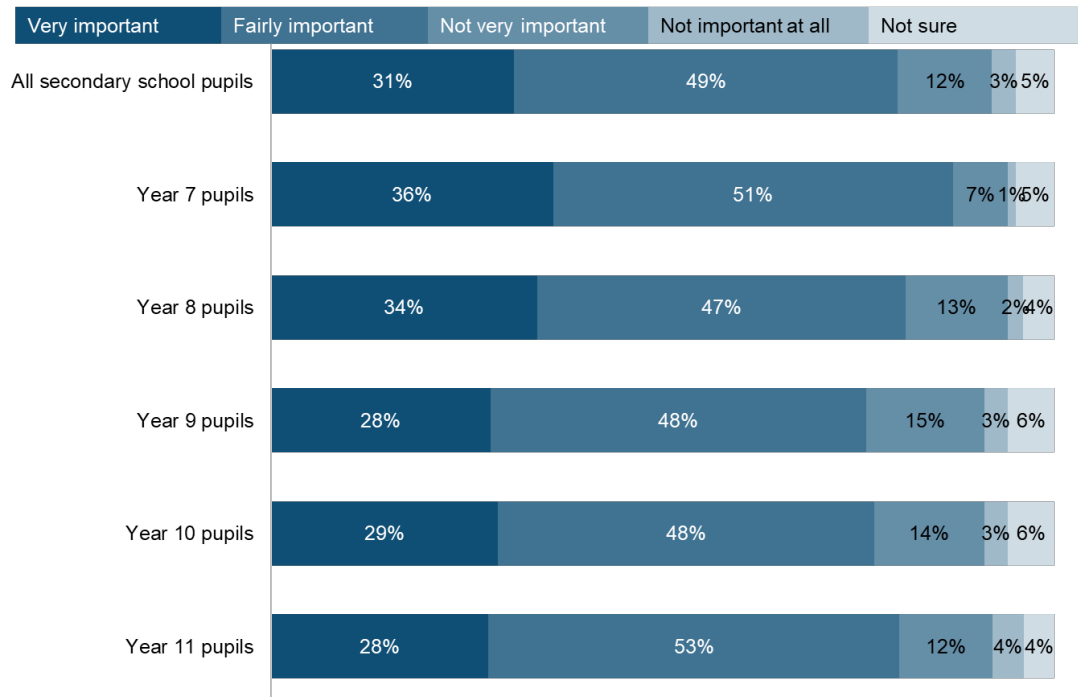
Parents in London were more likely to see regular testing of staff as important (89%), with the lowest proportion in Yorkshire & the Humber (76%). BAME parents were more likely to say it was important than White parents (90% compared with 83%).

Pupils' ratings of importance of regularly testing pupils

Eight in ten secondary school pupils (80%) thought it was important to have regular COVID-19 testing of pupils in order for them to feel safer at school. This included 31% who thought it was very important and 49% who said it was fairly important. Overall, 15% of pupils did not think it was important, including 3% who said it was not at all important.

Year 7 pupils were more likely to say that regular COVID-19 testing of pupils was important (86% compared with 77%-81% in other year groups). Figure 16 shows a breakdown of responses given by year group.

Figure 16 Perceived importance of regular COVID-19 testing of pupils (pupils)



Base: All secondary school pupils (4,228). Source: PPLP 2021 recruitment parent/pupil survey, How important do you currently think regular COVID-19 testing of other pupils is in order for you to feel safer at school?

Female pupils were more likely than male pupils to say that regular COVID-19 testing of pupils was important (83% compared with 79%). BAME pupils were more likely than White pupils to see this as important (84% compared with 79%). Pupils considered to have SEN were less likely than other pupils to think regular testing was important (74% compared with 82%).

Attitudes to testing reflected more general attitudes to the pandemic. Pupils who were worried about COVID-19 were more likely to say regular testing was important (90% compared with 74%).

Pupils who felt ready for the academic year were more likely to think regular testing was important (82% compared with 77% of those not ready for the academic year).

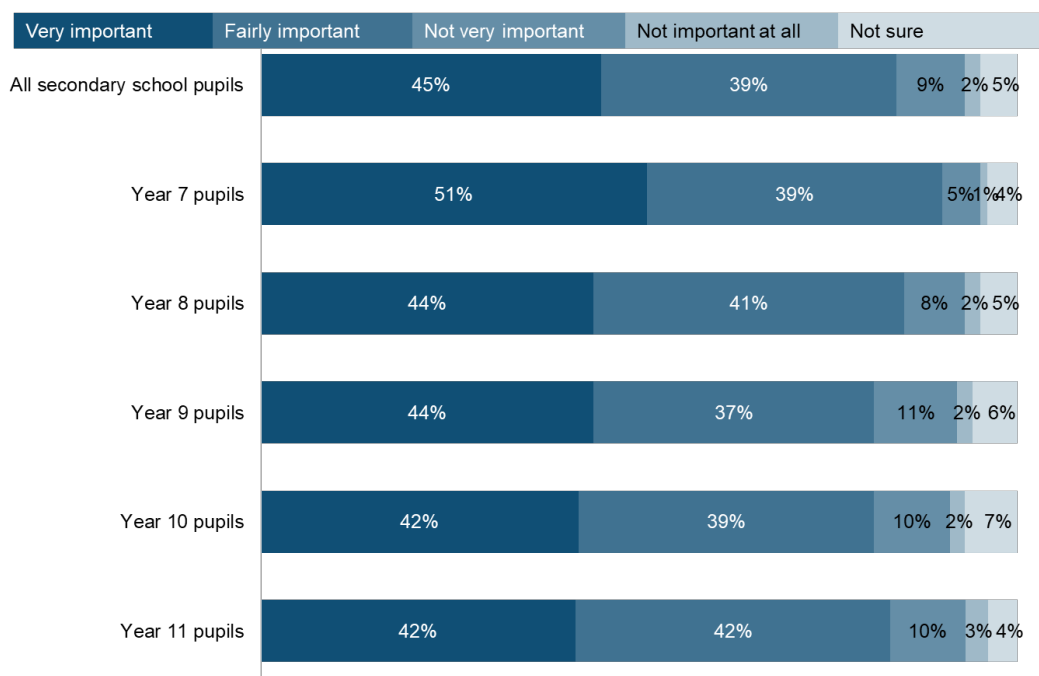
Importance of regular testing of staff

Pupils' ratings of importance of regularly testing staff

More than eight in ten secondary school pupils (84%) thought it was important to have regular COVID-19 testing of staff in order for the pupils themselves to feel safer at school. This included 45% who thought it was very important and 39% who said it was fairly important. Around one in ten pupils (11%) did not think it was important.

Year 7 pupils were more likely to say that regular COVID-19 testing of staff was important (90% compared with 81%-85% in other year groups). Figure 17 shows a break down of responses by year group.

Figure 17 Perceived importance of regular COVID-19 testing of staff (pupils)



Base: All secondary school pupils (4,228). Source: PPLP 2021 recruitment parent/pupil survey, How important do you currently think regular COVID-19 testing of school staff is in order for you to feel safer at school?

Female pupils were more likely than male pupils to say that regular COVID-19 testing of staff was important (86% compared with 83%). BAME pupils were more likely than White pupils to see this as important (85% compared with 81%). Pupils in urban areas were more likely to think regular testing of staff was important than those in rural areas (85%

compared with 81% overall). Pupils considered to have SEN were less likely than other pupils to think regular testing was important (79% compared with 85%).

Number of lateral flow tests taken by pupil in last 7 days

Parents

Figure 18 shows a breakdown of responses given by parents and pupils. More than half of parents (55%) said that their child had taken a rapid lateral flow test in the previous seven days. This included 23% who said their child had taken one test during that time, 22% that had taken two and 10% that had taken three or more tests.

Parents of secondary school pupils were more likely than parents of primary pupils to report that their child had taken a test (72% compared with 41%) and to have taken two or more tests (48% compared with 19%). Within primary schools, the proportion of pupils taking a rapid lateral flow test ranged from 35% among year 1 pupils to 47% among year 6 pupils.

White parents were more likely than BAME parents to say their child had taken a test (57% compared with 47%).

Parents were less likely to say that their child had taken a rapid lateral flow test in the previous seven days in Yorkshire & the Humber (44%) and the North West (46%).

Parents were more likely to say that their child had taken a test if parents were worried about COVID-19 (59% compared with 45%) or if someone in the household was at high risk (60% compared with 54%). The proportion was also higher where the child had caring responsibilities (73% compared with 54%).

