Study Support Survey 2004

MORI

department for
education and skills
creating opportunity, releasing potential, achieving excellence

Study Support Survey 2004

MORI

Contents

Introduction

This report presents the findings of research conducted by MORI on behalf of the Department for Education and Skills (DfES). The research was undertaken to explore the past, current and projected extent and nature of study support in maintained primary and secondary schools in England[1].

Policy Context for the Research

> *The Government believes that study support should be an integral part of young people's education, just as it is an integral part of the Government's strategy for raising standards and creating the world-class school system which all our children deserve for the millennium*

> Extending Opportunity: A National Framework for Study Support, DfES (April 1998)

"Study support" (or out of school hours learning) includes a wide range of learning activities outside of normal lessons in which young people take part in voluntarily. Provision can include, variously:

> homework, coursework and revision clubs
>
> help with key skills (such as literacy, numeracy and ICT) and 'learning to learn' skills
>
> study clubs (linked to or extending curriculum-related subjects)
>
> special interest clubs
>
> PE, sports and outdoor activities
>
> creative and performance arts (such as music, drama and dance)
>
> residential and exchange trips
>
> opportunities for volunteering or community service

and

> mentoring by adults or other pupils

Research evidence has shown that young people who participate in study support activities benefit from increased confidence and self-esteem, and improved motivation to learn. More importantly, the link between pupils' participation in study support activities and increased attainment has been firmly established[2].

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[1] This survey explored school-led study support provision. However, while the majority of study support provision is school-led, the DfES and the MORI research team recognise that other local and voluntary organisations also make similar and effective provision in a study support setting.

[2] MacBEATH, J., KIRWAN, T., MYERS, K., SMITH, I., McCALL, J., McKAY, E., SHARP, C., BHABRA, S., POCKLINGTON, K. and WEINDLING, D. (2001). *The impact of study support: a*

In 2002, all schools were set the target (in the DfES post-Spending Review document, Investment for Reform) of providing at least some study support activities by 2006. Government funding for study support is paid through the DfES Standards Fund direct to schools and LEAs and – since 2003-04 – has been incorporated into the School Development Grant, which brings together previously separate Standards Fund grants for Special Educational Needs, study support, support staff and the Literacy and Numeracy strategies into one single grant. Schools are free to spend this grant "on any purpose to support improvement in teaching and learning".

Objectives of the Research

Building on research it commissioned in 2000[3], the DfES aimed to develop its knowledge of study support in maintained primary and secondary schools in England, with a particular emphasis on the place of study support within the primary and secondary strategies at Key Stages 2 and 3, and in efforts by schools to improve pupil behaviour and attendance. Expanding on the scope of past research, the project provided an opportunity to identify recent changes and future plans for study support provision as well as monitoring current levels and types of activity.

Variously, the study sought to:

> Establish, as in 2000, if and when study support is provided and map the type, timing and 'target audience' of the provision.

> Examine the links between schools' study support provision and various national strategies (including those for literacy and numeracy) and programmes.

> Gain evidence for the role of study support in improving behaviour and attendance, pupil engagement and achievement.

> Explore schools' plans for the future.

It is intended that findings from the research will inform departmental thinking in the future development of study support activities in order to build effectively on its initial success.

Methodology

A postal, self-completion survey questionnaire was designed by MORI in consultation with the DfES. Schools were also given the option to complete an

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study into the effects of participation in out-of-school-hours learning on the academic attainment, attitudes and attendance of secondary school students. Research Brief No 273. London: DfES.
[3] DEPARTMENT FOR EDUCATION AND EMPLOYMENT (2000). *Out of School Hours Learning Activities: Surveys of Schools, Pupils and Parents*. Research Brief RBX 8/00. London: DfEE. MORI conducted the survey of schools (by telephone) for this project; BMRB conducted the surveys of pupils and parents.

identical version of the survey questionnaire on-line. In the event, the vast majority of schools elected to complete a paper version of the questionnaire.

In order to inform the content of the survey questionnaire, a small-scale literature review was conducted. Findings from the review are appended (Appendix A) in order to provide context for the design/coverage of the final research instrument.

The questionnaire (with reply-paid envelope) was sent to a stratified sample of 2,500 primary and secondary schools in England. The aggregate response rate for the survey was 36%. The sampling approach adopted, and survey response rates per school type, are explored in fuller detail in the technical note in the appendices.

Fieldwork was conducted between 5 May and 23 June, 2004. After four weeks' fieldwork, a reminder questionnaire (and reply-paid envelope) was sent to all schools which had not yet responded to the survey.

Questionnaires marked-up with the aggregate findings for both school types are appended (Appendix C and Appendix D). Computer tables showing a detailed breakdown of response for each question per school type are available under separate cover.

Interpretation of the Data

When interpreting the findings, it is important to remember that the results are based on a sample of the population, not the entire population (in this case, all maintained primary and secondary schools in England). Consequently, results are subject to sampling tolerances and not all differences between sub-groups are statistically significant (i.e. a real difference). A guide to statistical reliability is included in the appendices (Appendix B).

Care should be exercised when comparing percentages derived from base sizes of 99 respondents or fewer, and particularly when comparing percentages derived from base sizes of 50 respondents or fewer. In the reporting which follows, percentages which derive from base sizes of 51-99 respondents should be regarded as indicative.

Where percentages do not sum to 100%, this may be due to computer rounding, the exclusion of "don't know" categories, or multiple responses. An asterisk (*) denotes a value of less than 0.5% but greater than zero.

In the computer tables, reference is sometimes made to net figures. These represent the balance of opinion on attitudinal questions, and provide a useful means of comparing the results for a number of variables. In the case of a net agree figure, for example, this represents the percentage of respondents agreeing with something, minus the percentage not agreeing. For example, if 40% of respondents agree with a statement and 25% disagree, the net agree figure is +15 points.

In 2000, the research exploring schools' provision of out of school learning activities (on which this survey builds) was conducted by telephone. Therefore, the comparisons made between the 2000 and 2004 findings should be treated with a degree of caution, since they may be explained by the variation in methodological approach rather than any real shift in attitude or opinion.

Publication of the Data

As with all of MORI's studies, these findings are subject to our Standard Terms & Conditions of Contract. Any press release or publication of the findings of this survey requires the advance approval of MORI. Such approval will only be refused on the grounds of inaccuracy or misinterpretation of the findings.

Executive Summary

In Spring 2004, the Department for Education and Skills (DfES) commissioned MORI to undertake quantitative research to explore the past, current and projected extent and nature of study support in maintained primary and secondary schools in England.

Building on research it commissioned in 2000[4], the DfES aimed to develop its knowledge of study support in maintained primary and secondary schools in England, with a particular emphasis on the place of study support within the primary and secondary strategies at Key Stages 2 and 3, and in efforts by schools to improve pupil behaviour and attendance. Expanding on the scope of past research, the project provided an opportunity to identify recent changes and future plans for study support provision as well as monitoring current levels and types of activity.

Variously, the study sought to:

> Establish, as in 2000, if and when study support is provided and map the type, timing and 'target audience' of the provision.
>
> Examine the links between schools' study support provision and various national strategies (including those for literacy and numeracy) and programmes.
>
> Gain evidence for the role of study support in improving behaviour and attendance, pupil engagement and achievement.
>
> Explore schools' plans for the future.

Key findings

> The vast majority of schools are providing study support activities. Amongst secondary schools, almost all (98%) do so, a level of provision which is consistent with that found in 2000 (97%). However, fewer primary schools provide study support activities, although the great majority (90%) do so. This represents a decline in the level of provision from 2000, when 97% of primary schools said they provided 'out of school hours learning activities'. (This may reflect a change in question wording rather than a real decline – see below for more details.)
>
> In both phases, schools are providing a wide range of generic types of study support. However, more secondary schools than primary schools tend to provide each type of activity.
>
> - **Physical education/sports** is the most popular study support activity in primary and secondary schools. Overall, 97% of all secondary schools, and 94% of all primary schools which provide study support activities, provide PE/sports.

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[4] DEPARTMENT FOR EDUCATION AND EMPLOYMENT (2000). *Out of School Hours Learning Activities: Surveys of Schools, Pupils and Parents*. Research Brief RBX 8/00. London: DfEE. MORI conducted the survey of schools (by telephone) for this project; BMRB conducted the surveys of pupils and parents.

- After PE/sports, **music** (77%) and **ICT clubs** (58%) are the two activities most likely to be offered by primary schools.

- Unsurprisingly, **study skills/homework/revision** activities are provided by the majority (97%) of secondary schools and this is in line with findings from 2000.

Compared to 2000, however, certain activities – including the provision of special interest clubs, other curriculum-related clubs, and literacy, literature and English language-related clubs – appear to be offered by markedly fewer primary and/or secondary schools[5]. On the other hand, there has been a significant increase in provision by primary schools of ICT clubs since 2000.

The most popular time for study support activities is after school, with 96% of primary schools and 97% of secondary schools providing activities at this time. Compared to 2000, more primary schools and secondary schools now provide study support activities before school[6]. Secondary schools have also increased their provision during school holidays.

In both phases, more than half of schools charge to provide at least one of their study support activities. The reason for making charges cited most frequently by primary schools (40%) and secondary schools (68%) is *to cover extra-ordinary expenditure/expenses*, such as residential accommodation, expert staff/instructors and insurance.

Most schools in both sectors report that at least some of the activities they provide are specifically targeted at particular types of pupil, typically *more able/gifted pupils*, *pupils with learning difficulties*, *pupils at the threshold of the next level of achievement* and *disaffected pupils*.

A link between schools' provision of activities and strategies aimed at behaviour management emerges. Schools in both sectors with study support built into their Improving Behaviour and Attendance Plan (IBAP) are more likely to be providing activities before school and during school holidays, and – in the secondary sector – to be providing weekend activities. They are also significantly more likely to be targeting activities at *disaffected pupils*, and, in secondary schools, at *pupils with learning difficulties* and *pupils who truant*.

Members of school staff are mentioned most frequently as those who provide/run the majority of study support activities in both primary and secondary schools. Teachers are cited by nearly all secondary schools (97%) and just under nine in ten primary schools (88%). In both phases, learning/classroom support assistants are the next most frequently mentioned providers, followed by other adults (not parents). These are active in providing and running study support in over half of primary schools and secondary schools.

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[5] These findings should be treated with a degree of caution given the different research methodologies employed in 2000 and 2004 (telephone and postal self-completion, respectively), and amendments to question wording and item lists.
[6] As above.

Schools in both phases most frequently cite the impact of study support on pupils' motivation, achievement, behaviour and engagement as rationales for planned increases in study support provision.

Methodology

A postal, self-completion survey questionnaire was designed by MORI in consultation with the DfES. Schools were also given the option to complete an identical version of the survey questionnaire on-line. In the event, the vast majority of schools elected to complete a paper version of the questionnaire.

In order to inform the content of the survey questionnaire, a small-scale literature review was conducted.

The questionnaire (with reply-paid envelope) was sent to a stratified sample of 2,500 primary and secondary schools in England. The aggregate response rate for the survey was 36%. A total of 284 responses from primary schools was received, giving a response rate for this phase of 38% (unadjusted). A total of 609 secondary school responses was received, giving a response rate for this phase of 35% (unadjusted).

Fieldwork was conducted between 5 May and 23 June, 2004. After four weeks' fieldwork, a reminder questionnaire (and reply-paid envelope) was sent to all schools which had not yet responded to the survey.

Provision of study support activities

The vast majority of schools are providing study support activities. Amongst secondary schools, almost all (98%) do so, a level of provision which is consistent with that found in 2000 (97%). However, fewer primary schools provide study support activities, although the great majority (90%) do so. This represents a decline in the level of provision from 2000, when 97% of primary schools said they provided 'out of school hours learning activities'. It is not clear to what extent this decline is explainable by a different interpretation of the term 'study support' (used in the 2004 survey) within the primary sector. Alternatively, it may be that more primary schools now contract out their provision to organisations acting on their own behalf (which respondents were asked to not report).

Types of study support activities provided

In both phases, schools are providing a wide range of generic types of study support. However, more secondary schools than primary schools tend to provide each type of activity. This may reflect the non-suitability of particular types of activity for children who are younger or the greater ability of secondary schools to resource/staff activities.

> **Physical education/sports** is the most popular study support activity in primary and secondary schools. Overall, 97% of all secondary schools, and 94% of all primary schools which provide study support activities, provide PE/sports.

> After PE/sports, **music** (77%) and **ICT clubs** (58%) are the two activities most likely to be offered by primary schools.

Unsurprisingly, **study skills/homework/revision** activities are provided by the majority (97%) of secondary schools and this is in line with findings from 2000.

Compared to 2000, however, certain activities – including the provision of special interest clubs, other curriculum-related clubs, and literacy, literature and English language-related clubs – appear to be offered by markedly fewer primary and/or secondary schools. It may be that schools are choosing to outsource special interest clubs and certain PE/sports and music provision (to organisations acting in their own right). Alternatively, some may have pulled back from offering what are arguably curriculum extension activities (PE/sports, music and curriculum-related clubs) in order to concentrate on genuinely enriching activities (such as Breakfast Clubs and residential trips, which were not covered in the 2000 survey).

On the other hand, there has been a significant increase in provision by primary schools of ICT clubs since 2000, almost certainly reflecting the increase in ICT resourcing in the primary sector over the last few years.

Timing of study support provision

The most popular time for study support activities is after school, with 96% of primary schools and 97% of secondary schools providing activities at this time. The principal difference between primary and secondary schools in the timing of activities is provision during school holidays where 76% of secondary schools provide activities, compared to just 12% of primary schools. This disparity can to some extent be explained by the differing levels of provision in primary and secondary schools of activities more likely to take place during school holidays. Secondary schools, for example, are far more likely than their primary counterparts to be providing field trips and foreign exchange visits.

Compared to 2000, more primary schools and secondary schools now provide study support activities before school. Secondary schools have also increased their provision during school holidays. Other times have seen significant declines, most notably in weekend activities. However, the decline in provision of after school activities may be a consequence of schools contracting out provision to organisations acting on their own behalf (and so not reported).