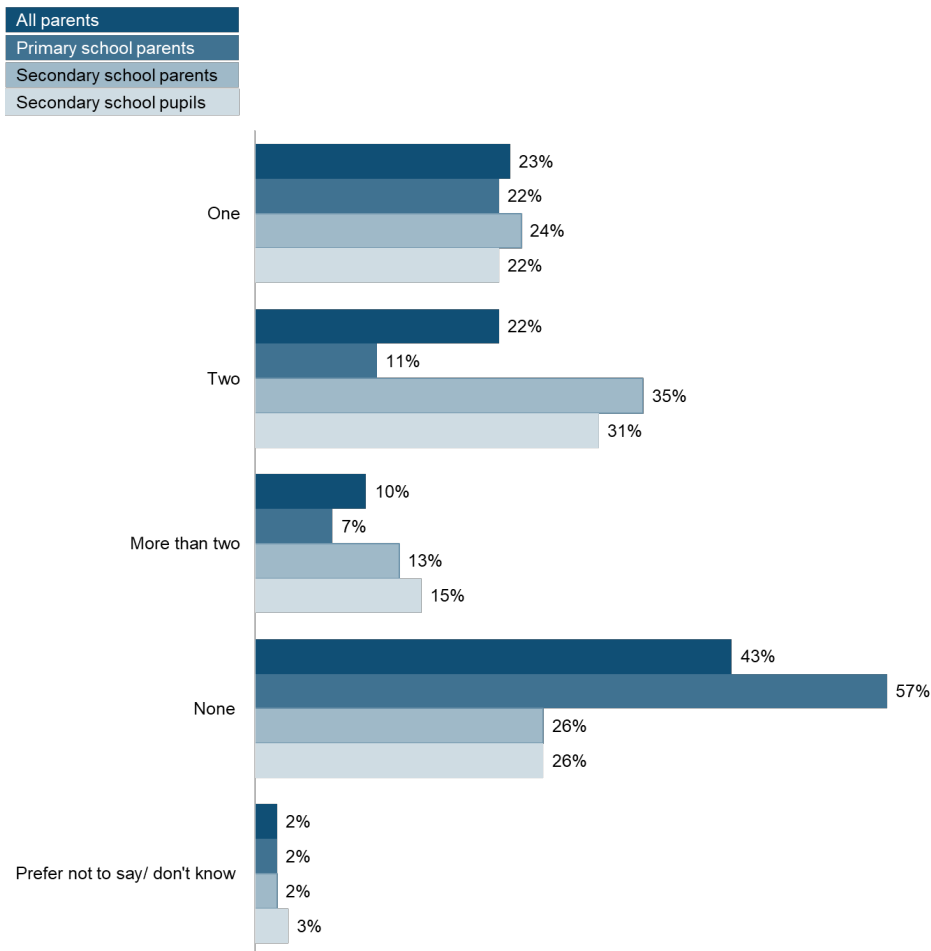
Parents were more likely to say that their child had taken a test if they had 2 children in the household (56% for households with 2 children compared to 52% for households with 3 children) and if their child had attended school most days (61% compared to 54% parents of pupils who attended school every day).

Pupils

Around two-thirds of pupils (68%) said that they had taken a rapid lateral flow test in the previous seven days. This included 22% who said they had taken one test during that time, 31% that had taken two and 15% that had taken three or more tests.

Pupils in years 7-9 were more likely than those in year 10 or 11 to say they had taken a test (69%-72% in years 7-9, compared with 64% in year 10 and 63% in year 11).

Figure 18 Number of lateral flow tests taken by pupils in last 7 days (parents)



Base: All parents (4047). Source: PPLP 2021 recruitment parent/ pupil survey, During the last 7 days, how many rapid lateral flow tests has [Pupil] taken at home to see if they have COVID-19/ coronavirus?

Base: All secondary school pupils (4,228). Source: PPLP recruitment parent/ pupil survey, During the last 7 days, how many rapid lateral flow tests have you taken at home to see if you have COVID-19/ coronavirus?

White pupils were more likely than BAME pupils to say they had taken a test (71% compared with 58%).

Pupils were less likely to have taken a test if they were eligible for FSM (63% compared with 69%) or if they lived in a single parent household (64% compared with 69%). Pupils were more likely to say that they had taken a test if they were worried about COVID-19 (71% compared with 65%).

The proportion of pupils that said they had taken a rapid lateral flow test in the previous seven days ranged from 77% in the South East to 58% in Yorkshire & the Humber, and was higher in rural areas than urban areas (73% compared with 67%).

Pupils who had been vaccinated were more likely to have taken a test than those that had not and did not intend to get vaccinated (73% compared to 55%).

Pupils with high happiness (69% compared with 63% of those with low happiness), satisfaction (70% compared with 62% of those with low satisfaction) and worthwhileness scores (70% compared to 61% of those with low worthwhileness) were more likely to have taken a lateral flow test.

Barriers to taking regular lateral flow test

When asked what, if anything, stops them from regularly taking a lateral flow test, one in five secondary school pupils (20%) said that they didn't like taking the tests, while 12% said they didn't have time and 12% didn't think they were accurate or reliable. Around a third (35%) said they had no barriers to regular testing. Table 13 shows responses given by pupils.

Table 13 Barriers to regularly taking a lateral flow test (pupils)

	All secondary school pupils
I don't like doing the tests	20%
I don't have time	12%
I don't think they are accurate / reliable	12%
I don't see the point in doing them	6%
I don't have access to testing kits	5%
I forget that I should take a test	4%
Recently tested positive	4%
Another reason (please specify)	2%
Nothing - I regularly test	35%
Don't know/prefer not to say	11%

Base: All secondary school pupils (4,228). Source: PPLP 2021 recruitment parent/pupil survey, What, if anything, stops you from regularly taking a lateral flow test?

Pupils in higher year groups were more likely to say that they didn't have time (ranging from 17% among year 11 pupils to 8% of year 7 pupils) or that they didn't think they were accurate or reliable (ranging from 18% to 7%). Overall, year 7 and year 8 pupils were more likely than those in higher year groups to say they had no barriers to testing (44% and 39% respectively compared with 31% of pupils in years 10 and 11).

Male pupils were more likely to say that they didn't like taking the tests than female pupils (22% compared to 17% of females) while female pupils were more likely to say that they didn't have access to testing kits (6% compared with 4% of males). Pupils that were eligible for FSM were more likely to report barriers to regular testing, mainly that they didn't like the tests (26% compared with 18% of other pupils), while BAME pupils were more likely to report barriers than White pupils (29% and 38% respectively reported no barriers).

Pupils that were worried about COVID-19 were more likely to say they had no barriers to testing (40% compared with 33% of those that were not worried).

Pupils in the East and South East of England were most likely to say they had no barriers and tested regularly compared to all other regions (43% for East of England and 41% for South East). Pupils in London were most likely to say they didn't have time to test (17%).

Barriers to reporting lateral flow test results

When asked what, if anything, stops them from regularly reporting their test results, less than half of secondary school pupils reported any barriers (38% reported no barriers and 19% didn't know or preferred not to say). The most common reasons for not regularly reporting their test results were not knowing that they should report them (12%), not seeing the point (10%), not knowing how to report them (9%) and not having time (9%). Table 14 shows responses given by pupils.

Table 14 Barriers to regularly reporting test results (pupils)

	All secondary school pupils
I didn't know I should report them	12%
I don't see the point	10%
I don't know how to report them	9%
I don't have time	9%
I forgot I should report them	2%
Another reason	6%
Nothing - I regularly report my test result	38%
Don't know/prefer not to say	19%

Base: All secondary school pupils (4,228). Source: PPLP 2021 recruitment parent/pupil survey, What, if anything, stops you from regularly reporting your test result?

Pupils in higher year groups were more likely to say that they didn't have time (ranging from 13% among year 11 pupils to 5% of year 7 pupils) or that they didn't see the point (ranging from 15% to 5%).

Pupils that were eligible for FSM were more likely to report barriers to regularly reporting test results (33% reported no barriers, compared with 40% of other pupils), while BAME pupils were more likely to report barriers than White pupils (32% and 41% respectively reported no barriers).

Childcare

In this section, primary school parents were asked about their childcare arrangements during term-time, and specifically their use of wraparound childcare. By wraparound childcare we're referring to daily supervised care provided immediately before or after the school day (before and after school clubs). The section then looks specifically at the reasons for not accessing wraparound childcare and whether parents would like to use it more if it were available.

Types of childcare usually accessed

Parents of primary school pupils were asked about their usual childcare methods during term-time for the named pupil in the survey. Three in ten parents (29%) said they used wraparound childcare, which was usually on the school site (26%) rather than on other premises (4%). One in three parents (32%) used friends or family for childcare, while more than four in ten (43%) said that they did not normally access childcare or clubs. (Table 15).

In total, a third (32%) used some form of formal childcare (wraparound childcare, childminder or nursery), while 21% relied only on family and friends and did not use any formal childcare.

Table 15 Types of childcare used (primary parents)

	Parents of primary school pupils
Any type of childcare	53%
Any wraparound childcare	29%
Any formal childcare (excluding friends and family)	32%
Wraparound childcare (i.e. before or after-school childcare or clubs on school sites)	26%
Wraparound childcare (i.e. before or after-school childcare or clubs on other premises)	4%
Friends and family	32%
Childminder based in a residential property	4%
Early years provider/ nursery	1%
Other	1%
I do not normally access childcare or clubs	43%
Don't know/prefer not to say	4%

Base: All primary school parents (2,197). Source: PPLP 2021 recruitment pupil/parent survey, Which type of childcare or clubs do you ordinarily access in an average term-time week for [Pupil]?

Use of childcare varied according to the responding parent's work status. Use of wraparound childcare ranged from 42% among full-time workers to 10% of parents who were looking after the home or family. Use of friends or family for childcare was also higher among parents who were working (37% compared with 25% of unemployed parents).

There were also differences across parent gender, with female parents more likely to use friends and family for childcare (34%) compared with male parents (25%).

Similarly, use of any childcare was lower among parents of children eligible for FSM (45% used any childcare compared with 55% of those not eligible). Use of childcare was

also lower among parents of pupils considered to have SEND (42% compared with 56% of parents of pupils not considered to have SEND), pupils that have an EHCP (29% compared with 53% of pupils that do not have an EHCP) and those with CiN status (47% compared with 53% of those without CiN status).

Use of childcare also differed according to parent and pupil ethnicity. White and Black parents were more likely to use wraparound childcare than Asian/Asian British parents (30% and 37% respectively compared with 19%). White parents were more likely to use friends and family (34%) compared with BAME parents (26%).

Parents of White, Mixed and Black pupils (30%, 35% and 34%) were also more likely to use wraparound childcare compared with parents of Asian pupils (17%). Parents of Asian pupils were more likely to report that they did not normally access childcare compared with parents of Mixed or Black pupils (51% compared with 34% and 30% respectively).

Across regions, parents in the East Midlands (32%), North West (35%), South East (31%) and South West (34%) were more likely to use wraparound childcare than in Yorkshire and the Humber (20%).

Amongst parents who are employed there were few differences in their childcare whether they were working from home or not. Although, parents working away from home were more likely to use friends or family for childcare (43% compared with 31% of those working from home).

There was a clear difference by income. Parents in higher income households (annual income of more than £45,000) were more likely to use childcare than parents in lower income households, especially wraparound childcare (41% compared with 25% of those with an income of less than £45,000).

Parents in urban areas were more likely to say they used some form of childcare than those in rural areas (54% compared with 48%).

Use of childcare was higher in households with one or two children (63% and 58% respectively used any childcare) than in households with three or more children (42%).

Use of wraparound childcare since autumn 2021 term

Almost nine in ten primary school parents (87%) that normally used wraparound childcare said they had used it during the autumn 2021 term. This equates to 25% of all primary school parents.

Use of wraparound childcare during the autumn term was lower among parents of children eligible for FSM (78% compared with 89% of those not eligible). Use of wraparound childcare during the autumn term was also higher among White parents than

BAME parents (91% compared with 73%) and parents of White pupils compared with BAME pupils (91% compared with 75%). As shown in Table 16, it also varied by income, ranging from 92% of parents with an annual household income of over £45,000, to 81% of those with an income of under £15,000.

Table 16 Use of wraparound childcare during the autumn term, by household income (primary parents)

	Base	
Under £15,000	115	75%
£15,000 – £24,999	87	81%
£25,000 - £44,999	95	86%
£45,000 - £99,000	167	91%
£100,000 or more	52	96%

Base: Primary school parents who use wraparound childcare. (586) Source: PPLP 2021 recruitment pupil/parent survey, Since the beginning of the autumn 2021 term, have you used any wraparound childcare for [Pupil]?

Reasons for reduced access to wraparound childcare

Amongst parents using wraparound childcare in Autumn term 2021, a third (33%) reported issues with access (Table 17). This was most commonly due to their child needing to stay at home, either because of a positive COVID-19 test (11%) or because of other illness (9%).

Problems related to the childcare provider were also cited. This included childcare being cancelled (5%) or staff shortages (5%).

Parents of pupils that were eligible for FSM were more likely to report issues with being able to access wraparound childcare (45% compared with 31% of those not eligible). Similarly parents of pupils without CiN status were also more likely to have not experienced their childcare being cancelled or reduced (65% compared with 55% among parents of pupils with CiN status).

Table 17 Reasons for reduced access to wraparound childcare in Autumn term 2021 (primary parents)

	All parents of primary pupils who used childcare
Your child needing to stay home due to a positive COVID-19 test	11%
Your child needing to stay home due to falling ill with another virus (e.g. flu, norovirus, RSV, etc.)	9%
Staff shortages	5%
My wraparound childcare has been cancelled	5%
I am not aware of the reason why my wraparound childcare was cancelled or the hours reduced	3%
My wraparound childcare hours have been reduced by the provider	2%
Other reason	4%
My childcare has not been cancelled or the hours reduced	65%
Don't know/prefer not to say	2%

Base: Primary school parents who used wraparound childcare since the beginning of the autumn 2021 term (504). Source: PPLP 2021 recruitment pupil/parent survey, Since the beginning of the autumn 2021 term, have you been unable to access the wraparound childcare for [Pupil] you had wanted to for any of the following reasons?

Reasons for not accessing wraparound childcare

A minority (13%) of primary school parents who normally used wraparound childcare had not accessed it during the autumn 2021 term. Amongst this subgroup⁸, the main reasons were that the parent did not want or need to access these settings (43%), that their preferred type of childcare was too expensive (20%) and/or that they were concerned about their child's safety due to COVID-19 (17%).

⁸ Only 83 parents were asked this question, and so these findings should be treated with caution.

Whether parents would like to access more wraparound childcare

Just over a third of primary school parents (37%) said that they would like to access more wraparound childcare if it was available in this academic year.

The following groups of parents were more likely to want to access more wraparound childcare:

- Parents of children eligible for FSM (46% compared with 34% of those not eligible) and single parents (47% compared with 33% of those not in a single parent household).
- Parents of children considered to have SEND (43% compared with 35%) or with CiN status (46% compared with 36%).
- Black parents (62%) compared with those in other ethnic groups (34% overall) and parents of Black pupils compared with parents of White and Asian pupils (61% compared with 33% and 39% respectively)
- Parents in urban areas (38%) compared with rural areas (29%). The figures by region ranged from 44% in the East to 29% in the North East and South East.
- Parents where the responding parents reported working full-time (41% compared with 32% of those working part-time) or who were unemployed (44%).
- Lower income households, ranging from 49% of parents with an annual household income of under £15,000, to 25% of those with an income of over £100,000.
- Parents with low happiness scores (53%) compared with those with high scores (33%).

Access to SEND support

This section looks at pupils' access to Special Educational Needs and Disability (SEND) support. It starts by asking parents whether they consider their child to have SEND, and then examines the types of SEND support received, as well as the reasons for not being able to access support. This will help DfE understand any barriers that pupils may face in accessing specialist support. Findings will feed into the SEND workforce work and the SEND review.

Pupils considered to have a special educational need or disability

One in six parents (17%) said that they considered their child to have a special educational need or disability, and this was similar among parents of primary school children (16%) and parents of secondary school children (19%).

The following groups of parents were more likely to say that their child had a special educational need or disability:

- Female parents compared with male parents (18% compared with 13%) and parents of male pupils (21% compared with 14% of parents of female pupils). The gender difference was more pronounced among primary school pupils (21% compared with 11%) than among secondary school pupils (21% compared with 16%).
- Parents of children eligible for FSM (25% compared with 15% of those not eligible) and single parents (20% compared with 16% of those not in a single parent household).
- Parents of children with CiN status (33% compared with 17%) or children that had caring responsibilities (34% compared with 17%).
- White parents (19%) compared with BAME parents (9%) and parents of White pupils (19%) compared with BAME pupils (11%)
- Parents in the North West (19%), South West (20%) and Yorkshire and the Humber (21%) compared with parents in London (13%)
- Parents where the responding parent reported not working, specifically those who were unemployed (21%), looking after the family or home (22%) or not working for other reasons (33%).
- Lower income households, ranging from 22% of parents with an annual household income of under £15,000, to 10% of those with an income of over £100,000.

SEND support being accessed

Parents that considered their child to have a special educational need or disability were asked if their child was receiving various types of specialist support. The most common types of support accessed was from a SEN coordinator at the child's education setting (60% parents). Other types of support received include support from an educational psychologist (22%), speech and language therapy (21%), mental health support and medical support (both 20%), as shown in Table 18.

The proportion that said their child needed but was unable to access support ranged from 8% for medical support or social services support, to 37% for support from an educational psychologist. Many parents said that their child did not need the specific type of support at each option.

Table 18 Access to SEND support (all parents)

	Need this support	Receives this support	Needs this support but, they are unable to access it	They do not need this type of support
Support from an educational psychologist	59%	22%	37%	41%
Speech and language therapy	34%	21%	13%	66%
Physiotherapy	18%	6%	12%	83%
Occupational therapy	25%	10%	15%	75%
Mental health support	43%	20%	23%	56%
Medical support	28%	20%	8%	72%
Support from SEN coordinator	79%	60%	19%	21%
Social Services Support	17%	9%	8%	84%
Another type of support	37%	10%	27%	63%

Base: Parents who consider their child to have SEND (860). Source: PPLP pupil/parent 2021 recruitment survey, Is [Pupil] currently receiving any of the following types of specialist support?

Primary school pupils were more likely than secondary school pupils to receive some types of support. These include support from a SEN coordinator (66% compared with 54%), support from an educational psychologist (29% compared with 14%), speech and language therapy (33% compared with 9%) and occupational therapy (14% compared

with 5%). Mental health support was more likely to be received by secondary than primary pupils (25% compared with 16%). Responses are presented in Table 19 and Table 20.

Male pupils were more likely to receive speech and language therapy than female pupils (25% compared with 16%), while female pupils were more likely to receive mental health support than male pupils (27% compared with 16%). Pupils eligible for FSM and with CiN status were more likely to receive support from an education psychologist than pupils not eligible or without CiN status (28% and 29% compared with 19% and 21% respectively). Similarly, Pupils with CiN status were more likely to receive occupational therapy (14%), mental health support (30%), medical support (29%) and social services support (31%) compared with pupils without CiN status (9%, 20%, 19% and 7% respectively).

There were also variations by ethnicity. Pupils with White parents were more likely to receive mental health support compared with those with BAME parents (22% compared with 6%).

Table 19 Access to SEND support (primary parents)

	Need this support	Receives this support	Needs this support but, they are unable to access it	They do not need this type of support
Support from an educational psychologist	64%	29%	36%	36%
Speech and language therapy	45%	33%	12%	55%
Physiotherapy	18%	6%	12%	82%
Occupational therapy	31%	14%	18%	69%
Mental health support	38%	16%	22%	62%
Medical support	24%	17%	7%	76%
Support from SEN coordinator	82%	66%	17%	17%
Social Services Support	15%	9%	6%	82%
Another type of support	38%	11%	27%	61%

Base: Primary parents who consider their child to have SEND (464). Source: PPLP pupil/parent 2021 recruitment survey, Is [Pupil] currently receiving any of the following types of specialist support?