Frequency of provision

In the majority of schools, most types of activity are provided at least once a week and – failing this – at least once a month. Not surprisingly, only those activities which are 'grander in scale' and more 'treat-like', for example, field trips, exchange visits and residential trips, tend to be provided less frequently, either termly or about once per year.

Charging for study support activities

In both phases, more than half of schools charge to provide at least one of their study support activities. Where charges are made, these tend to be for types of activity which are more likely to involve considerable costs, specifically *residential trips* (mentioned by just over a quarter of primary schools and just over half of secondary schools), *foreign exchange visits* (mentioned by over four in ten secondary schools) and *extra-curricular field trips* (mentioned by one in ten primary schools and three in ten secondary schools). However, a marked minority of primary schools (one in four) charges to provide at least some types of *PE/sports activities*.

In primary schools where charges are made for study support activities, other adults are significantly more likely to be involved in providing some types of PE/sports, music, foreign languages, special interest clubs and performing arts activities. This suggests that primary schools are buying in expert help. A similar pattern – but with the addition of residential trips – is seen in secondary schools which charge to provide study support activities.

The reason for making charges cited most frequently by primary schools (40%) and secondary schools (68%) is *to cover extra-ordinary expenditure/expenses*, such as residential accommodation, expert staff/instructors and insurance. Just under a quarter of primary schools (23%) and one in ten secondary schools (9%) say that they *need to cover charges passed on to the school by external agencies*, such as the LEA for music tuition or community organisations for premises or facilities hire. More generally, one in five primary schools (22%) and two in five secondary schools (42%) say the school budget simply cannot cover the cost of a wide range of activities and so charging is inevitable to ensure they are offered.

Targeting of support

Most schools in both sectors report that at least some of the activities they provide are specifically targeted at particular types of pupil, typically *more able/gifted pupils* (84% of secondary schools and 37% of primary schools), *pupils with learning difficulties* (74% and 29% respectively), *pupils at the threshold of the next level of achievement* (67% and 25% respectively) and *disaffected pupils* (55% and 14% respectively).

Levels of take-up by pupils

In the majority of primary schools, most activities attract between 1% and 20% of pupils. However, pupil take-up of particular activities is higher. For example:

> Over one in three primary schools report take-up of field trips by between 81% and 100% of pupils

> Take-up of PE/sports rises to between 21% and 40% of pupils in three in ten primary schools, and to between 41% and 60% in a further one in ten schools

> Rates of participation rise to between 21% and 40% in around three in ten primary schools for residential trips, and to over one in ten primary schools for music, Breakfast Clubs, creative arts, performing arts and ICT clubs

In secondary schools, most activities – again – attract between 1% and 20% of pupils. However:

> Take-up of PE/sports rises to between 21% and 40% of pupils in three in ten secondary schools, and to between 41% and 60% in a further two in ten schools

> Take-up of study skills/homework activities rises to between 21% and 40% of pupils in one in six secondary schools

> Rates of participation rise to between 21% and 40% in over one in ten secondary schools for ICT clubs, music, field trips and residential trips, and performing arts

Who is running study support activities?

Members of school staff are mentioned most frequently as those who provide/run the majority of study support activities in both primary and secondary schools. Teachers are cited by nearly all secondary schools (97%) and just under nine in ten primary schools (88%). In both phases, learning/classroom support assistants are the next most frequently mentioned providers, followed by other adults (not parents). These are active in providing and running study support in over half of primary schools and secondary schools.

The main difference between primary and secondary schools is in the role of parents and pupils in the provision of study support. Primary schools rely heavily on parents, with nearly half (44%) saying they have role in providing/running study support. Unsurprisingly though, only six per cent of primary schools say pupils provide or run study support. Conversely, in two in five (41%) secondary schools, pupils provide or run study support and activities, with parents providing an input in just one in six (16%).

Study support in the future

Over two-thirds (68%) of secondary schools say that they plan to introduce (further) study support activities over the next two years, compared to only half (47%) of primary schools. This may be attributable to a number of factors, for example, that the age of pupils limits the range of activities which are suitable, that the size of schools limits the number of staff, resources or budget available to offer more activities, or simply a perception amongst primary practitioners that pupils should be allowed a certain amount of unstructured time just to 'be' children.

Amongst the reasons cited for planned increases in study support provision, top mention in both primary and secondary schools is the *impact study support is perceived to have on pupil motivation*, highlighted by just over half of primary schools (53%) and three in four secondary schools (77%). They also note the *impact on pupil achievement* (45% and 75% respectively), *behaviour* (39% and 56% respectively) and *engagement* (49% and 69%). Pupils are also driving the increase in provisions, with *demand from pupils* mentioned by half of primary schools and almost three in five secondary schools (56%).

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Main Findings

Profile of respondents

On dispatch, questionnaires were sent to each school in the sample for completion by 'the person with overall responsibility for study support (the 'study support co-ordinator' or equivalent)'. The questionnaire instructions advised that the questionnaire should be completed by the headteacher or deputy headteacher if no co-ordinator were available. In the event, most respondents were headteachers (or an equivalent, such as principals). A small number of respondents in secondary schools did not specify their position.

The breakdown of respondents from primary and secondary schools is shown in the tables below:

Primary Schools

	No.	%
Headteacher	262	92
Deputy headteacher	11	4
Study Support Co-ordinator (or equivalent) (if different from headteacher/deputy headteacher)	3	1
SEN/Inclusion Co-ordinator/manager	1	*
Learning mentor	1	*
Other	6	2
Total	284	100

Secondary Schools

	No.	%
Headteacher	280	46
Deputy headteacher	218	36
Study Support Co-ordinator (or equivalent) (if different from headteacher/deputy headteacher)	80	13
SEN/Inclusion Co-ordinator/manager	5	1
Learning mentor	1	*
Other	13	2
Not Stated	12	2
Total	609	100

Provision of study support activities

The vast majority of schools in England are providing study support activities[7] (see Figure 1 below).

Figure 1

Provision of Study Support Activities

Q1   Does your school provide any study support activities?

Primary schools

Not stated (2%)

No

8%

Yes

90%

Secondary schools

Don't know (*%)

No (1%)   Not stated (1%)

Yes

98%
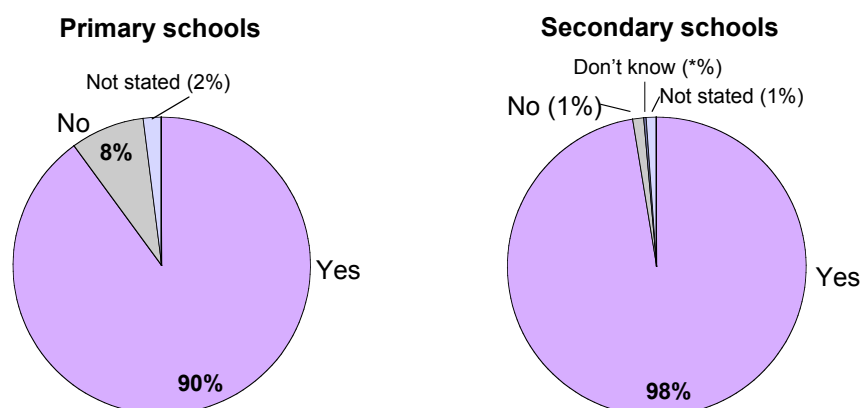
Base: All schools: primary (284), secondary (609)   Source: MORI

Amongst secondary schools, almost all (98%) are providing study support activities, a level of provision which is consistent with that found in 2000 (97%).

However, fewer primary schools provide study support activities, although the great majority (90%) do so. This represents a decline in the level of provision from 2000, when 97% of primary schools said they provided 'out of school hours learning activities'. It is not clear to what extent this decline is explainable by a different interpretation of the term 'study support' (used in the 2004 survey) within the primary sector (although the questionnaire instructions explained that the two should be regarded as the same). Alternatively, it may be that more primary schools now contract out their provision to organisations acting on their

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[7] The questionnaire questionnaire instructions advised schools that they should regard study support as encompassing *out of hours learning activities*, *clubs* and *extra-curricular activities*. Study support was defined as:
- *Activities that aim to do at least one of the following:*
  - *Raise pupil achievement*
  - *Improve pupil motivation*
  - *Promote personal development*
- *Activities that have all of the following features:*
  - *They take place out of school hours (this means before or after school, during lunch breaks, at weekends or during school holidays)*
  - *They are organised by, or with the support of, your school or LEA (this may include activities that are contracted out, but NOT organisations acting on their own behalf)*
  - *They are attended by pupils on a voluntary basis*

own behalf (and respondents were asked in the questionnaire instructions not to report this type of provision).

Type of study support activities provided

In both phases, schools are providing a wide range of generic types of study support[8]. However, more secondary schools than primary schools tend to provide each type of activity (see Figure 2). This may reflect the non-suitability of particular types of activity for children who are younger or the greater ability of secondary schools to resource/staff activities. (In this context, it is worth noting that, for most generic activity types, secondary schools which charge to provide activities are more likely to be providing each activity than schools which do not charge. This trend does not hold true amongst primary schools. Charging is discussed in more detail below.)

> **Physical education/sports** is the most popular study support activity in primary and secondary schools, both objectively (simply in terms of the number of schools providing it) as well as subjectively (as rated by schools when asked to name their 'most popular' activity). Overall, 97% of all secondary schools, and 94% of all primary schools which provide study support activities, provide PE/sports. This, though, is the only activity in which the number of primary school providers largely matches secondary schools.

> After PE/sports, **music** (77%) and **ICT clubs** (58%) are the two activities most likely to be offered by primary schools.

> Unsurprisingly, **study skills/homework/revision** activities are provided by the majority (97%) of secondary schools and this is in line with findings from 2000.

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[8] Please note that schools were not asked to specify the types of activity they provided within each generic activity type. So, for example, amongst schools which provide Breakfast Clubs, we cannot say how many are only providing breakfast and how many provide structured activities/support.

Figure 2

Types of Activity Provided

Q4a Which types of study support activity does your school provide?

Primary schools
Secondary schools

Activity	Primary schools	Secondary schools
PE/sports	94%	97%
Music	77%	94%
ICT clubs	58%	90%
Creative arts	55%	79%
Performing arts (excl. music, incl. drama)	53%	85%
Residential trips (extra-curr.)	51%	86%
Special interest clubs	37%	35%
Foreign/classical/community languages	33%	56%
Study skills/homework/GCSE coursework/revision	33%	97%
Literacy, literature and English language-related clubs	30%	44%
Other curriculum-related clubs	30%	68%
Breakfast clubs	30%	82%
Field trips (extra-curr.)	22%	67%
Foreign exchange visits	6%	72%
Other	5%	8%

Base: All schools which provide study support activities:
primary (257), secondary (595)

Source: MORI

Compared to 2000, however, certain activities are offered by markedly fewer primary and/or secondary schools as the table below shows (significant differences are shaded). These findings should be treated with a degree of caution given the different research methodologies employed in 2000 and 2004[9], and amendments to question wording and item lists. (For example, the change in question wording almost certainly accounts for the apparently huge 'drop' in the

[9] Telephone in 2000 and postal self-completion in 2004

provision of field trips between 2000 and 2004.)   However, the decline in provision of special interest clubs, other curriculum-related clubs, and literacy, literature and English language-related clubs (and in PE/sports and music) is harder to explain. It may be that schools are choosing to outsource special interest clubs and certain PE/sports and music provision (to organisations acting in their own right). Alternatively, some may have pulled back from offering what are arguably curriculum extension activities (PE/sports, music and curriculum-related clubs) in order to concentrate on genuinely enriching activities (such as Breakfast Clubs and residential trips, which were not covered in the 2000 survey).

Types of study support provided: 2004 versus 2000

	Primary Schools			**Secondary Schools**		
	2004	**2000**	**±**	**2004**	**2000**	**±**
Base: *All schools which provide study support activities (2004); All schools which provide out of school hours learning activities (2000)*	*(257)*	*(101)*		*(595)*	*(97)*	
	%	*%*		*%*	*%*	
PE/sports (incl. team games, athletics, swimming, gymnastics)	94	99	-5	97	100	-3
Music (incl. orchestra, choir, band)	77	85	-8	94	99	-5
Special interest clubs (photography, archaeology, juggling, gardening, wildlife, cookery, community work)	37	52	-15	35	84	-49
Other curriculum-related clubs (e.g. maths, science, geography)	30	45	-15	82	92	-10
Literacy, literature and English language-related clubs (writing, book clubs, school newspaper)	30	36	-6	68	87	-19
Field trips *(2000)*/Field trips (in addition to those required by the curriculum) *(2004)*	22	78	-56	67	100	-33

Source: MORI

On the other hand, there has been a significant increase in provision by primary schools of ICT clubs since 2000, almost certainly reflecting the increase in ICT resourcing in the primary sector over the last few years.

Types of study support provided: 2004 versus 2000

	Primary Schools			**Secondary Schools**		
	2004	**2000**	**±**	**2004**	**2000**	**±**
Base: *All schools which provide study support activities (2004); All schools which provide out of school hours learning activities (2000)*	*(257)*	*(101)*		*(595)*	*(97)*	
	%	*%*		*%*	*%*	
ICT clubs *(2004)*/ Computer clubs *(2000)*	58	42	+16	90	94	-4

Source: MORI

There are some indications of a link between the provision of certain study support activities, and schools' inclusion of study support in their School Development Plan (SDP)[10]. As the table below shows, in primary schools where study support is part of the SDP, study skills, literacy activities and Breakfast Clubs are all more frequently part of the agenda than in those where study support is not part of the SDP[11]. In secondary schools too, where study support activities form a part of the SDP, study skills/ homework/ GCSE coursework/ revision activities are more likely to be provided.