Table 20 Access to SEND support (secondary parents)

	Need this support	Receives this support	Needs this support but, they are unable to access it	They do not need this type of support
Support from an educational psychologist	53%	14%	38%	47%
Speech and language therapy	22%	9%	13%	78%
Physiotherapy	17%	5%	12%	83%
Occupational therapy	18%	5%	13%	82%
Mental health support	49%	25%	24%	51%
Medical support	31%	22%	9%	69%
Support from SEN coordinator	75%	54%	21%	25%
Social Services Support	18%	9%	9%	82%
Another type of support	36%	9%	27%	64%

Base: Secondary parents who consider their child to have SEND (396). Source: PPLP pupil/parent 2021 recruitment survey, Is [Pupil] currently receiving any of the following types of specialist support?

Reasons why pupil is unable to access SEND support

The main reasons why pupils were unable to access specific types of SEND support were that the child was currently being assessed or awaiting a SEND referral (35%) or that support staff were not available (28%). Responses are shown in Table 21.

Table 21 Reasons why pupil is unable to access SEND support (parents)

	Total
Currently being assessed / awaiting SEND referral	35%
Support staff are not available	28%
Delays/issues in receiving help	10%
Suitable room/facilities are not available in school	6%

Child doesn't meet criteria	6%
Not offered	4%
Pupil is self-isolating	*
Travelling to school is too difficult	*
Other reason	6%
Don't know	19%

Base: Parents whose child is unable to access specialist support (507). Source: PPLP 2021 recruitment pupil/parent survey Why is [Pupil] currently unable to access this support?

Pupil mental health and well-being

Pupil mental health and wellbeing is an ongoing priority for DfE. The pandemic and associated lockdown measures have affected children and young people's mental health and wellbeing in a variety of ways⁹. Being in school is thought to be beneficial for most children and young people, while being away from school will likely have had some negative impact on their mental health and wellbeing.

Parents and pupils were asked a series of ONS-validated questions about personal wellbeing, including how happy they felt yesterday, their life satisfaction, the extent to which they feel the things they do in life were worthwhile, and their anxiousness levels. These questions are known as the 'ONS-4' measures.¹⁰ Responses have been reported as mean scores. This section will compare findings from the PPLP November 2021 recruitment wave with findings from the Parent Pupil Panel July wave. The PPP had a different sampling and analysis approach to PPLP so where comparisons are presented they should be treated with caution.

Pupils' views on their wellbeing

Secondary school pupils were asked to indicate a score between 0 and 10 on various wellbeing measures: how happy they felt yesterday ('happiness'), how satisfied they are with their life nowadays ('satisfaction'), to what extent they feel that the things they do in their life are worthwhile ('worthwhile') and how anxious they felt yesterday (anxiousness).

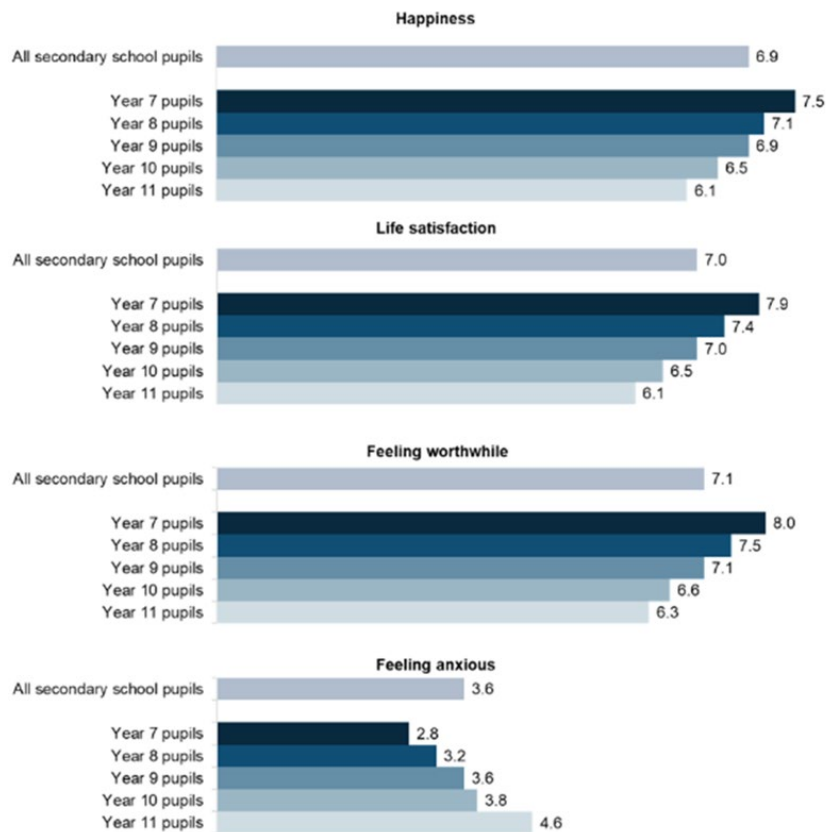
It is important to note that for the measures of happiness, life satisfaction, and worthwhileness, higher scores indicate greater wellbeing, while higher anxiousness scores indicate lower wellbeing on this measure.

Secondary-aged pupils' mean wellbeing scores were: happiness (6.9), satisfaction (7.0) and worthwhileness (7.1), and anxiousness (3.6). There was a clear pattern of variation in average wellbeing by year group, with responses growing gradually less positive in higher year groups as shown in Figure 20. Considering happiness, year 7 pupils gave an average score of 7.5 while among year 11 pupils average happiness was lower at 6.1.

Figure 19 Pupils' views of their own happiness, life satisfaction, feeling worthwhile, and feeling anxious (mean scores among pupils)

⁹ See the DfE's 2021 State of the Nation report for a summary of current evidence: [State of the nation 2021: children and young people's wellbeing - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97827/state-of-the-nation-2021-children-and-young-peoples-wellbeing-gov-uk-2021.pdf)

¹⁰ <https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/methodologies/surveysusingthe4officeforationalstatisticspersonalwellbeingquestions>



Base: all secondary school pupils (4,228), year 7 pupils (778), year 8 pupils (782), year 9 pupils (870), year 10 pupils (902), year 11 pupils (896). Source: PPLP 2021 recruitment pupil/parent survey, Overall, how happy did you feel yesterday?; Overall, how satisfied are you with your life nowadays, where 0 is 'not at all satisfied' and 10 is 'completely satisfied?; Overall, to what extent do you feel that the things you do in your life are worthwhile, where 0 is 'not at all worthwhile' and 10 is 'completely worthwhile?; Overall, how anxious did you feel yesterday, where 0 is 'not at all anxious' and 10 is 'completely anxious'?

Note: mean calculations exclude those who said, 'prefer not to say'.

Female pupils were more likely than male pupils to give low scores on each measure. Female pupils gave a mean score of 6.5 for happiness (compared with 7.3 for male pupils), 6.7 for life satisfaction (compared with 7.5) and 6.9 for feeling worthwhile (against 7.5). Female pupils were also more likely than male pupils to give high scores for levels of anxiousness (4.3 compared with 2.8).

The following groups of secondary pupils were more likely to give a low mean score for their own happiness, life satisfaction, feeling worthwhile or a high mean score for feeling anxious:

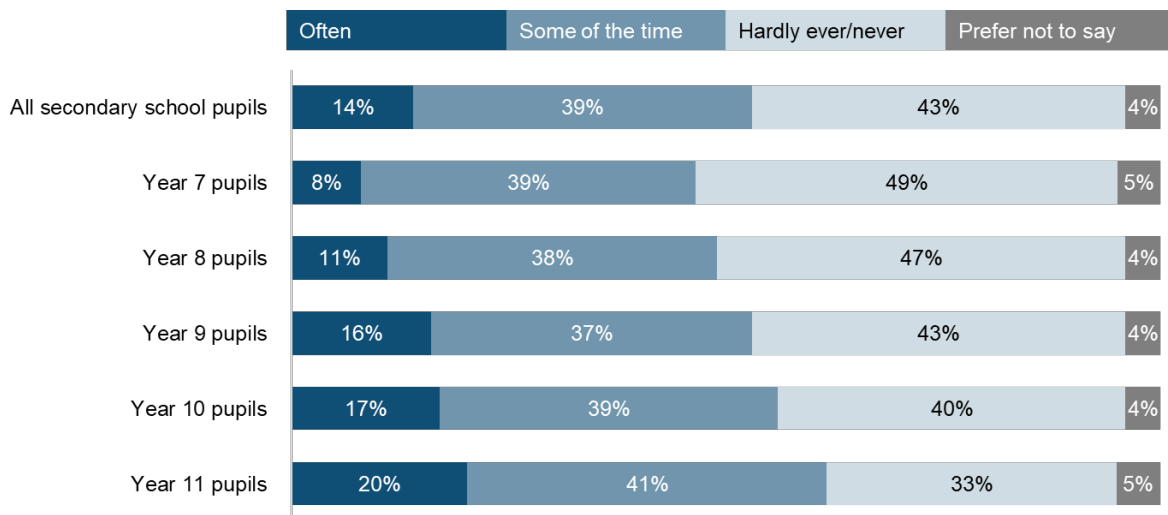
- pupils eligible for FSM (a mean score of 6.7 for happiness, 6.8 for life satisfaction, 6.9 for feeling worthwhile and 3.9 for feeling anxious compared with 6.9, 7.1, 7.2 and 3.5 respectively amongst those not eligible for FSM)
- pupils considered to have SEN (a mean score of 6.6 for happiness and 3.9 for feeling anxious compared with 6.6 and 3.5 respectively among those not considered to have SEN)
- pupils with CiN status (a mean score of 6.6 for happiness, 6.8 for life satisfaction and 6.8 for feeling worthwhile compared with 6.9, 7.0 and 7.1 of those not identified as CiN). Pupils with CiN were also more likely to feel anxious yesterday than those not identified as CiN (mean score of 3.9 compared with 3.5);
- pupils of Mixed ethnicity (a mean score of 6.5 for happiness and 6.6 for life satisfaction, compared with 6.9 and 7.1 respectively among pupils of other ethnicities)
- those who attended school 'most' or 'some' days in the previous two weeks (a mean score of 6.0 happiness, 6.1 for life satisfaction, 6.3 for feeling worthwhile and 4.0 for feeling anxious compared with 7.1, 7.2, 7.3 and 3.4 respectively of those who attended every weekday);
- pupils who have experienced bullying (6.1 mean score for happiness, 6.3 for life satisfaction, 6.5 for feeling worthwhile and 4.6 for feeling anxious compared with 7.2, 7.4, 7.4 and 3.1 respectively among pupils who have not experienced bullying).