Types of study support provided

	Study support is …	
	… part of SDP	… not part of SDP
Base: All primary schools which provide study support activities and plan to introduce (further) study support activities in next two years	*(89)* *%*	*(40)* *%*
Study skills/homework/GCSE coursework/revision	38	15
Literacy, literature and English language related clubs (writing, book clubs, school newspaper)	40	22
Breakfast Clubs	39	18
Base: All secondary schools which provide study support activities and plan to introduce (further) study support activities in next two years	*(349)* *%*	*(50)* *%*
Study skills/homework/GCSE coursework/revision	98	92

Source: MORI

Timing of study support provision

The most popular time for study support activities is after school, with 96% of primary schools and 97% of secondary schools providing activities at this time (see Figure 3). The principal difference between primary and secondary schools in the timing of activities is provision during school holidays where 76% of secondary schools provide activities, compared to just 12% of primary schools. This disparity can to some extent be explained by the differing levels of provision in primary and secondary schools of activities more likely to take place during school holidays. Secondary schools, for example, are far more likely than their primary counterparts to be providing field trips and foreign exchange visits.

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[10] Schools were asked to indicate whether study support was part of their School Development Plan (SDP) only if they were planning to introduce (further) study support activities. This is not to say that schools already providing study support and not planning to introduce *further* activities have not also made study support part of their SDP.
[11] Indicative finding: small base size.

Figure 3

Study Support Activities

Q2   When does your school provide study support activities?
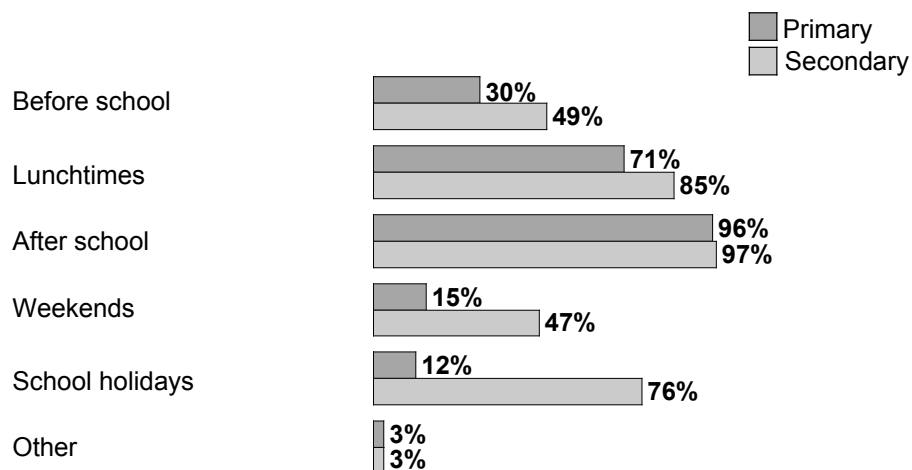
Base: All schools which provide study support activities: primary (257), secondary (595)

Source: MORI

Compared to 2000, more primary schools and secondary schools now provide study support activities before school[12]. Secondary schools have also increased their provision during school holidays[13]. Other times have seen significant declines (as the table below demonstrates: significant changes are shaded), most notably in weekend activities. However, the decline in provision of after school activities may be a consequence of schools contracting out provision to organisations acting on their own behalf (and so not reported).

Timing of study support provided: 2004 versus 2000

	Primary Schools			**Secondary Schools**		
	2004	**2000**	**±**	**2004**	**2000**	**±**
Base:	*(257)*	*(101)*		*(595)*	*(97)*	
All schools which provide study support activities (2004);						
All schools which provide out of school hours learning activities (2000)	*%*	*%*		*%*	*%*	
Before school	30	20	+10	49	37	+12
Lunchtimes	71	74	-3	85	90	-5
After school	96	100	-4	97	100	-3
Weekends	15	25	-10	47	62	-15
School holidays *(2004)*/Easter holiday *(2000)*/	12	6	not	76	59	not
Summer holiday *(2000)*		8	calc		65	calc

Source: MORI

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[12] These findings should be treated with a degree of caution given the different research methodologies employed in 2000 and 2004.
[13] In 2000, 'school holidays' were asked separately as Easter and Summer holidays respectively.

A link between schools' provision of activities and strategies aimed at behaviour management emerges (as illustrated in the table below). Schools in both sectors[14] with study support built into their Improving Behaviour and Attendance Plan (IBAP) are more likely to be providing activities before school and during school holidays, and – in the secondary sector – to be providing weekend activities[15].

Timing of study support provided		
	Study support is …	
	… part of IBAP	… not part of IBAP
Base: All primary schools which provide study support activities and plan to introduce (further) study support activities in next two years	*(47)* %	*(75)* %
Before school	45	26
School holidays	22	5
Base: All secondary schools which provide study support activities and plan to introduce (further) study support activities in next two years	*(230)* %	*(145)* %
Before school	58	43
Weekends	55	37
School holidays	80	74

Source: MORI

Frequency of provision

In this section, we summarise schools' reporting of the frequency with which they provide particular types of study support activities. It appears that many respondents found it difficult to quantify the frequency with which certain types of activity are provided and there was a high incidence of non-response to parts of this question (for example, approximately three in ten primary school respondents, and two in ten secondary school respondents, failed to indicate the frequency with which they provide Breakfast Clubs). At the same time, there is what appears to be a reasonably high incidence of respondent error for certain types of activity. For example, three of the 15 primary schools, and 7% of secondary schools, which say they provide foreign exchange visits say they do so 'at least once a week': this seems very unlikely (unless the exchange visit is made electronically/virtually).

The reporting which follows, therefore, focuses on trends in provision, but all findings should be treated with a considerable degree of caution.

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[14] Indicative finding for primary schools: small base size.

[15] Schools were asked to indicate whether study support was part of their Improving Behaviour and Attendance Plan (IBAP) only if they were planning to introduce (further) study support activities. This is not to say that schools already providing study support and not planning to introduce *further* activities have not also made study support part of their IBAP.

In the majority of schools, most types of activity are provided at least once a week and – failing this – at least once a month (see Figures 4a and 4b). Not surprisingly, only those activities which are 'grander in scale' and more 'treat-like', for example, field trips, exchange visits and residential trips, tend to be provided less frequently, either termly or about once per year[16].

Figure 4a

Frequency of Provision (primary schools)

Q4b Approximately, with what frequency does your school provide each of these types of activity?

% At least once a week   % About once …   a month   a term   a year

Activity	At least once a week	a month	a term	a year
PE/sports (226)	96	2	1	1
Music (186)	92	4	2	2
Other curr-relat'd clubs (74)	90	8		2
Breakfast Clubs (51)	90	2		8
Foreign languages (75)	89	4	3	5
Special interest clubs (77)	88	9	1	2
ICT clubs (141)	88	7	1	3
Creative arts (131)	86	8	4	2
Study skills/homework (77)	83	10	4	2
Literacy, literature etc. (73)	74	20	2	5
Performing arts (127)	72	15	6	7
Foreign exch'nge visits (12)	46		10	44
Field trips (46)	9	7	34	51
Residential trips (98)	9	5		85
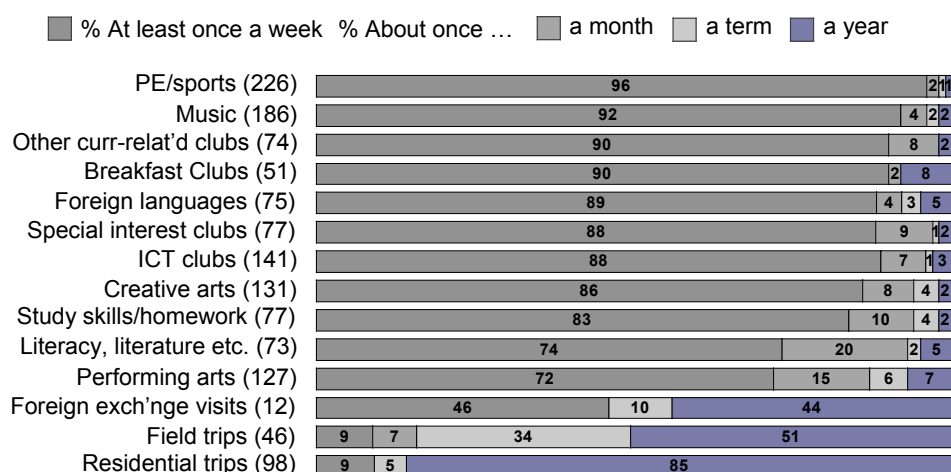
Base: All primary schools which provide activity and specified a frequency (Ns in brackets)   Source: MORI

Figure 4b

Frequency of Provision (secondary schools)

Q4b Approximately, with what frequency does your school provide each of these types of activity?

% At least once a week   % About once …   a month   a term   a year

Activity	At least once a week	a month	a term	a year
PE/sports (560)	99			
Breakfast Clubs (223)	98	1	1	
ICT clubs (504)	97		2	
Music (545)	96	3		1
Creative arts (437)	89	7	3	1
Study skills/homew'rk (536)	87	7	5	1
Other curr-rltd clubs (461)	85	10	3	1
Performing arts (484)	80	9	7	4
Special interest clubs (173)	76	13	8	3
Foreign languages (318)	75	11	10	3
Literacy, lit. etc. (369)	73	18	8	2
Foreign exch'nge vis. (389)	7	3	28	61
Field trips (360)	6	15	54	26
Residential trips (456)	5	5	42	48
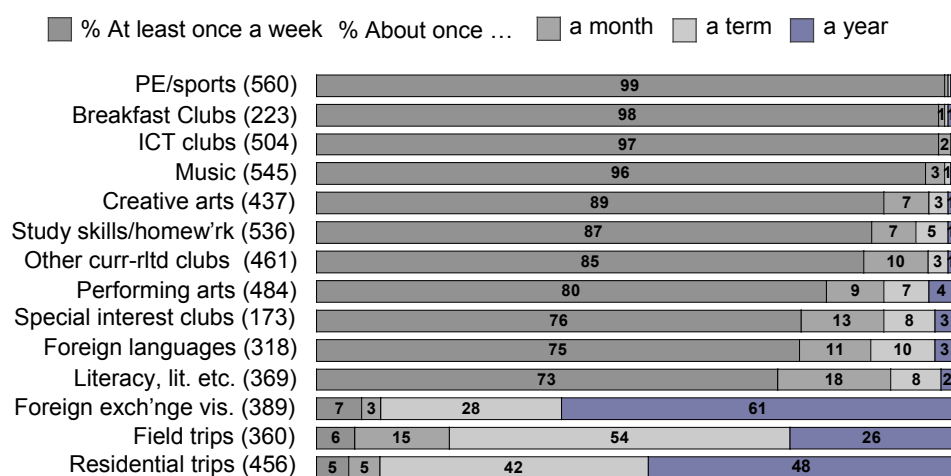
Base: All secondary schools which provide activity and specified a frequency (Ns in brackets) Source: MORI

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[16] Indicative finding for primary schools: some small base sizes.

Charging for study support activities

In both phases, more than half of schools charge to provide at least one of their study support activities (see Figure 5 below).

Figure 5

Charging for Study Support Activities

Q1 Does your school provide any study support activities?

	Provide and charge
	Provide but do not charge

Primary schools
- 57%
- 43%

Secondary schools
- 64%
- 36%
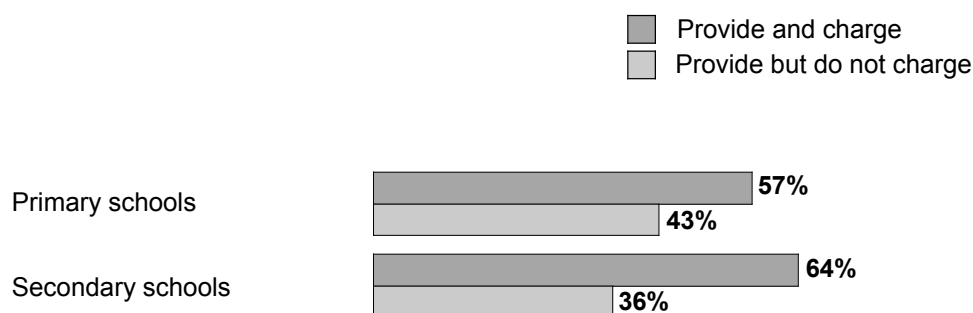
Base: All schools which provide study support activities: primary (257), secondary (595)

Source: MORI

For most generic activity types, only a minority of schools charge to provide at least one activity within that type of activity. (For example, a school might charge to provide canoeing within its overall PE/sports provision.) Put another way, this means that the majority of schools are providing every activity within each generic activity type free of charge to pupils (see Figure 6). Moreover, where charges are made, these tend to be for types of activity which are more likely to involve considerable costs, specifically *residential trips* (mentioned by just over a quarter of primary schools and just over half of secondary schools), *foreign exchange visits* (mentioned by over four in ten secondary schools) and *extra-curricular field trips* (mentioned by one in ten primary schools and three in ten secondary schools). However, a marked minority of primary schools (one in four) charges to provide at least some types of *PE/sports activities*.

Figure 6

Types of Study Support Activities Charged For

Q7a Which type(s) of study support activities, if any, do you charge for?

Primary
Secondary

Activity	Primary	Secondary
Residential trips (in addition to those required by the curriculum)	27%	53%
PE/sports (incl. team games, athletics, swimming, gymnastics)	25%	12%
Music (incl. orchestra, choir, band)	13%	12%
Breakfast clubs	12%	6%
Field trips (in addition to those required by the curriculum)	9%	34%
Foreign languages (incl. modern foreign and classical languages, and community languages)	9%	2%
Special interest clubs (photography, archaeology, juggling, gardening, wildlife, cookery, community work)	5%	3%
Creative arts (incl. drawing, painting, collage, pottery)	4%	3%
Performing arts (excl. music, but including drama)	3%	4%
Foreign exchange visits	1%	43%
ICT clubs	1%	1%
Study skills/homework/GCSE coursework/ revision	1%	2%
Other curriculum-related clubs (e.g. maths, science, geography)	* %	2%
Literacy, literature and English language related clubs (writing, book clubs, school newspaper)	0%	1%
Other	2%	1%

Base: All schools that provide study support activities: primary (257), secondary (595)

Source: MORI

As the table below illustrates (significant differences are shaded), in primary schools where charges are made for study support activities, other adults are significantly more likely to be involved in providing some types of PE/sports, music, foreign languages, special interest clubs and performing arts activities. This suggests that primary schools are buying in expert help. A similar pattern – but with the addition of residential trips – is seen in secondary schools which charge to provide study support activities. In charging secondary schools, too,

parents are more likely to be involved in providing residential trips, foreign exchange visits and extra-curricular field trips.