Pupil loneliness

14% of secondary school pupils said they often felt lonely, while 39% said they felt lonely some of the time and 43% never or hardly ever.

As with other measures, there was variation by year group, with responses growing gradually less positive in higher year groups. Year 11 pupils were more than twice as likely as year 7 pupils to often feel lonely (20% compared with 8%). Figure 20 shows responses by year group.

Figure 20 How often pupils feel lonely



Base: All secondary school pupils (4,228), year 7 pupils (778), year 8 pupils (782), year 9 pupils (870), year 10 pupils (902), year 11 pupils (896). Source: PPLP 2021 recruitment pupil/parent survey, How often do you feel lonely?

Variations between different groups of pupils were similar to those seen above in relation to other wellbeing measures. The following groups of pupils were more likely to say they often felt lonely:

- Female pupils (18% compared with 9% of male pupils);
- pupils considered to have SEN (18% compared with 14%) and those with CiN status (19% compared with 14%),
- White (54%) and BAME (51%) pupils compared with Asian pupils (44%)
- pupils living in single parent households (19% compared with 13% of those not in single parent households);
- those who did attend school ‘most’ or ‘some’ days in the previous two weeks (25% compared with 12% of those who attended every weekday);
- pupils who have reported experiencing bullying (24% compared with 9% for those who did not report experiencing bullying).

Parents’ views on pupil happiness

Parents were asked how happy and how anxious their child appeared yesterday. Both primary and secondary parents were asked these measures. Across these measures, parents’ views were more positive than pupils.

Overall parents gave a mean score of 8.0 for their child's happiness. Secondary parents gave a mean score of 7.4 for their child's happiness which was lower than primary parents (8.4). Ratings from secondary parents appear to have decreased since the July wave of the PPP, where secondary parents gave a mean score of 7.6.

Secondary parents' scores for pupil happiness were consistent in years 7-9, but were lower for year 10 and 11 pupils (mean scores of 7.6 compared with 7.1 respectively).

The following groups of secondary parents were more likely to give a low mean score for their child's happiness:

- parents of pupils who were eligible for FSM (7.7 compared with 8.0 for those whose children were not eligible for FSM);
- parents of pupils considered to have SEND (6.8 compared with 8.2 for those whose children were not considered to have SEND) and those with CiN status (7.4 compared with 8.0 for those whose children did not have CiN status)
- White parents (7.8 compared with 8.3 for BAME parents);
- parents of White pupils (7.3 compared with 7.8 for BAME pupils);
- those in low-income households, ranging from 7.8 among those with an annual income of less than £15,000, to 8.2 of those with an income of over £100,000;
- parents of pupils who attended school 'some' or 'most' weekdays in the previous two weeks (7.2 compared with 8.2 of those who attended every weekday);
- parents of pupils that had caring responsibilities (6.7 compared with 8.0 for parents of pupils that did not have caring responsibilities);
- parents of pupils who have experienced bullying (7.3 compared with 8.3 parents of pupils who were reported to not have experienced bullying).

Parents' views on pupil anxiousness

Parents were asked how anxious their child appeared yesterday, giving a score between 0 and 10 (where 0 is 'not at all anxious' and 10 is 'completely anxious'). Both primary and secondary parents were asked these measures. Across these measures, parents' views were more positive than pupils.

As noted above, for the anxiousness measure a low mean score of is a positive score as it represents low levels of anxiousness, and a high score is a negative score for those who were considered anxious.

Across all parents, a mean score of 2.4 was reported. Secondary parents gave a mean score of 2.8 for how anxious their child appeared yesterday which was higher than

primary parents (2.1). In contrast to happiness scores, findings for how anxious secondary parents' child appeared yesterday are similar to the July wave of the PPP (2.7).

Parents' scores were more negative for year 11 pupils (3.4), compared with other year groups (years 7-10 ranging from 2.4 to 2.9).

The following groups of parents were more likely to give a high mean score for their child's level of anxiety:

- parents of female pupils (2.6 compared with 2.3 among parents of male pupils)
- parents of pupils considered to have SEND (4.0 compared with 2.0) and those with CiN status (3.0 compared with 2.4)
- White parents (2.5 compared with 2.2 among BAME parents)
- parents of White pupils (2.5 compared with 2.2 among parents of BAME pupils)
- those in lower income households; 3.1 in those with an annual income of less than £45,000, compared with 2.5 of those with an income of over £45,000;
- parents of pupils who attended school 'most' or 'some' weekdays in the previous two weeks (3.2 compared with 2.3 of those who attended every weekday);
- parents of pupils that had caring responsibilities (4.7 compared with 2.3);
- parents of pupils who have experienced bullying (3.3 compared with 2.0).

Parents' mental health and well-being

This section focuses on the mental health and well-being of parents themselves. Parents were asked the same questions as pupils on happiness, life satisfaction, feeling worthwhile, anxiousness and loneliness.

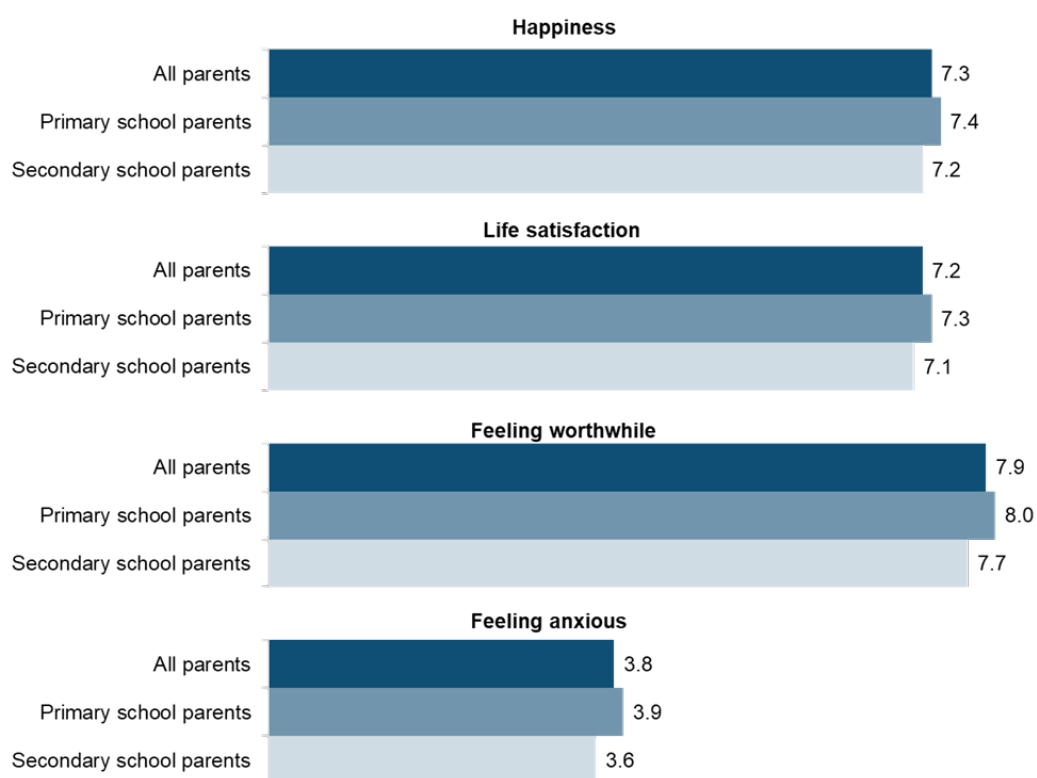
Parents' views on their own wellbeing

Parents gave a score between 0 and 10 on the same ONS-4 wellbeing measures asked of pupils: how happy they felt yesterday ('happiness'), how satisfied they are with their life nowadays ('satisfaction'), to what extent they feel that the things they do in their life are worthwhile ('worthwhile') and how anxious they were yesterday. Responses have been reported according to mean scores.

Parents gave mean scores of 7.3 for happiness, 7.2 for life satisfaction, 7.9 for feeling worthwhile and 3.8 for how anxious they were.

Scores were more positive among parents of primary school pupils than parents of secondary school pupils. Parents of primary school pupils scored 7.4 for happiness, 7.3 for life satisfaction, 8.0 for feeling worthwhile and 3.9 for how anxious they were compared with scores of 7.2, 7.1, 7.7 and 3.6 respectively for parents of secondary school pupils. Figure 21 shows responses given by parents.

Figure 21 Parents' views of their own happiness, life satisfaction, feeling worthwhile, and feeling anxious (mean scores among parents)



Base: All parents (4,047); primary parents (2,197); secondary parents (1,850) Source: PPLP 2021 recruitment pupil/parent survey, Overall, how happy did you feel yesterday? Overall, how satisfied are you with your life nowadays, where 0 is 'not at all satisfied' and 10 is 'completely satisfied'? Overall, to what extent do you feel that the things you do in your life are worthwhile, where 0 is 'not at all worthwhile' and 10 is 'completely worthwhile'? Overall, how anxious did you feel yesterday, where 0 is 'not at all anxious' and 10 is 'completely anxious'?