Charging for support

	All	Teachers	Learning Support Assts.	Parents	Other adults
			Involving …		
Primary schools					
Base: All primary schools which provide study support	(257) %	(238) %	(177) %	(115) %	(151) %
PE/sports	25	25	23	26	36
Music	13	13	10	16	18
Foreign languages	9	9	5	11	14
Special interest clubs	5	5	5	8	8
Performing arts	3	3	4	6	6
Secondary schools					
Base: All secondary schools which provide study support	(595) %	(580) %	(485) %	(95) %	(310) %
Residential trips	53	55	53	73	59
Foreign exchange visits	43	43	43	58	45
Field trips	34	35	35	49	35
Music	12	13	13	18	15
PE/Sports	12	12	13	18	16
Performing arts	4	4	4	5	5

Source: MORI

Respondents were asked to say whether they charged for all, or just some, of the activities they provide within each activity type.

At primary level, given that only a minority of schools charge for any activity type (the highest N was 70 (for residential trips) and the lowest (for other curriculum-related clubs) was 1), and that there was a high incidence of non-response to this question, most bases fell below 30 respondents. Where indicative analysis has been possible, the data suggest that:

Between one in five and one in four primary schools which charge for PE/sports provision charge for all the activities they provide of this type.

Around four in five primary schools which charge for extra-curricular residential trips charge for all the trips of this type which they provide.
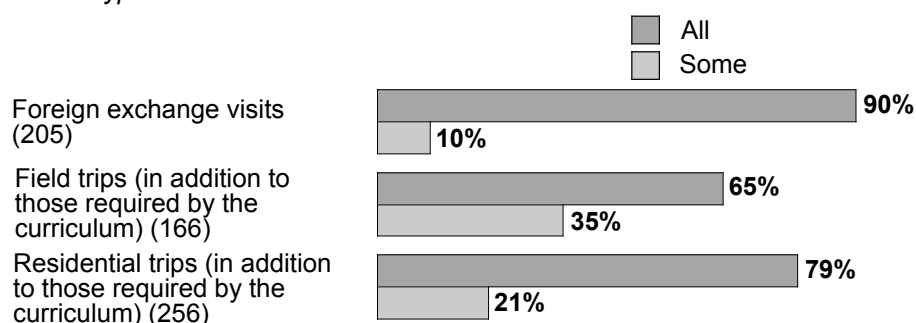
No sub-group analysis has been attempted on these data.

At secondary level, sub-group sizes for schools which charge for foreign exchange visits, extra-curricular field trips and extra-curricular residential trips were of sufficient size to conduct robust analysis (even allowing for a reasonably high incidence of non-response). Unsurprisingly, secondary schools are most likely to charge for all the activities of each of these types which they provide (see Figure 7).

Figure 7

Charging for Study Support Activities (secondary sch

Q7b And do you charge for all, or only some, of the activities within each activity type?

■ All
□ Some

Foreign exchange visits
(205)
90%
10%

Field trips (in addition to those required by the curriculum) (166)
65%
35%

Residential trips (in addition to those required by the curriculum) (256)
79%
21%

Base: All secondary schools which provide an activity, charge for it and indicated how they charged (Ns in brackets)

Source: MORI

Where other, indicative analysis has been possible, the data suggest that:

Around one in ten secondary schools which charge for PE/sports provision charge for all the activities they provide of this type.

Around one in six secondary schools which charge for music charge for all the activities of this type which they provide.

Again, no sub-group analysis has been attempted on these data.

The reason for making charges cited most frequently by primary schools (40%) and secondary schools (68%) is *to cover extra-ordinary expenditure/expenses*, such as residential accommodation, expert staff/instructors and insurance (see Figure 8). Just under a quarter of primary schools (23%) and one in ten secondary schools (9%) say that they *need to cover charges passed on to the school by external agencies*, such as the LEA for music tuition or community organisations for premises or facilities hire. More generally, one in five primary schools (22%) and two in five

secondary schools (42%) say the school budget simply cannot cover the cost of a wide range of activities and so charging is inevitable to ensure they are offered.

Figure 8

Reason for Charging for Study Support Activities

Q9   Why do you make a financial charge for pupils to participate in study support activities?

Primary
Secondary

To cover extraordinary expenditure/ expenses
40%
68%

School budget cannot cover/ to ensure viability/ wide range of activities
22%
42%

Travel/ transport costs
10%
17%

To cover charges passed on to school by external agencies
23%
9%

To cover costs (n/s)
4%
5%

Because they are optional/ purely recreational/ not part of curriculum
3%
5%

To cover additional staff time/ support
8%
4%

To fund/ cover costs of Breakfast Club
9%
3%

They value/ appreciate them more if they've contributed
2%
2%

To cover cost of materials/ ingredients
6%
2%

To cover entrance/ admission fees
2%
2%

Food/ refreshments
1%
1%

Other
4%
3%

Base: All schools that provide study support activities and make a charge for them: Primary (146), Secondary (380)

Source: MORI

In certain circumstances, however, schools do not require pupils to pay any or all of what would otherwise be a charged-for activity. The circumstance cited most frequently by both primary schools (42%) and secondary schools (54%) is (not surprisingly) when *pupils are in receipt of free school meals*. In addition, two in ten primary schools, and one in ten secondary schools make a concession where *more*

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than one child per family participates in the same activity. Secondary schools are more likely to make this concession when activities are offered at the weekends than at other times of the school day, week or year.

Q10   In which circumstances, if any, would a pupil not be required to pay any or all of the charge for the activity?

	Primary Schools	Secondary Schools
Base: All schools which provide study support activities and make a charge for them	*(146)*	*(380)*
	%	*%*
If pupil is in receipt of Free School Meals	42	54
As an added incentive for a particular child/children to participate	18	22
When family has low income/ is in hardship/ is unable to pay/ has financial difficulties	8	14
Where more than one child per family participates in the same activity	20	11
Ad hoc/ special/ individual/ discretionary circumstances	3	7
Request from parent for help	3	5
When family is in receipt of benefits	1	1
When school fund can subsidise	1	1
To reward attendance/ good behaviour	-	1
When external sponsorship/ funding is secured	4	1
When school insists child attends	1	1
When family is unwilling to pay	1	*
When family can claim back cost/ receives tax credit	1	*
Other	-	2
None: all pupils required to pay full charge	28	10

Source: MORI

Targeting of support

Within their overall provision of study support activities, around one in three primary schools (31%) and just 1% of secondary schools appear to offer study support activities on a purely open-access basis, that is, any pupil can participate. However, the rest report that at least some of the activities they provide are specifically targeted at particular types of pupil.

Both primary and secondary schools report study support activities designed specifically for the same 'top four' groups of pupils (see Figure 9)[17]. More able/gifted pupils are expressly targeted by over four in five (84%) secondary
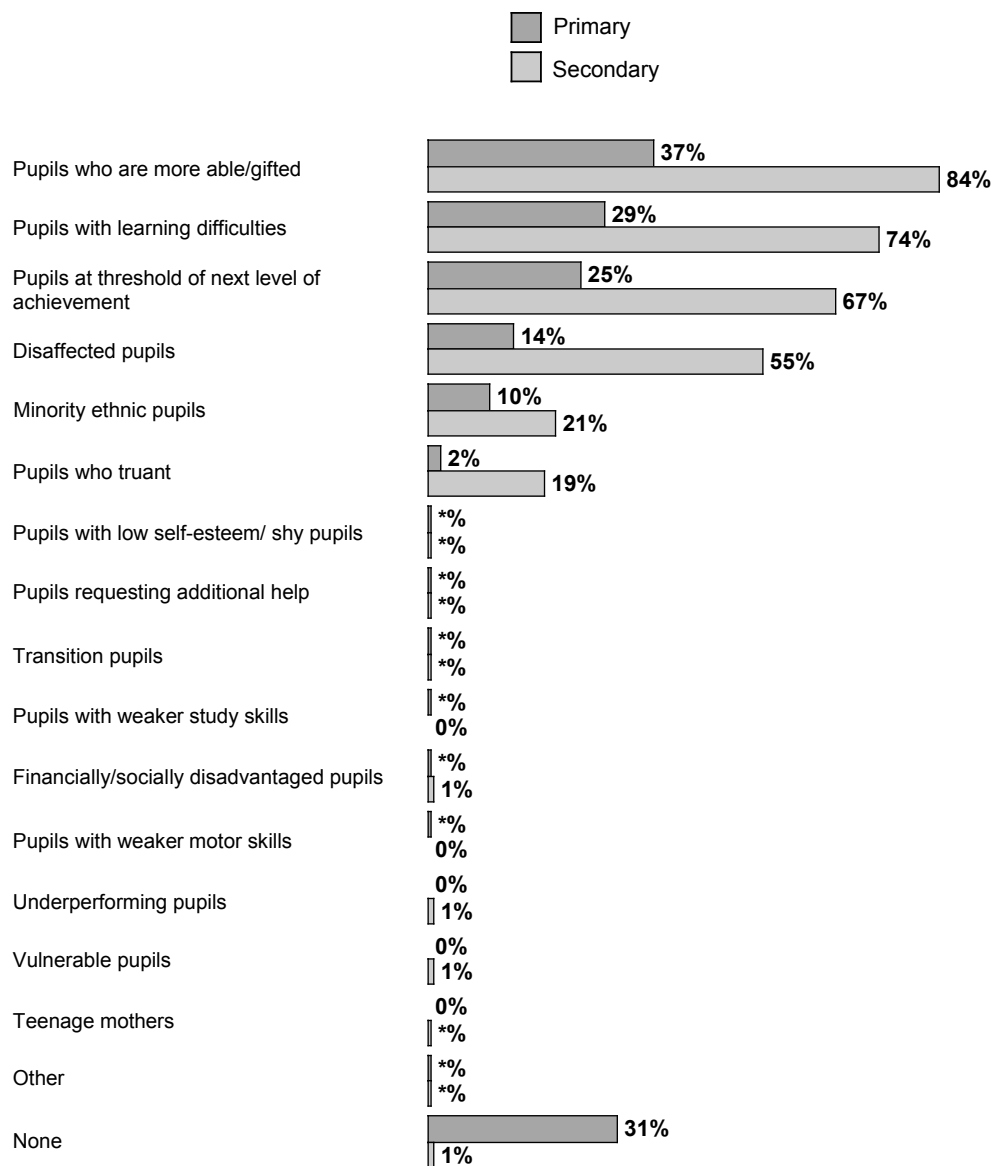
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[17] Please note that schools were **not** asked to specify the nature of the activities offered, the frequency with which they are offered nor the proportion of activities targeted at selected pupils within their overall provision. This issue would probably warrant further investigation.

schools and nearly two in five (37%) primary schools. Catering for students with learning difficulties is the second most frequent response in both phases, with 74% of secondary schools and 29% of primary schools providing specifically designed activities for these pupils. Third and fourth mentions in both primary and secondary schools are for pupils at the threshold of the next level of achievement (25% and 67% respectively) and disaffected pupils (14% and 55% respectively). Around a fifth of secondary schools are also targeting provision at minority ethnic pupils (21%) and pupils who truant (19%).

Figure 9

Targeted Support

Q3   Currently, does your school provide study support activities designed specifically for any of the following types of pupil?

Legend:
■ Primary
□ Secondary

Type of pupil	Primary	Secondary
Pupils who are more able/gifted	37%	84%
Pupils with learning difficulties	29%	74%
Pupils at threshold of next level of achievement	25%	67%
Disaffected pupils	14%	55%
Minority ethnic pupils	10%	21%
Pupils who truant	2%	19%
Pupils with low self-esteem/ shy pupils	*%	*%
Pupils requesting additional help	*%	*%
Transition pupils	*%	*%
Pupils with weaker study skills	*%	0%
Financially/socially disadvantaged pupils	*%	1%
Pupils with weaker motor skills	*%	0%
Underperforming pupils	0%	1%
Vulnerable pupils	0%	1%
Teenage mothers	0%	*%
Other	*%	*%
None	31%	1%

Base: All schools that provide study support activities: primary (257), secondary (595)

Source: MORI

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As the table below indicates (significant differences are shaded), provision for the four groups of pupils mentioned most frequently by schools as being specifically targeted for particular study support activities is more likely to occur in both primary[18] and secondary schools where study support is provided before school. Amongst secondary schools, this is also broadly true of schools providing study support at lunchtimes, and during weekends and the school holidays. However, no relationship between targeted provision and after school study support emerges (although, as discussed above, an overwhelming majority of schools do provide activities at this time). This suggests that not only are some schools targeting support at distinct groups of pupils, they are attempting to do so at distinct times of the school day, week or year[19].

Targeting of support

	All	Before school	Lunch-times	After school	Week-ends	School hols
			Activities provided …			
Primary schools						
Base: All primary schools which provide study support	*(257)* *%*	*(76)* *%*	*(181)* *%*	*(248)* *%*	*(40)* *%*	*(30)* *%*
Pupils who are more able/ gifted	37	55	40	37	44	59
Pupils with learning difficulties	29	43	31	28	30	37
Pupils at the threshold of the next level of achievement	25	45	27	25	37	33
Disaffected pupils	14	28	17	14	9	38
Secondary schools						
Base: All secondary schools which provide study support	*(595)* *%*	*(290)* *%*	*(506)* *%*	*(580)* *%*	*(281)* *%*	*(452)* *%*
Pupils who are more able/ gifted	84	89	86	84	89	88
Pupils with learning difficulties	74	84	76	74	77	77
Pupils at the threshold of the next level of achievement	67	74	68	68	72	72
Disaffected pupils	55	63	58	56	62	60

Source: MORI

[18] Indicative finding: small base size.
[19] Again, this issue would probably warrant further investigation in order to examine whether this pattern is a consequence of, for example, staffing issues, the nature of the support provided, a perception of when the pupils involved are most receptive to the support provided, or an urge to make the activities involved seem 'special'.

Moreover, in both primary[20] and secondary schools, specific provision for *more able/gifted pupils* is more likely to be provided by schools that include study support in their School Development Plan (SDP) than those which don't and, in secondary schools, in their Improving Behaviour and Attendance Plan (IBAP) (see the table below; significant differences are shaded). In addition, primary schools which are targeting *pupils with learning difficulties* are also more likely to have built study support into their SDP than schools which haven't[21]. Evidence emerges, too, of a link between the provision of study support activities, and schools' attempts to manage pupil behaviour. Schools in both sectors[22] with study support built into their IBAP are significantly more likely to be targeting activities at *disaffected pupils*, and, in secondary schools, at *pupils with learning difficulties* and *pupils who truant*.

Targeting of support

	All	In School Development Plan		In Improving Behaviour and Attendance Plan	
		Yes	No	Yes	No
Primary schools					
Base: All primary schools which provide study support	*(257)* %	*(89)* %	*(40)* %	*(47)* %	*(75)* %
Pupils who are more able/ gifted	37	47	14	45	29
Pupils with learning difficulties	29	36	17	33	27
Disaffected pupils	14	21	8	27	9
Secondary schools					
Base: All secondary schools which provide study support	*(595)* %	*(349)* %	*(50)* %	*(230)* %	*(145)* %
Pupils who are more able/ gifted	84	88	82	92	79
Pupils with learning difficulties	74	76	80	85	66
Disaffected pupils	55	58	58	69	46
Pupils who truant	19	22	14	29	10

Source: MORI

Levels of take-up by pupils

*In this section, we summarise schools' reporting of the level of take-up by pupils of particular types of study support activities. Schools were asked to report the approximate take-up of **generic** types of study support (not for*

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[20] Indicative finding: small base size.
[21] Indicative finding: small base size.
[22] Indicative finding for primary schools: small base size.

individual activities within each type of activity). However, it appears that many respondents found it difficult to quantify the level of take-up and there was a high incidence of non-response to parts of this question (for example, between 35% and 78% of respondents per type of activity in primary schools, and between 37% and 46% of respondents per type of activity in secondary schools). Therefore, base sizes are extremely low for some activities in the primary sector.

The reporting which follows, therefore, focuses on trends in take-up, but all findings should be treated with a degree of caution.

In the majority of primary schools, most activities attract between 1% and 20% of pupils (see Figure 10a). However, pupil take-up of particular activities is higher. For example:

> Over one in three primary schools report take-up of field trips by between 81% and 100% of pupils

> Take-up of PE/sports rises to between 21% and 40% of pupils in three in ten primary schools, and to between 41% and 60% in a further one in ten schools

> Rates of participation rise to between 21% and 40% in around three in ten primary schools for residential trips, and to over one in ten primary schools for music, Breakfast Clubs, creative arts, performing arts and ICT clubs

Figure 10a

Pupil takeup (primary schools)

Q4c Approximately, what percentage of pupils would you say attends each of these types of activity?

Legend: ■ % 1-20% ■ % 21-40% □ % 41-60% ■ % 61-80% □ % 81-100%

Activity	% 1-20%	% 21-40%	% 41-60%	% 61-80%	% 81-100%
Field trips (29)	39	19	7		36
PE/sports (155)	49	32	12	5	2
Residential trips (85)	62	29	4	1	2
Music (127)	82	15	2	1	1
ICT clubs (96)	85	11	4		
Creative arts (81)	86	12	2		
Breakfast Clubs (47)	86	14			
Study skills/homew'rk (47)	87	7	4	2	
Performing arts (83)	88	11			
Literacy, lit. etc. (41)	89	5	6		
Special interest clubs (49)	89	9	2		
Foreign languages (54)	91	5	2	2	
Other curr-rltd clubs (45)	95	5			
Foreign exch'nge visits (3)	100				

Base: All primary schools which provide activity and specified a percentage (Ns in brackets)   Source: MORI

No sub-group analysis has been attempted on these data.

In secondary schools, most activities – again – attract between 1% and 20% of pupils (see Figure 10a). However:

Take-up of PE/sports rises to between 21% and 40% of pupils in three in ten secondary schools, and to between 41% and 60% in a further two in ten schools

Take-up of study skills/homework activities rises to between 21% and 40% of pupils in one in six secondary schools

Rates of participation rise to between 21% and 40% in over one in ten secondary schools for ICT clubs, music, field trips and residential trips, and performing arts

Figure 10b

Pupil takeup (secondary schools)

Q4c Approximately, what percentage of pupils would you say attends each of these types of activity?

■ % 1-20%   ■ % 21-40%   □ % 41-60%   ■ % 61-80%   □ % 81-100%

Activity	% 1-20%	% 21-40%	% 41-60%	% 61-80%	% 81-100%
PE/sports (367)	43	30	17	7	3
ICT clubs (315)	72	14	9	3	2
Study skills/homew'rk (345)	74	16	6	3	2
Field trips (222)	79	12	5	3	2
Residential trips (297)	81	12	3	3	1
Music (351)	85	13	1	1	
Other curr-rltd clubs (282)	87	9	4	1	
Performing arts (313)	87	11	2	1	
Foreign exch'nge vis (257)	92	7	2		
Literacy, lit. etc. (230)	93	4	2		
Creative arts (280)	93	5	3		
Breakfast Clubs (149)	94	6	1		
Foreign languages (200)	95	4	2		
Special interest clubs (112)	95	5			

Base: All secondary schools which provide activity and specified a percentage (Ns in brackets)

Source: MORI

No sub-group analysis has been attempted on these data.

Who is running study support activities?

Members of school staff are mentioned most frequently as those who provide/run the majority of study support activities in both primary and secondary schools[23]. As might be expected, teachers are cited by nearly all secondary schools (97%) and just under nine in ten primary schools (88%) (see Figure 11). In both phases, learning/classroom support assistants are the next most frequently mentioned providers, followed by other adults (not parents)[24]. These are active in providing and running study support in over half of primary schools and secondary schools.

The main difference between primary and secondary schools is in the role of parents and pupils in the provision of study support. Primary schools rely heavily on parents, with nearly half (44%) saying they have a role in providing/running study support. Unsurprisingly though, only six per cent of primary schools say pupils provide or run study support. Conversely, in two in five (41%) secondary schools, pupils provide or run study support activities, with parents providing an input in just one in six (16%).
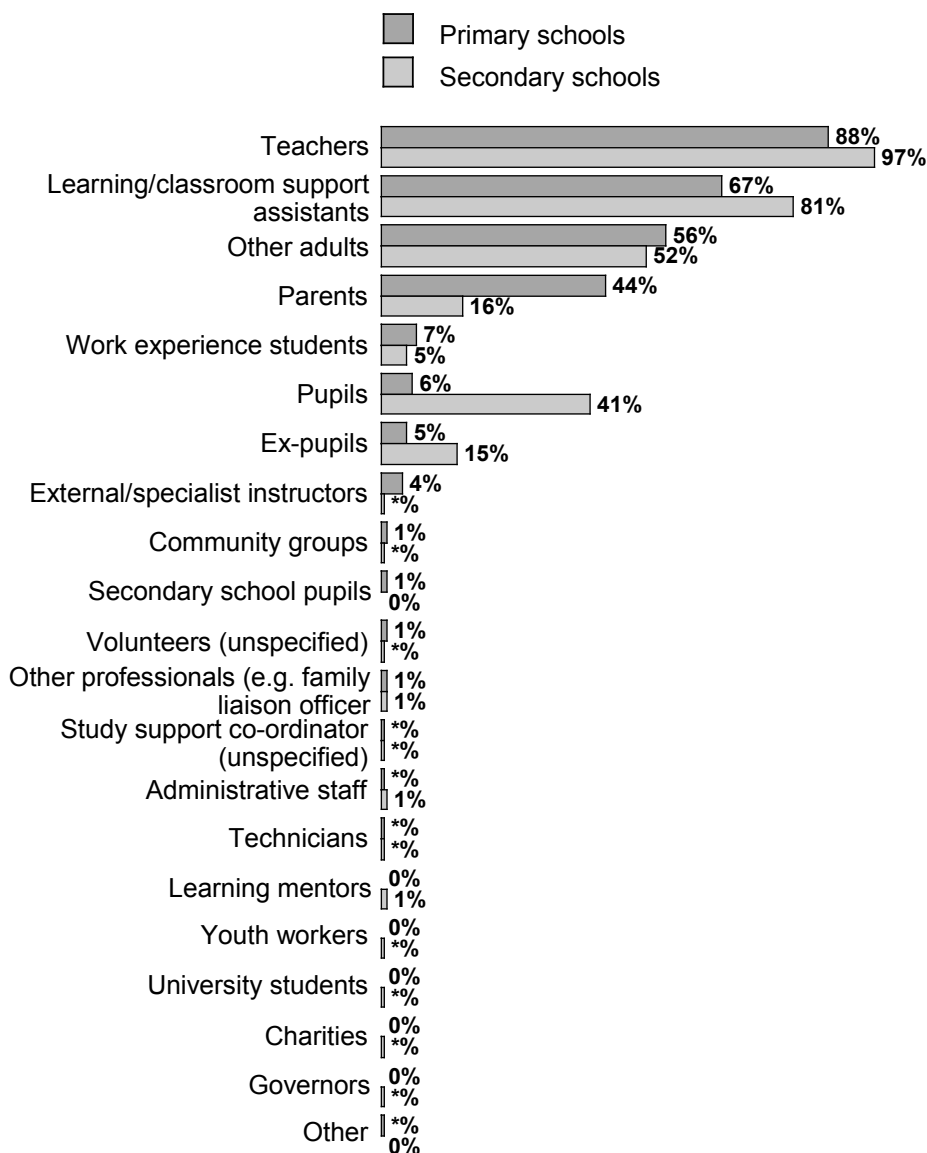
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[23] Please note that respondents were not explicitly asked to distinguish between 'running' in the sense of managing and 'running' in the sense of delivering. However, we believe that the association in the question wording between 'providing' and 'running' (*Who is involved in providing/running study support activities in your school?*) will have caused most, if not all, respondents to read the question in the sense of 'delivering'.

[24] Respondents were not asked to specify who this group of adults comprises.

Figure 11

Providing/Running Study Support Activities

Q17 Who is involved in providing/running study support activities in your school?

Primary schools
Secondary schools

Category	Primary	Secondary
Teachers	88%	97%
Learning/classroom support assistants	67%	81%
Other adults	56%	52%
Parents	44%	16%
Work experience students	7%	5%
Pupils	6%	41%
Ex-pupils	5%	15%
External/specialist instructors	4%	*%
Community groups	1%	*%
Secondary school pupils	1%	0%
Volunteers (unspecified)	1%	*%
Other professionals (e.g. family liaison officer	1%	1%
Study support co-ordinator (unspecified)	*%	*%
Administrative staff	*%	1%
Technicians	*%	*%
Learning mentors	0%	1%
Youth workers	0%	*%
University students	0%	*%
Charities	0%	*%
Governors	0%	*%
Other	*%	0%

Base: All schools: primary (284), secondary (609)

Source: MORI

A link emerges between *who* is involved in providing/running study support activities and *when* activities are provided. As the table below illustrates (significant differences are highlighted), in primary schools:

> Teachers are significantly more likely to provide/run activities at lunchtime than after school (although they are involved in providing/running activities in the overwhelming majority of schools which provide activities at both these times)

Learning/classroom support assistants are markedly more likely to provide/run activities before school than at lunchtimes or after school

Parents are more likely to run activities at lunchtimes than before school

In secondary schools, meanwhile:

Teachers are more likely to provide/run activities at the weekend than after school or during school holidays (although, again, they are involved in providing/running activities in the overwhelming majority of schools which provide activities at both these times)

Learning/classroom support assistants are significantly more likely to provide/run activities before school (and during weekends and schools holidays) than at lunchtimes or after school

Other adults are more likely to be involved in lunchtime, weekend and school holiday provision than after school provision

Providing/running activities

		Activities provided …				
	All	**Before school**	**Lunch -times**	**After school**	**Week- ends**	**School hols**
Primary schools						
Base: All primary schools	*(284)* %	*(76)* %	*(181)* %	*(248)* %	*(40)* %	*(30)* %
Teachers	88	95	96	92	95	97
Learning/classroom support assistants	67	82	72	69	74	84
Parents	44	36	48	45	51	52
Secondary schools						
Base: All secondary schools	*(595)* %	*(290)* %	*(506)* %	*(580)* %	*(281)* %	*(452)* %
Teachers	97	98	98	98	99	98
Learning/classroom support assistants	81	87	82	82	85	84
Other adults	52	54	55	53	59	56

Source: MORI

In the primary sector, schools which are involving other adults in providing/running their study support provision are significantly more likely to have built study support into their School Development Plan than those who have not (73% versus 50%). Meanwhile, secondary schools which involve other adults in their provision are markedly more likely to have built this provision into

their Improving Attendance and Behaviour Plan than those which haven't (59% versus 48%).

Study support in the future

Over two-thirds (68%) of secondary schools say that they plan to introduce (further) study support activities over the next two years, compared to only half (47%) of primary schools (see Figure 12). This may be attributable to a number of factors, for example, that the age of pupils limits the range of activities which are suitable, that the size of schools limits the number of staff, resources or budget available to offer more activities, or simply a perception amongst primary practitioners that pupils should be allowed a certain amount of unstructured time just to 'be' children.

Figure 12

Future Plans

Q6 Over the next 2 school years, does your school plan to introduce any (further) study support activities?