Note: Mean calculations exclude those who said 'prefer not to say'

The following groups of parents were more likely to give a low mean score for their own happiness, life satisfaction, feeling worthwhile or a high mean score for feeling anxious:

- female parents (mean scores of 7.2 for happiness, 7.2 for life satisfaction and 3.9 for how anxious they felt compared with 7.5, 7.4 and 3.2 respectively among male parents);
- parents of pupils who were eligible for FSM (7.0 for happiness, 6.9 for life satisfaction, 7.5 for feeling worthwhile and 4.4 for feeling anxious compared with 7.4, 7.3, 8 and 3.6, for those not eligible for FSM);
- parents of pupils considered to have SEND or with CiN status (for example, parents of pupils considered to have SEND gave a mean happiness score of 6.5

compared with 7.4 among parents of pupils not considered to have SEND.

Parents of pupils with CiN status gave mean happiness scores of 6.8 compared with 7.3 among parents of pupils without CiN status);

- White parents (mean scores of 7.1 for happiness, 7.1 for life satisfaction, 7.8 for feeling worthwhile and 3.9 for how anxious they felt compared with 7.7, 7.6, 8.1 and 3.4 respectively for BAME parents)
- parents of White pupils (mean scores of 7.2 for happiness, 7.1 for life satisfaction, 7.8 for feeling worthwhile and 3.9 for how anxious they felt compared with 7.7, 7.5, 8.0 and 3.4 respectively for parents of BAME pupils)
- parents who reported they were unemployed (mean scores of 6.5 for happiness, 6.1 for life satisfaction, 6.8 for feeling worthwhile and 4.9 for feeling anxious compared with 7.4, 7.3, 8.0 and 3.6 for parents who reported that they were employed);
- those in low-income households; for example a low happiness score ranged from a mean of 6.9 among those with an annual income of less than £15,000, to 7.5 of those with an income of over £100,000;
- single parents (6.9 for happiness, 6.8 for life satisfaction, 7.6 for feeling worthwhile 4.2 for feeling anxious compared with 7.4, 7.4, 8.0 and 3.7 for those not living in a single parent household);
- parents of pupils that had caring responsibilities (mean scores of 6.4 for happiness, 6.1, for life satisfaction 7.0 for feeling worthwhile and 4.9 for feeling anxious compared with 7.3, 7.3, 7.9 and 3.7 respectively);
- parents of pupils who have experienced bullying (mean scores of 6.8 for happiness, 6.8 for life satisfaction 7.6 for feeling worthwhile and 4.2 for feeling anxious compared with 7.4, 7.3, 8 and 3.6 respectively)

There was also a link between parents' own scores and those that they gave for their children. For example, if parents had given their child a low score on happiness (a rating of 0-4), they had a mean score of 5.3 for their own happiness. By contrast, parents who had given their child a high score (a rating of 7-10) had a mean score of 7.6 for their own happiness.

Parents were asked to rate their child's happiness and anxiety. Where an interview was completed by both parent and child, we can compare the rating the parent gave and what the child themselves reported.

Generally, there was high association between parent and child positive ratings of happiness and anxiety. When rating pupil's happiness, 71% of parents who reported a high happiness score (a rating of 7-10) for their child also had a child who gave a high

score for their own happiness. Similarly, 70% of parents who said their child had a low anxiety score (a rating of 0-4) had a child who gave a low anxiety score.

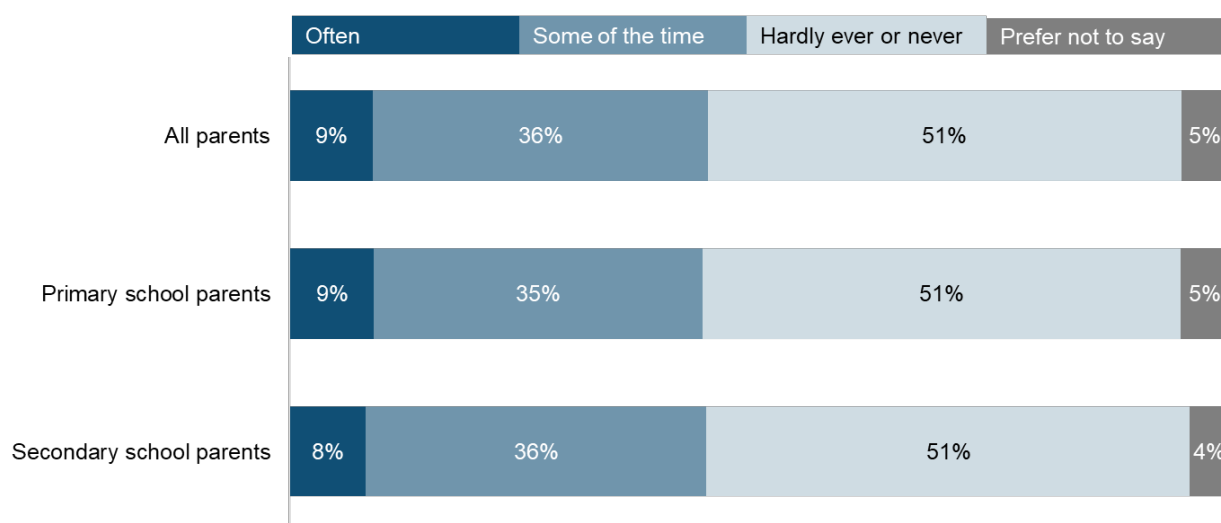
Conversely, there was less association where parents reported a negative rating for their child's happiness and anxiety. Where the parent reported a low score for their child's happiness, 48% had a child who gave a low score for their own happiness. A quarter (25%) of parents who gave a low score for their child's happiness had a child who gave a high score for their happiness.* Around four in ten (44%) parents who gave their child a high anxiety score had a child who also reported a high anxiety score. A third (35%) of parents who reported a high anxiety score had a child who reported a low anxiety score.

*base for parents who gave their child a low happiness score was 99.

Parents' views on their loneliness

Around one in ten parents (9%) said they often felt lonely, 36% said they felt lonely some of the time and 51% never or hardly ever. There were no differences on this measure between parents of primary school pupils and parents of secondary school pupils. Responses given by parents are shown in Figure 22.

Figure 22 How often parents feel lonely (parents)



Base: All parents (4,047); primary parents; (2,197); secondary parents (1,850). Source: PPLP 2021 recruitment pupil/parent survey, How often do you feel lonely?

Variations between different groups of parents were similar to those seen above in relation to other wellbeing measures. The following groups of parents were more likely to say they often felt lonely:

- female parents (9%) compared with male parents (6%);
- parents of pupils who were eligible for FSM (17% compared with 6%);
- parents of pupils considered to have SEND (16% compared with 7%) or with CiN status (18% compared with 8%);
- parents of White and BAME pupils (9% and 8% respectively compared with 5% among parents of Asian pupils)
- parents who reported they were unemployed (23% compared with 7%);
- single parents (17% compared with 6%);
- those in lower income households, ranging from 18% with an annual income of less than £15,000, to 3% with an income of over £100,000;
- parents of pupils that had caring responsibilities (17% compared with 8%);
- parents of pupils who have experienced bullying (12% compared with 8%).

Bullying

The Government has sent a clear message to schools that bullying, including cyberbullying, for whatever reason, is unacceptable. It can have a devastating effect on individuals, harm their education and have serious and lasting consequences for their mental health and wellbeing. All schools are legally required to have a behaviour policy with measures to prevent all forms of bullying. They have the freedom to develop their own anti-bullying strategies appropriate to their environment and are held to account by Ofsted.

Pupils were asked whether they had been a victim of bullying, including both inside and outside of school. Parents were also asked about their child's experience of bullying.

Parents

Around a quarter of parents (23%) said that their child had been a victim of bullying for any reason in the previous 12 months. This was most commonly by pupils at their school (21%), although 3% said that their child had been bullied by someone else.

There was no difference overall between primary and secondary school parents. Among parents of primary school pupils, those with a child in year 1 or year 2 were less likely to say they had been a victim of bullying (15% and 18% respectively). In secondary schools, parents of pupils in years 7-9 were more likely to say they had been bullied (25%-30%) than those in year 10 or year 11 (19% and 20% respectively).

Female parents were more likely to report that their child had been a victim of bullying than Male parents (24% compared with 19%).

The following groups of parents were more likely to say their child had been a victim of bullying:

- parents of pupils who were eligible for FSM (28% compared with 21%);
- parents of pupils considered to have SEND (37% compared with 20%), those with CiN status (37% compared with 22%) and pupils that have an EHCP (40% compared with 23%);
- parents of White pupils (25% compared with 18% of parents of BAME pupils);
- single parents (29% compared with 21%).

Parents in London were less likely than those in other regions to say that their child had been a victim of bullying (16%).

Pupils

One in five (21%) secondary school pupils said that they had been a victim of bullying in the previous 12 months. In most cases, they were bullied by pupils at their school (18%), although 4% said that they had been bullied by someone not at their school. Responses are shown in Table 22.

Pupils in years 7-9 were more likely to say they had been bullied (21%-23%) than those in year 10 or year 11 (17% and 18% respectively).

Table 22 Experience of bullying in past 12 months (pupils)

	Total	Year 7	Year 8	Year 9	Year 10	Year 11
Base	4,228	778	782	870	902	896
Yes	21%	23%	23%	21%	17%	18%
by pupils at school	18%	19%	20%	20%	15%	15%
by someone else	4%	4%	4%	3%	3%	4%
No	71%	67%	68%	71%	75%	74%
Don't know	9%	10%	9%	7%	8%	8%

Base: All secondary school pupils (4,228) (4,228); Year 7 pupils (778); Year 8 pupils (782); year 9 pupils (870); year 10 pupils (902); year 11 pupils (896) Source: PPLP 2021 recruitment pupil survey, In the past 12 months have you been a victim of bullying for any reason? Please include any online bullying (cyberbullying) or bullying in person.