Primary schools
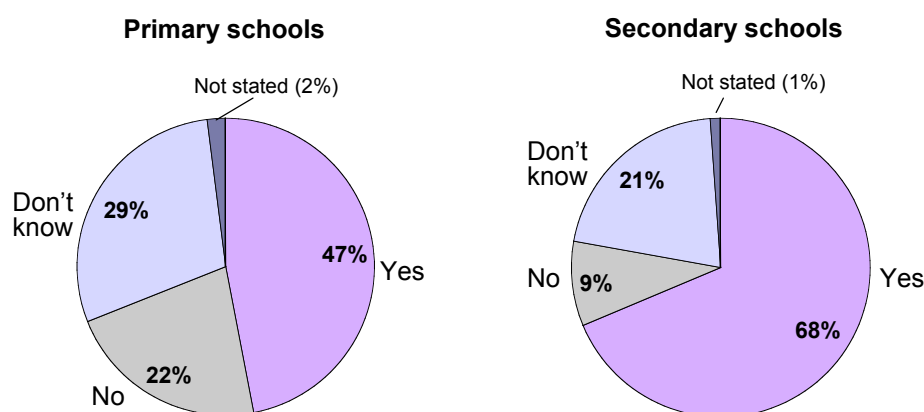
Secondary schools

Base: All schools: primary (284), secondary (609)   Source: MORI

Amongst the reasons cited for planned increases in study support provision, top mention in both primary and secondary schools is the *impact study support is perceived to have on pupil motivation* (see Figure 13). However, this is mentioned by just over half of primary schools which are planning to introduce (further) activities (53%), compared to over three in four secondary schools with the same intention (77%).

The majority of secondary schools which are planning to introduce (further) activities mention the *impact on pupil achievement* (75%), *behaviour* (56%) and *engagement* (69%), as well as *demand from pupils* (56%), as the reasons for their proposed increase. *Demand from parents* (28%) is least likely to be seen as a motivating factor for a secondary school.

In primary schools, *demand from pupils* ranks second, with half of primary schools (50%) saying they will be introducing (further) study support activities as a result of it. Impact on pupils' *engagement* (49%), *achievement* (45%) and *behaviour* (39%) follow closely behind. However, perhaps due to truancy being less of an issue within primary schools, the positive effect of study support activities on pupil attendance is only mentioned by 18% of schools planning to introduce (further) activities, compared to 35% of secondary schools.

Figure 13

Reason for Planning (Further) Study Support Activit

Q12 Why does your school plan to introduce (further) study support activities?
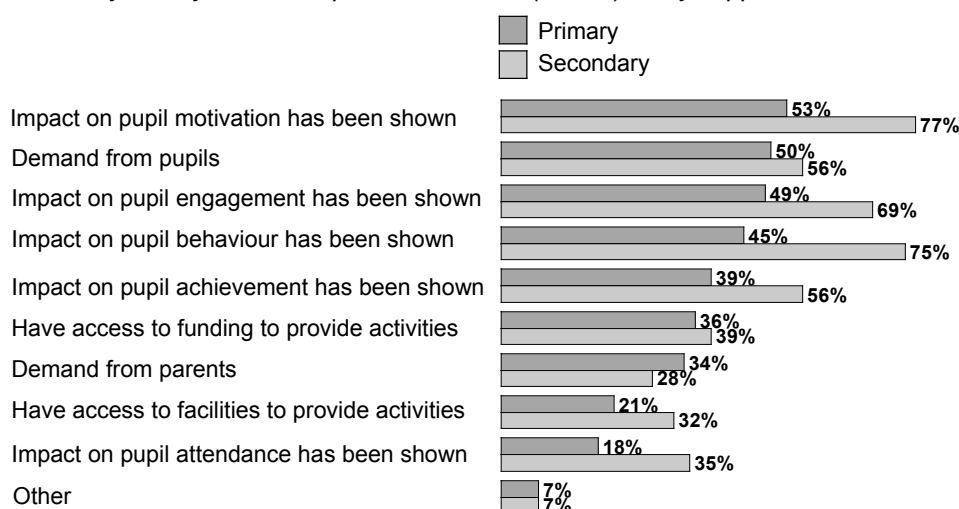
Base: All schools which plan to introduce (further) study support activities: primary (136), secondary (416) Source: MORI

Secondary schools which currently provide study support activities at the weekends are significantly more likely to cite demand from pupils (70%) and parents (37%) as a reason for introducing further activities. In addition, in secondary schools where pupils are involved in the provision of study support activities, pupil engagement is mentioned significantly more often as a motivating factor (81%) than where the provision is provided by adults, be it teachers (69%), classroom support assistants (71%), parents (68%) or other adults (73%).

Moreover, as can be seen in the table below, secondary schools which have built study support into their Improving Behaviour and Attendance Plan (IBAP) are more likely to mention the impact on pupils' motivation, achievement, behaviour, engagement and attendance as rationales for introducing (further) study support activities.

Reasons for introducing (further) study support activities		
	Study support is …	
	… part of IBAP	… not part of IBAP
Base: *All secondary schools which plan to introduce (further) study support activities in next two years*	*(233)* %	*(147)* %
Impact on pupil motivation has been shown	82	70
Impact on pupil achievement has been shown	80	69
Impact on pupil engagement has been shown	77	58
Impact on pupil behaviour has been shown	70	35
Impact on pupil attendance has been shown	45	19
		Source: MORI

Meanwhile, the table below illustrates that primary schools which have built study support into their School Development Plan (SDP) (and, in the case of behaviour and attendance, their IBAP) are more likely to cite the impact on engagement, achievement, behaviour and attendance as reasons for introducing (further) study support activities[25].

Reasons for introducing (further) study support activities		
	Study support is …	
	… part of SDP	… not part of SDP
Base: *All primary schools which plan to introduce (further) study support activities in next two years*	*(94)* %	*(42)* %
Impact on pupil engagement has been shown	56	34
Impact on pupil achievement has been shown	52	30
Impact on pupil behaviour has been shown	48	19
Impact on pupil attendance has been shown	23	6
	… part of IBAP	… not part of IBAP
Base: *All primary schools which plan to introduce (further) study support activities in next two years*	*(49)* %	*(79)* %
Impact on pupil behaviour has been shown	54	26
Impact on pupil attendance has been shown	31	10
		Source: MORI

[25] Indicative findings: small base sizes.

Study support and School Development Plans (SDPs)

With regard to schools which plan to introduce (further) study support activities, there is a significant difference in the proportions of primary and secondary schools that include study support in their SDP (see Figure 14). In over five in six (85%) secondary schools, study support is part of the SDP, compared to in just seven in ten (70%) primary schools[26].

Figure 14

School Development Plan

Q13 Is study support part of the school development plan?
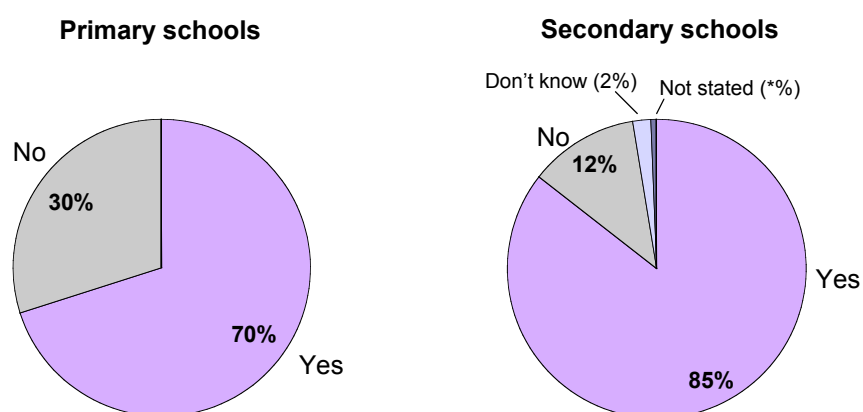
Primary schools   **Secondary schools**

Don't know (2%)   Not stated (*%)

No   **30%**   **70%**   Yes

No   **12%**   Yes   **85%**

Base: All schools which plan to introduce (further) study support activities: primary (136), secondary (416)   Source: MORI

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[26] Schools were asked to indicate whether study support was part of their School Development Plan (SDP) only if they were planning to introduce (further) study support activities. This is not to say that schools already providing study support and not planning to introduce *further* activities have not also made study support part of their SDP.
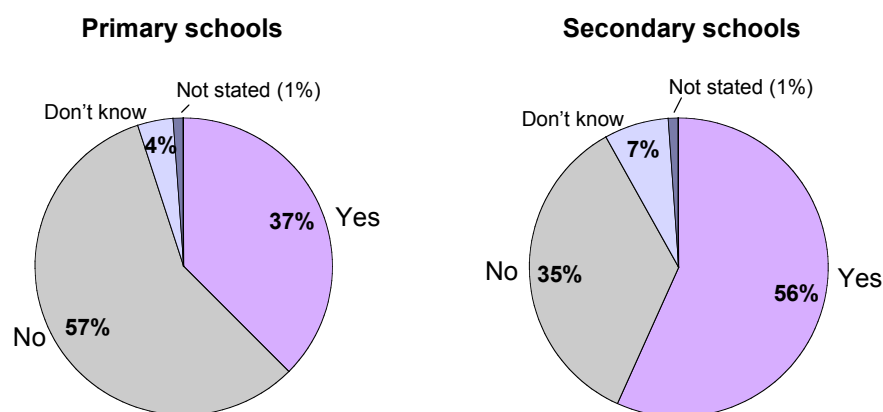
Study support and Improving Behaviour and Attendance Plans (IBAPs)

Meanwhile, nearly six in ten secondary schools, compared to nearly four in ten primary schools, say study support is part of the Improving Behaviour and Attendance Plan (see Figure 15)[27].

Figure 15

Improving Behaviour and Attendance Plan

Q14 Does study support link with or is it part of the Improving Behaviour and Attendance Plan in your school?

Primary schools   **Secondary schools**

Not stated (1%)
Don't know
Not stated (1%)
Don't know

Primary schools: Don't know 4%, No 57%, Yes 37%, Not stated 1%

Secondary schools: Don't know 7%, No 35%, Yes 56%, Not stated 1%

Base: All schools which plan to introduce (further) study support activities: primary (136), secondary (416) Source: MORI

Primary schools with study support built into their IBAP are more likely to be providing activities before school than at lunchtimes and after school (52% vs. 37% and 35% respectively). Secondary schools with study support built into their IBAP are also more likely to be providing activities before school than after school (62% vs. 56%), and at weekends than at other times of the school day, week or year (64% vs. 58% at lunchtimes, 56% after school and 57% during school holidays).

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[27] Schools were asked to indicate whether study support was part of their Improving Behaviour and Attendance Plan (IBAP) only if they were planning to introduce (further) study support activities. This is not to say that schools already providing study support and not planning to introduce *further* activities have not also made study support part of their IBAP.

Study support and the literacy, numeracy and enrichment strands (primary schools)

Just under half (48%) of primary schools planning (more) study support activities in the future state that study support is an integral part of their literacy, numeracy and enrichment strands (see Figure 16)[28].

Figure 16

Literacy, Numeracy and Enrichment Strands

Q   Is study support an integral part of the literacy, numeracy and enrichment strands?

Don't know (1%)   Not stated

Don't know (1%)   3%

No   47%

48%   Yes
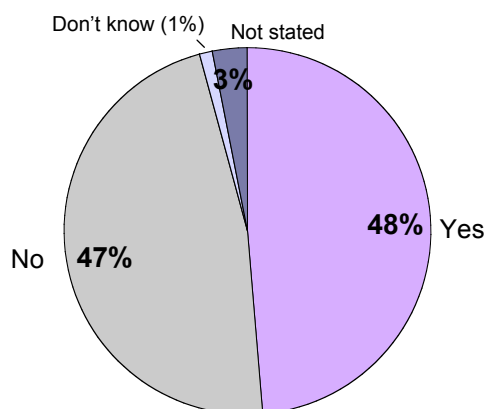
Base: All schools which plan to introduce (further) study support activities: primary (136)

Source: MORI

Again, these schools are more likely to be providing activities before school than at lunchtimes and after school (66% vs. 44% and 48% respectively).

---

[28] Schools were asked to indicate whether study support was part of their literacy, numeracy and enrichment strands only if they were planning to introduce (further) study support activities. This is not to say that schools already providing study support and not planning to introduce *further* activities have not also built study support into these strands.

Study support and work around transition issues and the KS3 strategy (secondary schools)

Nearly three-quarters (73%) of secondary schools state that study support is an integral part of work around transition issues and the Key Stage 3 strategy (see Figure 17)[29].

Figure 17

Key Stage 3 Strategy

Q   Is study support an integral part of work around transition issues and the Key Stage 3 strategy?
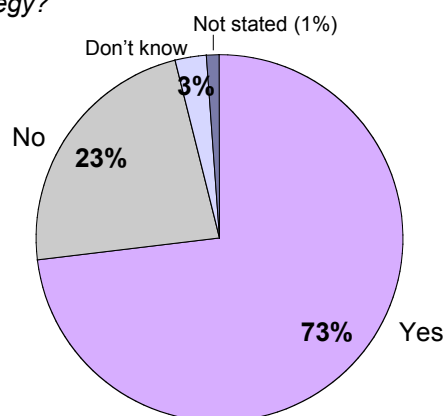
Base: All schools which plan to introduce (further) study support activities: secondary (416)   Source: MORI

As before, these schools are more likely to be providing study support activities before school and at the weekends, but also during school holidays, than at lunchtimes and after school (80%, 78% and 76% respectively vs. 73% and 73% respectively).

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[29] Schools were asked to indicate whether study support was part of their transition and Key Stage 3 strategy work only if they were planning to introduce (further) study support activities. This is not to say that schools already providing study support and not planning to introduce *further* activities have not also built study support into this work.

Appendices

Appendix A: Literature Review Findings

A small-scale literature review was undertaken to inform the development of the questionnaire for use in the 2004 Study Support survey. Through the identification of evidence-rich and evidence-poor areas within the existing body of research relating to study support, it was intended that the survey findings from 2004 could supplement and build on (not merely replicate) existing knowledge, and plug gaps in the evidence base where they existed.