The following groups of pupils were more likely to say they had been a victim of bullying:

- pupils who were eligible for FSM (26% compared with 19%);
- pupils considered to have SEN (31% compared with 19%) and those with CiN status (32% compared with 20%)
- White pupils (23% compared with 15% of BAME pupils);
- pupils that had not attended school every weekday in the last two weeks (28% compared with 19% who did attend every day), specifically those that had not attended at all (44%);
- those in single parent households (26% compared with 19%).

Pupils in London were less likely than those in other regions to say that they had been a victim of bullying (15% compared with 22% of other regions).

There was a link between bullying and self-reported happiness and worthwhileness. For example, a third (33%) of those who recorded a 'low' score for happiness said they had been a victim of bullying, compared with 23% of those who recorded a 'medium' score and 16% of those with a 'high' score.

Post-16 qualifications and programmes

Pupils and parents were asked about their knowledge of certain types of post-16 qualifications and programmes: T Levels, Traineeships, Apprenticeships and A levels. The awareness questions tested whether pupils and parents had heard of the name of the programme but did not test their understanding of the term. Pupils were then asked how likely they would be to consider these options, and parents were asked whether they would recommend them to their children.

These questions look at pupils who have started or will soon start to think about what they want to do after their GCSEs. Awareness of a range of post-16 options, both on academic and technical pathways, is important for young people to be able to decide what route is right for them. Evidence gathered here will also allow the Department to track awareness of new programmes, like T Levels, as they expand and roll out more widely.

These questions were asked of pupils in years 9, 10 and 11, as well as parents of pupils in these year groups.

Awareness and knowledge of different types of qualifications / programmes

Parents

Parents of pupils in year 9 to 11 were asked about their knowledge of different types of qualifications and programmes.

Nearly all parents said they had heard of A levels (95%) and Apprenticeships (93%), while around half (48%) had heard of Traineeships and just over a quarter (28%) had heard of T Levels. Awareness of T Levels was higher among parents of year 11 pupils than parents of year 9 pupils (35% compared with 20%). Otherwise, there were no differences in awareness by pupil year group.

Awareness of Apprenticeships and A levels was higher among parents of pupils who were not eligible for FSM (95% were aware of Apprenticeships and 97% aware of A levels) compared with parents of pupils who were not eligible for FSM (83% and 90% respectively). Awareness of Apprenticeships and A levels was also higher among parents of pupils without CiN status (93% and 96% respectively) compared with parents of pupils with CiN status (87% and 89% respectively).

The majority of parents (68%) said they ‘knew a lot’ about A levels, while over a third (37%) ‘knew a lot’ about Apprenticeships. The proportions were much lower for Traineeships (6%) and T Levels (3%). Responses are shown in Table 23.

Table 23 Awareness and knowledge of different types of qualifications and programmes – (parents)

	T Levels	Traineeships	Apprenticeships	A levels
Heard of	28%	48%	93%	95%
Know a lot - I am very familiar with this qualification/ programme and the activities it involves	3%	6%	37%	68%
Know a little - I know a few details about this qualification/ programme	18%	27%	49%	24%
Know nothing – I have only heard of it	7%	15%	6%	3%
Not heard of	72%	52%	7%	5%

Base: Parents of pupils year 9 to 11 shown FE analysis question route A (537). Source: PPLP 2021 recruitment parent survey, Which, if any, of the following have you heard of? How much do you know about...?

Parents of pupils who were not eligible for FSM were more likely to say they knew ‘a lot’ about A levels (74%) compared with parents of pupils who were not eligible for FSM (44% said they know ‘a lot’).

Parents of pupils where the pupil did not have CiN status were more likely to say they knew ‘a lot’ about A levels (74%) compared parents of pupils with CiN status (48% knew ‘a lot’).

Pupils

As with parents, pupils in year 9 to 11 were asked about their knowledge of different types of qualifications and programmes.

Nearly all pupils said they had heard of A levels (96%) and Apprenticeships (91%), while 27% had heard of Traineeships and 21% had heard of T Levels. Awareness of T Levels was much higher among year 11 pupils (42%) than those in year 9 (11%) or year 10 (14%). The same pattern applied to awareness of Apprenticeships (97% of year 11

pupils, compared with 86% in year 9 and 90% in year 10). Awareness of A levels was also higher in year 11 (98%) than in year 9 (94%).

Awareness of T Levels was higher among pupils from a White background (24%) compared with those from a BAME background (16%). Awareness was also higher among pupils in the North West (34%) or Yorkshire and the Humber (31%) compared with those in the East of England (13%), London (13%) or the South West (16%).

There were also regional differences in the awareness of Traineeships, with pupils in the North West (33%), East Midlands (34%) or East of England (33%) more likely to have heard of them compared with pupils in the South East (20%) or Yorkshire and the Humber (19%).

Pupils that had a higher awareness of Apprenticeships included male pupils (93%) compared with female pupils (88%), and pupils from a White background (93%) compared with pupils from a BAME background (86%).

Pupils that had a higher awareness of A levels included pupils who were not eligible for FSM (97%) compared with those that were (92%), pupils without CiN status (96%) compared to those without CiN status (92%), and pupils with parents that attended university (99%) compared with those that did not (94%).

More than a third of pupils (38%) said they 'knew a lot' about A levels, while 22% 'knew a lot' about Apprenticeships. The proportions were much lower for T Levels (2%) and Traineeships (1%). Responses are shown in Table 24.

Table 24 Awareness and knowledge of different types of qualifications and programmes – (pupils)

	T Levels	Traineeships	Apprenticeships	A levels
Heard of	21%	27%	91%	96%
Know a lot - I am very familiar with this qualification/ programme and the activities it involves	2%	1%	22%	38%
Know a little - I know a few details about this qualification/ programme	13%	14%	57%	50%
Know nothing – I have only heard of it	7%	12%	12%	8%
Not heard of	79%	73%	9%	4%

Base: Pupils year 9 to 11 shown FE analysis question route A (1,345). See technical report.
Source: PPLP 2021 recruitment pupil survey: How much do you know about..., How much would you say you know about each of the following?

Likelihood of parents to encourage pupil to consider qualification type

Parents of pupils in year 9 to 11 were asked whether they would encourage their child to consider different types of qualifications and programmes.

Most parents that were aware of A levels said they would be likely to encourage their child to consider them (86%, including 63% 'very likely'), while two-thirds of parents aware of Apprenticeships said they would be likely to encourage their children to consider them (67%, including 25% 'very likely'). Less than half said it was likely they would encourage their child to consider Traineeships (41%) or T Levels (36%), among those who were aware of them. Responses are shown in Table 25.

Table 25 Likelihood of parents encouraging pupil to consider different types of qualifications and programmes – Question A (parents)

	T Levels	Traineeships	Apprenticeships	A levels
Base	143	256	491	505
Very likely	10%	10%	25%	63%
Fairly likely	26%	30%	42%	23%
Not very likely	31%	33%	22%	8%
Not at all likely	14%	12%	7%	4%
Don't know	20%	14%	4%	2%

Base: Parents of pupils year 9 to 11 who were aware of each item, FE analysis question route A.

Source: PPLP 2021 recruitment parent survey: If you were to speak to your child about their career or further education options, how likely would you be to encourage them to consider each of the following?

Looking at the different qualification and programme types, there were no significant differences between groups of parents who would be likely to encourage their child to consider T Levels. With Traineeships, parents of pupils with CiN status were more likely to say that they would be likely to encourage their child to consider traineeships (65%) compared with parents of pupils that did not have CiN status (40%)¹¹.

There was more variation for Apprenticeships and A levels. Parents that were more likely to encourage their child to consider Apprenticeships were more likely to be:

- Parents of pupils in year 9 (71%) or year 10 (76%) compared with those in year 11 (56%)

¹¹ Results should be treated with caution due to low base sizes (n=96)

- Parents of pupils that were eligible for FSM (82%) compared with those that were not (64%)
- Parents of pupils with CiN status (82%) compared with those that were not (67%)

Parents that were more likely to encourage their child to consider A levels were more likely to be:

- Parents of pupils that did not have SEND status (89%) compared with those that did (71%)
- Parents of pupils that did not have CiN status (86%) compared with those that did (78%)
- Parents of pupils that were from a BAME background (100%) compared with those from White background (83%)

Likelihood of pupils considering each type of qualification

Pupils in year 9 to 11 were asked whether they would consider different types of qualifications and programmes.

Most pupils that were aware of A levels said they would be likely to consider them (76%, including 43% 'very likely'), while just under half of pupils aware of Apprenticeships said they would be likely to consider them (45%, including 11% 'very likely'). Around a quarter said it was likely they would consider Traineeships (24%) or T Levels (22%), among those who were aware of them. Responses are shown in Table 26.

Table 26 Likelihood of pupils considering different types of qualifications and programmes – Question A (pupils)

	T Levels	Traineeships	Apprenticeships	A levels
Base	295	374	1,220	1,284
Very likely	6%	4%	11%	43%
Fairly likely	16%	20%	34%	33%
Not very likely	36%	36%	31%	13%
Not at all likely	21%	16%	11%	4%
Don't know	22%	24%	13%	7%

Base: Pupils in year 9 to 11 who were aware of each item, FE analysis question route A. Source: PPLP 2021 recruitment pupil survey, How likely are you to consider doing the following after your GCSE'S?