The review focused on readily available literature published since the original Study Support survey was conducted in 2000[30]. Through this exercise, a number of potentially pertinent, evidence-poor areas were identified for the DfES to consider for coverage in the 2004 survey. These were summarised in a short discussion document alongside the specified aims and objectives of the 2004 survey. The research team also provided guidance on whether or not questions from the 2000 survey would – in their original form – be able to address the evidence-poor areas identified and, if not, how the survey question list from 2000 should be modified or expanded. *It should be noted, however, that not all of the evidence-poor areas identified were covered by the final survey instrument, at the discretion of the DfES.*

The discussion document arising from the literature review, which sets out the rationale for modifying or expanding the question list from 2000, is reproduced below.

Research Objective 1

Establish if and when study support is provided and map the type, timing and 'target audience' of the provision.

Few studies seem to investigate the effect of study support in primary schools and so this project will add an interesting perspective here. Most sources agree that study support has a cumulative effect[31], and once children participate in one study support activity, they are more likely to do so again in the future. Therefore, 'a habit' should be established early in schoolchildren's lives.

Recommendation: The questionnaire from 2000 provides an opportunity to explore broadly the involvement of primary schools in establishing a study support 'habit' amongst pupils. However, we feel it will also be useful to examine how soon in children's academic career this is being done. Therefore,

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[30] DEPARTMENT FOR EDUCATION AND EMPLOYMENT (2000). *Out of School Hours Learning Activities: Surveys of Schools, Pupils and Parents*. Research Brief RBX 8/00. London: DfEE. MORI conducted the survey of schools (by telephone) for this project; BMRB conducted the surveys of pupils and parents.

[31] MacBEATH, J., KIRWAN, T., MYERS, K., SMITH, I., McCALL, J., McKAY, E., SHARP, C., BHABRA, S., POCKLINGTON, K. and WEINDLING, D. (2001). *The impact of study support: a study into the effects of participation in out-of-school-hours learning on the academic attainment, attitudes and attendance of secondary school students*. Research Brief No 273. London: DfES.

our suggestion is to *expand Q3 by asking respondents to say which year groups/key stages they provide each activity for*[32]. (NB. *This recommendation was not adopted.*)

Recommendation: In addition, we believe that Q3 can also be adapted to better establish the types of pupils within year groups/key stages at whom particular types of study support activity are aimed (the 'target audience'). We suggest that *respondents are asked to indicate whether activities are aimed at specific groups of pupils*, for example:

> All/any pupils
>
> Pupils with Special Educational Needs
>
> More able pupils
>
> Pupils at the threshold of levels of achievement
>
> Minority ethnic children
>
> Boys
>
> Disaffected pupils
>
> Pupils who truant etc.

Research Objective 2

Examine the links between schools' study support provision and various national strategies and programmes.

Funding seems to be directed more at secondary than primary schools, which may limit the study support activities which primary schools are able to offer.

The literature also identifies the possible enhancement of opportunities for providing study support activities through the involvement of community agencies and organisations such as those dedicated to arts and sports, museums, galleries, and businesses. These can also put learning into a broader context and enable schools to meet the needs of particular target groups[33].

Recommendation: In this context, it will be useful to ask schools *whether they are receiving funding or other support from community sources, and what those sources are* (including whether through national strategies, NOF, business sponsorship, charitable grants etc.). *(NB. This recommendation was not adopted.)*

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[32] Q3 (2000): *I am going to read out a list of out of school hours learning activities. Please tell me which out of school hours learning activities your school provides.* The read-out item list included: *Sessions specifically designed for children with learning difficulties.*

[33] MacBEATH et al., op. cit.

Research Objective 3

Gain evidence for the role of Out of Hours Learning in improving:

> Achievement
>
> Engagement
>
> Motivation
>
> Behaviour
>
> Attendance

It is not within the scope of this project to seek to collect objective measures of the impact of study support on individual pupil achievement. Several previous studies have done this[34], finding, for example, that the attainment, attitudes and attendance of secondary school pupils have improved when these students engage in study support, compared to what would be expected if they had not done so.

In addition, it is generally acknowledged that it is not the characteristics of the individual pupil, but the characteristics of the school (what and how) which determine whether study support is effective. Determinants of success identified in the literature are the following:

> **Participation rates.** Not the number of study support activities, but the participation rates determine success of the programme. Study support has an impact at whole school level when participation rates are high[35]. These participation rates are likely to be influenced by:
>
> o **Marketing**. Pupils, parents and teachers alike need to be informed about options regarding study support and persuaded of its benefits[36].
>
> o **Incentives.** All sources seem to acknowledge the importance of encouraging both pupils and teachers to participate in study support activities, through incentives. Once incentives have brought about high participation rates, and the benefits of study support are widely appreciated, they may no longer be necessary. Incentives for pupils can be other than material, for example, by encouraging them to be involved in the design, planning and delivery of study support. (The literature acknowledges that there are considerable differences in the way teachers and other staff are recompensed for their involvement in study support activities[37].)

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[34] FLANAGAN, N., OSGOOD, J., SHARP, C. (1999). *The Benefits of Study Support: a Review of Opinion and Research.* London: DFEE.

[35] MacBEATH et al., op. cit.

[36] KIRWAN (2002). *The Essential Guide to The Impact of Study Support.* London: DfES.

[37] OFSTED (2002). *Learning Out of Hours: the Quality and Management of Study Support in Secondary Schools.* London: Ofsted.

o **Accessibility.** Participation rates can be influenced by the amount of places available, the access to transport, timing and location of activities, and their appeal to diverse interests[38].

These factors are interrelated. Schools that achieved high participation rates in study support activities paid attention to the accessibility and breadth of the provision were more likely to invest in the marketing of study support and to respond to students' needs and wishes[39].

The extent to which study support is **'embedded' in school culture**. Study support contributes most when it is an integral part of a whole school approach to learning in and out of school. Where it has the active support of the headteacher and/or senior management, its profile and priority among staff and students is likely to be higher[40].

Co-ordinated planning[41]. Individual activities are often very well organised, but the management of study support as a whole is generally underdeveloped. Insufficient use is being made of guidance provided by the DfES and other agencies[42].

Assured long term funding[43].

Recommendation: In this context, it may be useful to include *questions to collect data relating to rates of participation, and other indicators of the 'status' of study support in schools* (for example, whether and how pupils are involved in determining the programme of study support activities, whether pupils are incentivised to take part (and how), whether the co-ordination of study support attracts a responsibility point for the member of staff involved etc.). *(NB. The recommendation relating to indicators of status was not adopted.)*

Recommendation: We also believe it will be useful to include some questions to provide data relating to *subjective, but nonetheless valid, measures of the impact of study support* in raising or improving pupil achievement, engagement, motivation, behaviour and attendance. We suggest adding *a few questions measuring attitudes and perceptions in these respects, using agree/disagree scales against a set of attitudinal statements. (NB. This recommendation was not adopted.)*

Research Objective 4

Explore schools' plans for the future

We believe that the 2000 format of the questionnaire will provide us with sufficient data on schools' plans for the future.

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38 MacBEATH et al., op. cit.
39 MacBEATH et al., op. cit.
40 MacBEATH, et al., op. cit.
41 MacBEATH et al., op. cit.
42 OFSTED, op.cit.
43 MacBEATH et al., op. cit.

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FLANAGAN, N., OSGOOD, J., SHARP, C. (1999). *The Benefits of Study Support: a Review of Opinion and Research*. London: DfEE.

KIRWAN, T. (2002). *The Essential Guide to The Impact of Study Support*. London: DfES.

OFSTED (2002). *Learning Out of Hours: the Quality and Management of Study Support in Secondary Schools*. London: Ofsted.

Appendix B: Technical Note

MORI was commissioned by the Department for Education and Skills (DfES) to undertake research to explore the past, current and projected extent and nature of study support in maintained primary and secondary schools in England.

Sampling

The sample was supplied to MORI by the Schools Government Publishing Co.

The sampling frame for the project was **all maintained primary and secondary schools in England**. The overall sample population (or universe) is 21,297 schools, of which 17,861 are primary schools and 3,436 are secondary schools[44].

In order to ensure that secondary schools were represented in sufficient numbers within the target achieved sample size of 500 responses (and in sufficient numbers to conduct robust sub-group analysis by type of secondary school), a stratified sample of schools was drawn in the following proportions: 30% primary schools and 70% secondary schools[45]. Having assumed a minimum response rate of 20%, an initial sample of 2,500 schools was drawn, comprising 750 primary schools and 1,750 secondary schools in order to reach a **target achieved sample size** of 500.

The **actual (aggregate) response rate** for the survey was 36% (893 responses). A total of 284 responses from primary schools was received, giving a response rate of 38% (unadjusted).   A total of 609 secondary school responses was received, giving a response rate of 35% (unadjusted).

Methodology

A postal, self-completion survey questionnaire was designed by MORI in consultation with the DfES (informed by a small-scale literature review). Schools were also given the option to complete an identical version of the survey questionnaire on-line. In the event, the vast majority of schools elected to complete a paper version of the questionnaire.

Fieldwork was conducted between 5 May and 23 June, 2004. After four weeks' fieldwork, a reminder questionnaire (and reply-paid envelope) was sent to all schools which had not yet responded to the survey.

Questionnaires marked-up with the aggregate findings for both school types are appended. Computer tables showing a detailed breakdown of response for each question per school type, are available under separate cover.

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[44] DEPARTMENT FOR EDUCATION AND SKILLS (2003). *Statistics of Education: Schools in England 2003*. London: TSO.
[45] A proportionate sample would have seen the following proportions drawn: 84% primary schools and 16% secondary schools.

Data processing and analysis

All data entry, editing, validation and analysis was carried out by MORI Data Services (MDS) according to specifications and coding frames provided by MORI.

The primary school data were weighted at the analysis stage by Government Office Region (GOR). The secondary data are unweighted.

Statistical reliability

When interpreting the findings, it is important to remember that the results are based on a sample of the population, not the entire population (in this case, all maintained primary and secondary schools in England). We cannot be certain, therefore, that the findings obtained are exactly those we would have obtained if everybody had been interviewed (the "true" values). We can, however, predict the variation between the sample results and the "true" values from a knowledge of the size of the samples on which the results are based and the number of times that a particular answer is given. The confidence with which we can make this prediction is usually chosen to be 95%, that is, the chances are 95 in 100 that the "true" value will fall within a specified range. The table below illustrates the predicted ranges for different sample sizes and percentage results at the "95% confidence interval".

Table A: Statistical reliability

Sample size	Approximate sampling tolerances applicable to percentages at or near these levels		
	10% or 90%	30% or 70%	50%
	+/-	+/-	+/-
100	6	9	10
284 *(achieved primary sample size)*	4	5	6
300	3	5	6
500	3	4	4
609 *(achieved secondary sample size)*	2	3	4

For example, with a sample of 284 primary schools, where 30% give a particular answer, the chances are 95 in 100 that the "true" value (which would have been obtained if the whole population had been interviewed) will fall within the range of ±5 percentage points from the sample result.

When results are compared between separate groups within a sample, the difference may be "real" or it may occur by chance (because not everyone in the population has been interviewed). To test if the difference is a real one, that is, if it is "statistically significant", we again have to know the size of the samples, the percentage of respondents giving a certain answer and the degree of confidence chosen. If we assume a "95% confidence interval", the differences between the results of two groups must be greater than the values given in the table below:

Table B: Comparisons of statistically significant differences

	Approximate sampling tolerances applicable to percentages at or near these levels		
	10% or 90%	30% or 70%	50%
Example of comparison made	+/-	+/-	+/-
146 and 138 (primary schools which charge for activities and those which don't)	7	11	12
380 and 229 (primary schools which charge for activities and those which don't)	5	8	8
284 and 609 (primary schools v. secondary schools)	4	7	7

For example, if 55% of primary schools say they provide a particular study support activity, and 63% of secondary schools say the same, we can be confident that this difference is 'real' because it is greater than ±7%.

Interpretation of the data

Care should be exercised when comparing percentages derived from base sizes of 99 respondents or fewer, and particularly when comparing percentages derived from base sizes of 50 respondents or fewer. In the reporting which follows, percentages which derive from base sizes of 51-99 respondents should be regarded as indicative.

Where percentages do not sum to 100%, this may be due to computer rounding, the exclusion of "don't know" categories, or multiple responses. An asterisk (*) denotes a value of less than 0.5% but greater than zero.

In the computer tables, reference is sometimes made to net figures. These represent the balance of opinion on attitudinal questions, and provide a useful means of comparing the results for a number of variables. In the case of a net agree figure, for example, this represents the percentage of respondents agreeing with something, minus the percentage not agreeing. For example, if 40% of respondents agree with a statement and 25% disagree, the net agree figure is +15 points.

In 2000, the research exploring schools' provision of out of school learning activities (on which this survey builds) was conducted by telephone. Therefore, the comparisons made between the 2000 and 2004 findings should be treated with a degree of caution, since they may be explained by the variation in methodological approach rather than any real shift in attitude or opinion.

Publication of the data

As with all of MORI's studies, these findings are subject to our Standard Terms & Conditions of Contract. Any press release or publication of the findings of this survey requires the advance approval of MORI. Such approval will only be refused on the grounds of inaccuracy or misinterpretation of the findings.

Appendix C: Marked-up questionnaire (primary schools)

DfES Study Support Survey 2004
Final Topline Results (22 October 2004)

<u>PRIMARY SCHOOLS</u>

Results are based on 284 responses from a random sample of 750 primary schools in England. The response rate was 38%.

Data for primary schools are weighted by Government Office Region.

Fieldwork was conducted between May 5 and June 23, 2004.

Where results do not sum to 100, this may be due to multiple responses, computer rounding or the exclusion of don't knows/not stated.

Results are based on all respondents unless otherwise stated.

An asterisk (*) represents a value of less than one half or one percent, but not zero.