Pupils with CiN status were more likely to say that they were likely to consider doing T Levels after their GCSEs (34%) compared with pupils that did not have CiN status (21%)¹²

Pupils that were more likely to say that they would be likely to do a Traineeship after their GSCEs included:

- Pupils in year 9 (32%) compared with pupils in year 11 (16%)
- Pupils that were eligible for FSM (37%) compared with those that were not (21%)
- Pupils with parents that did not attend university (32%) compared with those that did (18%)

Pupils that were more likely to say that they would be likely to do an Apprenticeship after their GSCEs included:

- Pupils in year 9 (49%) or year 10 (49%) compared with those in year 11 (35%)
- Male pupils (50%) compared with female pupils (40%)
- Pupils that were eligible for FSM (51%) compared with those that were not (43%)
- Pupils with SEN status (58%) compared with those that did not (42%)
- Pupils with CiN status (54%) compared with those that did not (44%)
- Pupils that lived in urban areas (46%) compared with rural areas (36%)
- Pupils with parents that did not attend university (52%) compared with those that did (38%)

¹² Results should be treated with caution due to a low base size (n=97).

Pupils that were more likely to say that they would be likely to do A levels after their GCSEs included:

- Pupils that were not eligible for FSM (78%) compared with those that were (69%)
- Pupils that did not have a SEN status (79%) compared with those that did (55%)
- Pupils that did not have a CiN status (77%) compared with those that did. (56%)
- Pupils from a BAME background (86%) compared with those from a White background (72%)
- Pupils from the East Midlands (82%) or North West (80%) compared with those from the South West (65%).
-

Relationships, sex, and health education (RSHE)

In 2021, Ofsted published a review of sexual abuse in schools and colleges. It found a culture of sexual harassment and abuse within schools and that children were mostly negative about the RSHE they received. They were dissatisfied with the curriculum, feeling that it left them without the skills and knowledge they needed in their lives. Ofsted recommend that the DfE, in partnership with others, developed resources to help schools and colleges construct their RSHE curriculum.

To help shape this guidance, the department asked children and young people from years 7 to 11 which topics they felt they wanted to learn more about. Topics mentioned in response to this question included: consent; culture and religion; LGBTQ+; sexual behaviours; sexual violence; and relationships. Some responses went beyond potential topics and discussed general experiences of RSHE teaching and areas for support. Finally, there were some answers that discussed non RSHE topics.

Topics are broad as a result of many simple, short responses such as:

“Consent”

Secondary pupil, year 8

“LGBT relationship”

Secondary pupil, year 11

“Contraception”

Secondary pupil, year 9

Within these short-form responses, there are some that explore topics they would like to see taught more of in further detail, as well as potentially revealing the context and way in which children and young people discuss their RSHE. For example:

“consent and BE VISCERAL because boys still do not get it”

Secondary pupil, year 11

“Learn more about LGBTQIA+ relationships. They are just as relevant as heterosexual relationships and are constantly overshadowed”

Secondary pupil, year 8

“boys and girls should not be taught separately about puberty etc, all kids should understand human anatomy. stigmas need to be discouraged around sexual health, especially with the unequal treatment of boys and girls. contraception needs to be made completely accessible to young people, teach where to get it how to use it etc. consent needs to be taught properly!!!!”

Secondary pupil, year 11

“I feel it's a necessary topic to learn at school however I feel like teachers need more training on how to address teenagers like myself, eg. workshops where trained people come in to explain the topic in more detail.”

Secondary pupil, year 10

These responses will be subject to thematic analysis, supplementing the broader analysis of requested topics. Further analysis on this data will be published in the future.

Main challenges for pupils in coming months

At the end of the survey, both parents and pupils were asked what they thought were the main challenges facing pupils in the coming months. This was an open-ended question which respondents could answer in their own words. Parents were asked: “we'd like you to describe below what you believe are the main challenges [PUPILNAME] is facing, if any, in the coming months.” Pupils were asked: “we'd like you to describe below what you believe are the main challenges you are facing, if any, in the coming months.”

Parents

Parents raised a number of issues when asked what they thought were the main challenges facing their child in the coming months. These can broadly be categorised as:

- those relating to school work, most commonly exams, assessments, or GCSEs;
- issues specific to the child, such as confidence or social skills and mental health issues;
- issues related to COVID-19, such as keeping up with education during the pandemic or disruption due to school closures, or future restrictions.

The challenges of exams, assessments and GCSEs were mentioned by more parents of secondary school pupils than parents of primary school pupils.

Mental health issues were mentioned more frequently by parents of secondary school pupils than parents of primary school pupils.

Future restrictions or uncertainty relating to COVID-19 were mentioned more by primary than secondary school parents, with parents of year 4 pupils most likely to raise this issue.

Challenges related to exams, assessments, and GCSEs.

The challenges of exams, assessments and GCSEs was one of the most common responses and was mentioned more often by parents of secondary school pupils than parents of primary school pupils. Many responses mentioned the pressure of tests (including SATs as well as GCSEs) impacting their child, as well as concern that previous disruption to their child's education would continue into this academic year. Parents mentioned the uncertainty that GCSEs would go ahead this year and the pressure this added to their child.

“Reaching his potential in his GCSE’S due to so much school disruption over the past two years.”

Parent of Secondary Pupil, Year 10

Confidence, social skills, and mental health issues

Responses related to confidence and social skills were common amongst parents, as well as mental health issues (including anxiety, depression, and stress).

Many responses from parents relating to confidence and social skills referred to their child recently starting a new school and building new friendships as a result. Responses which mentioned anxiety tended to refer to anxiety that COVID restrictions would be re-introduced and impact their child’s ability to socialise.

“To stay positive regarding her mental health and pass her GCSE's with best results for her”

Parent of Secondary Pupil, Year 11

“Confidence in herself and being able to socially interact. Struggles to make new friends now but didn’t prior to covid.”

Parent of Secondary Pupil, Year 9

Issues related to COVID-19

Responses related to COVID-19 were related to those mentioned previously: the impact on the child’s learning as a result of past or future school closures; child’s anxiety around COVID restrictions being reintroduced and the lack of social opportunities for the child whilst restrictions were in place. Other responses related to COVID mentioned concerns about family member’s health.

“Having to do extra curricular learning at home to make up for his school’s shortcomings during his reception year.”

Parent of Primary Pupil, Year 1

“Catching up at school on the time she has missed whilst continuing with the work required for this year to ensure she isn’t falling behind her peers.”

Parent of Primary Pupil, Year 4

Pupils

When secondary school pupils were asked what they thought were the main challenges facing them in the coming months, they were most likely to mention exams, assessments, or GCSEs, followed by school work or homework and mental health issues. Almost half of pupils did not provide any challenges.

The challenges of exams, assessments and GCSEs were most likely to be mentioned by year 11 pupils, while mental health issues were mentioned more frequently by pupils in higher year groups.

Exams, assessments, and GCSEs.

The most common response given by pupils related to exams, assessments, and GCSEs. Responses included achieving well in upcoming exams and achieving the expected grades; choosing GCSE options and the pressure of revision.

Some responses mentioned concerns about whether GCSE exams would go ahead this year.

“Not being able to do GCSEs and getting the grades I want. I don’t want teacher assessed as I feel it would be better to do GCSEs.”

Secondary Pupil, Year 11

“Not having most of the knowledge to succeed in my GCSE and getting the grades I want.”

Secondary Pupil, year 11

School and home work.

Where school and homework were given as a main challenges, these were generally related to ensuring work is done and that sometimes the pupil found work in specific subjects difficult. Other responses related to school and that the pupil found school hard, sometimes due to the work and other times due to other pupils’ behaviour.

“School work as I am coming closer to my GCSEs I feel that many people (me included) are far behind with work as the amount of time off we have had over the past 1.5 years.”

Secondary Pupil, Year 11

Mental health

Responses that gave mental health as a main challenge varied from those which mentioned dealing with diagnosed conditions (e.g., anorexia; PTSD) to anxiety caused by school work and exams, the impact of COVID restrictions and fears restrictions would be re-introduced.

“Anxiety over lockdowns and restrictions, not being able to see my friends, online learning, failing my exams, my mental health.”

Secondary Pupil, Year 10

“Not enough support around mental health, it isn't spoken about enough many people all ages faces it and it is only mentioned briefly and it is not mentioned that it is okay and normal to have bad mental health.”

Secondary Pupil, Year 11

*“Social anxiety , body image insecurities and feeling alone in what I'm going through
SOMETIMES.”*

Secondary Pupil, Year 9

“Not having most of the knowledge to succeed in my GCSE and getting the grades I want.”

Secondary Pupil

Other responses given by pupils included challenges resulting from COVID, including catching up with education and concerns of more lockdowns; and confidence and social skills.

Glossary

BAME – Black, Asian, and Minority Ethnic. Includes all ethnicities other than White and Unclassified.

CiN – children in need. This is a broad definition spanning a wide range of children and adolescents, in need of varying types of support and intervention, for a variety of reasons. A child is defined as ‘in need’ under section 17 of the Children Act 1989, where:

- They are unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for them of services by a local authority.
- Their health or development is likely to be significantly impaired, or further impaired, without the provision for them of such services; or
- They are disabled.

EHC Plan – Education Health and Care plan. This is a legal document that describes a child or young person’s special educational, health and social care needs and explains the extra help that will be given to meet those needs and how that help will support the child or young person.

FSM – Free School Meal. Eligibility for FSMs is used as a proxy for socioeconomic status. Pupils eligible for FSMs were considered to be living in greater socioeconomic deprivation than those pupils who were not eligible for FSMs.

SEND – Special Educational Needs and Disability. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Many children and young people who have SEND may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

For more detail, please see the [SEND Code of Practice](#).

SENCo – Special Educational Needs Co-ordinator. Every school in England is required to have a Special Educational Needs Co-ordinator or SENCo. SENCos are members of teaching staff who are responsible for special educational needs provision and support within a school. They are responsible for assessing, planning, and monitoring the progress of children with SEN in the school.



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