Q1. **Does your school provide any study support activities?**

Base: All primary schools (284)

	%
Yes	90
No	8
Don't know	-
Not stated	2

Q2. **When does your school provide study support activities?**

Base: All primary schools that provide study support activities (257)

	%
Before school	30
Lunchtimes	71
After school	96
Weekends	15
School holidays	12
Other	3
Don't know	-

Q3. **Currently, does your school provide study support activities designed specifically for any of the following types of pupils?**

Base: All primary schools that provide study support activities (257)

	%
Pupils who are more able/gifted	37
Pupils with learning difficulties	29
Pupils at the threshold of the next level of achievement	25
Disaffected pupils	14
Minority ethnic pupils	10
Pupils who truant	2
Pupils with low self-esteem/shy pupils	*
Pupils requesting additional help	*
Transition pupils	*
Pupils with weaker study skills	*
Financially/socially disadvantaged pupils	*
Pupils with weaker motor skills	*
Other	*
None of these	31
Don't know	*
Not stated	8
Ineligible Response	11

Q4.**A**   **Which types of study support activity does your school provide?**

Q4.**B**   <u>**Approximately, with what frequency does your school provide each of these types of activity?**</u>

Q4.**C**   <u>**Approximately, what percentage of pupils would you say attends each of these types of activity?**</u> (RESULTS NOT SHOWN ON TOPLINE)

		Base: Of all primary schools that provide study support activities (257), percentage providing …	*Base: Of all primary schools providing [A-O], and which specified a frequency, percentage providing them …*				
			At least once a week	About once a month	About once a term	About once a year	**Base**
		%	%	%	%	%	
A.	PE/sports (incl. team games, athletics, swimming, gymnastics)	94	96	2	1	1	*(227)*
B.	Music (incl. orchestra, choir, band)	77	92	4	2	2	*(188)*
C.	Performing arts (excl. music, but including drama)	53	72	15	6	7	*(125)*
D.	Creative arts (incl. drawing, painting, collage, pottery)	55	86	8	4	2	*(132)*
E.	ICT clubs	58	88	7	1	3	*(140)*
F.	Foreign languages (incl. modern foreign and classical languages, and community languages)	33	89	4	3	5	*(77)*
G.	Other curriculum-related clubs (e.g. maths, science, geography)	30	90	8	0	2	*(74)*
H.	Study skills/homework/GCSE coursework/revision	33	83	10	4	2	*(79)*
I.	Literacy, literature and English language related clubs (writing, book clubs, school newspaper)	30	74	20	2	5	*(74)*
J.	Special interest clubs (photography, archaeology, juggling, gardening, wildlife, cookery, community work)	37	88	9	1	2	*(78)*
K.	Foreign exchange visits	6	46	0	10	44	*(12)*
L.	Field trips (in addition to those required by the curriculum)	22	9	7	34	51	*(46)*
M.	Residential trips (in addition to those required by the curriculum)	51	9	0	5	85	*(96)*
N.	Breakfast clubs	30	90	2	0	8	*(51)*
	After School	1	N/A	N/A	N/A	N/A	*(3)*
	Camping trips/ self-sufficiency	*	N/A	N/A	N/A	N/A	*(1)*
O.	Other	4	81	0	0	19	*(5)*

Q5.   **What are the most popular study support activities in your school?**

Base: All primary schools that provide study support activities (257)

		%
Most popular activity	PE/ Sports	66
Second most popular activity	Music	25
Third most popular activity	Music	13

Q6. **Over the last two years, has the amount of study support activities arranged by the school changed in any way for … ?**

Base: All primary schools that provide/used to provide study support activities and gave a valid response (257)

		Same	Incrs'd	Decrs'd	Stopp'd	DK	**Base**
a	Before school	55	2	41	2	-	*(105)*
b	Lunchtimes	46	6	46	1	-	*(196)*
c	After school	39	4	57	*	-	*(247)*
d	Weekends	75	2	22	2	1	*(52)*
e	School holidays	64	5	31	-	-	*(46)*

Q7.a **Which type(s) of study support activities, if any, do you charge for?**

Q7.b **And do you charge for all, or only some, of the activities within each activity type?**

	Base: Of all primary schools that provide study support activities (257), percentage providing … for a charge	*Base: Of all primary schools charging for [A-O], percentage charging for …*			
	Charge %	All %	Some %	Not stated %	**Base**
Residential trips (in addition to those required by the curriculum)	27	60	14	26	*(69)*
PE/sports (incl. team games, athletics, swimming, gymnastics)	25	22	70	8	*(66)*
Music (incl. orchestra, choir, band)	13	29	54	17	*(31)*
Breakfast clubs	12	64	3	34	*(31)*
Foreign languages (incl. modern foreign and classical languages, and community languages)	9	57	12	31	*(25)*
Field trips (in addition to those required by the curriculum)	9	67	24	9	*(22)*
Special interest clubs (photography, archaeology, juggling, gardening, wildlife, cookery, community work)	5	39	30	31	*(13)*
Creative arts (incl. drawing, painting, collage, pottery)	4	65	35	-	*(11)*
Performing arts (excl. music, but including drama)	3	60	31	9	*(9)*
ICT clubs	1	28	-	72	*(3)*
Study skills/homework/GCSE coursework/revision	1	39	-	61	*(3)*
Foreign exchange visits	1	100	-	-	*(2)*
Other curriculum-related clubs (e.g. maths, science, geography	*	100	-	-	*(1)*
Literacy, literature and English language related clubs (writing, book clubs, school newspaper)	-	-	-	-	*(-)*
Other	2	17	20	62	*(5)*
Not stated	43				*(111)*

Q8. **For each of the types of study support activity which you charge for, please indicate how much each pupil has to pay to participate. Please give the amount per pupil, per one session/activity rounded up to the nearest £.**

Base: All primary schools that provide [A-O] and make a charge for it and specified a minimum charge

		Base	A Median minimum amount	B Median maximum amount
A.	PE/sports (incl. team games, athletics, swimming, gymnastics)	(58)	£1	£2
B.	Music (incl. orchestra, choir, band)	(21)	£2	£3
C.	Performing arts (excl. music, but including drama)	(7)	£2	£2
D.	Creative arts (incl. drawing, painting, collage, pottery)	(10)	£1	£1
E.	ICT clubs	(1)	£3	£3
F.	Foreign languages (incl. modern foreign and classical languages, and community languages)	(18)	£3	£3
G.	Other curriculum-related clubs (e.g. maths, science, geography)	(1)	£1	£1
H.	Study skills/homework/GCSE coursework/revision	(1)	£2	£2
I.	Literacy, literature and English language related clubs (writing, book clubs, school newspaper)	(-)	-	-
J.	Special interest clubs (photography, archaeology, juggling, gardening, wildlife, cookery, community work)	(9)	£1	£1
K.	Foreign exchange visits	(1)	£2	£2
L.	Field trips (in addition to those required by the curriculum)	(18)	£5	£10
M.	Residential trips (in addition to those required by the curriculum)	(52)	£110	£120
N.	Breakfast clubs	(24)	£1	£1
O.	Other	(3)	£9	£9

Q9. Why do you make a financial charge for pupils to participate in study support activities?

Base: All primary schools that provide study support activities and make a charge for them (146)

	%
To cover extraordinary expenditure/ expenses	40
To cover charges passed on to school by external/ outside agency	23
School budget cannot cover/ to ensure viability/ to ensure wide range of facilities	22
Travel/ transport costs	10
To fund/ cover costs of Breakfast club	9
To cover additional staff time/ support	8
To cover cost of materials/ ingredients	6
To cover costs (n/s)	4
Because they are optional/ purely recreational/ not part of curriculum	3
Pupils value/ appreciate them more if they've contributed	2
To cover entrance / admission fees	2
Food/ refreshments	1
Other	4
Don't know	-
Not stated	14

Q10.   **In which circumstances, if any, would a pupil not be required to pay any or all of the charge for the activity?**

Base: All primary schools that provide study support activities and make a charge for them (146)

	%
If pupil is in receipt of Free School Meals	42
Where more than one child per family participates in the same activity	20
As an added incentive for a particular child/children to participate	18
When family has low income/ is in hardship/ unable to pay/ has financial difficulties	8
When external sponsorship/ funding is secured	4
Ad hoc/ special/ individual/ discretionary circumstance	3
Request from parent for help	3
When family is in receipt of benefits	1
When family is unwilling to pay	1
When school fund can subsidise	1
When school insists child attends	1
When family can claim back cost/ receives tax credit	1
Other	-
None: all pupils required to pay full charge	28
Don't know	1
Not stated	4
Ineligible response	1

Q11.   **Over the next 2 school years, does your school plan to introduce any (further) study support activities?**

Base: All primary schools (284)

	%
Yes	47
No	22
Don't know	29
Not Stated	2

Q12.   **Why does your school plan to introduce (further) study support activities?**

Base: All primary schools who plan to introduce any (further) study support activities over the next two years (136)

	%
Impact on pupil motivation has been shown	53
Demand from pupils	50
Impact on pupil engagement has been shown	49
Impact on pupil achievement has been shown	45
Impact on pupil behaviour has been shown	39
Have access to funding to provide activities	36
Demand from parents	34
Have access to facilities to provide activities	21
Impact on pupil attendance has been shown	18
Other	7
Don't know	-

Q13.   **Is study support part of the school development plan?**

Base: All primary schools who plan to introduce any (further) study support activities over the next two years (136)

	%
Yes	70
No	30
Don't know	-

Q14. **Does study support link with or is it part of the Improving Behaviour and Attendance Plan in your school?**

Base: All primary schools who plan to introduce any (further) study support activities over the next two years (136)

	%
Yes	37
No	57
Don't know	4
Not stated	1

Q15. **Is study support an integral part of the literacy, numeracy and enrichment strands?**

Base: All primary schools who plan to introduce any (further) study support activities over the next two years (136)

	%
Yes	48
No	47
Don't know	1
Not stated	3

Q17. **Who is involved in providing/running study support activities in your school?**

Base: All primary schools (284)

	%
Teachers	88
Learning/classroom support assistants	67
Other adults	56
Parents	44
Work experience students	7
Pupils	6
Ex-pupils	5
External/ specialist instructors	4
Community groups	1
Secondary school pupils	1
Volunteers (n/s)	1
Other professionals (e.g. family liaison officer)	1
Study support co-ordinator (n/s)	*
Administrative/ non-teaching staff	*
Technicians	*
Other	*
No one	1
Don't know	3
Not stated	2

Q18. **What is your position within the school on whose behalf you have completed this questionnaire?**

Base: All primary schools (284)

	%
Headteacher	92
Deputy headteacher	4
Study Support Co-ordinator (or equivalent) (if different from headteacher/deputy headteacher)	1
SEN/ Inclusion Co-ordinator/ manager	*
Learning mentor	*
Other	2

Appendix D: Marked-up questionnaire (secondary schools)

SECONDARY SCHOOLS

Results are based on 609 responses from a random sample of 1,750 secondary schools in England. The response rate was 35%.

Data for secondary schools are unweighted.

Fieldwork was conducted between May 5 and June 23, 2004.

Where results do not sum to 100, this may be due to multiple responses, computer rounding or the exclusion of don't knows/not stated.

Results are based on all respondents unless otherwise stated.

An asterisk (*) represents a value of less than one half or one percent, but not zero.

Q1.   **Does your school provide any study support activities?**

Base: All secondary schools (609)

	%
Yes	98
No	1
Don't know	*
Not stated	1

Q2.   **When does your school provide study support activities?**

Base: All secondary schools that provide study support activities (595)

	%
Before school	49
Lunchtimes	85
After school	97
Weekends	47
School holidays	76
Other	3
Don't know	-
Not stated	*

Q3. **Currently, does your school provide study support activities designed specifically for any of the following types of pupils?**

Base: All secondary schools that provide study support activities (595)

	%
Pupils who are more able/gifted	84
Pupils with learning difficulties	74
Pupils at the threshold of the next level of achievement	67
Disaffected pupils	55
Minority ethnic pupils	21
Pupils who truant	19
Financially/ socially disadvantaged pupils	1
Under-performing pupils	1
Vulnerable pupils	1
Pupils requesting additional help	*
Transition pupils	*
Pupils with low self-esteem / shy pupils	*
Teenage mothers	*
Other	*
None of these	1
Don't know	-
Not stated	1
Ineligible response	9

Q4.**A**   **Which types of study support activity does your school provide?**

Q4.**B**   **Approximately, with what frequency does your school provide each of these types of activity?**

Q4.**C**   **Approximately, what percentage of pupils would you say attends each of these types of activity?**
(RESULTS NOT SHOWN ON TOPLINE)

Base: Of all secondary schools that provide study support activities (595), percentage providing …

Base: Of all secondary schools providing [A-O], and which specified a frequency, percentage providing them …

		%	About once a week %	About once a month %	About once a term %	About once a year %	Base
A.	PE/sports (incl. team games, athletics, swimming, gymnastics)	97	99	*	*	*	*(560)*
B.	Music (incl. orchestra, choir, band)	94	96	3	1	*	*(545)*
C.	Performing arts (excl. music, but including drama)	85	80	9	7	4	*(484)*
D.	Creative arts (incl. drawing, painting, collage, pottery)	79	89	7	3	1	*(437)*
E.	ICT clubs	90	97	2	*	-	*(504)*
F.	Foreign languages (incl. modern foreign and classical languages, and community languages)	56	75	11	10	3	*(318)*
G.	Other curriculum-related clubs (e.g. maths, science, geography)	82	85	10	3	1	*(461)*
H.	Study skills/homework/GCSE coursework/revision	97	87	7	5	1	*(536)*
I.	Literacy, literature and English language related clubs (writing, book clubs, school newspaper)	68	73	18	8	2	*(369)*
J.	Special interest clubs (photography, archaeology, juggling, gardening, wildlife, cookery, community work)	35	76	13	8	3	*(173)*
K.	Foreign exchange visits	72	7	3	28	61	*(389)*
L.	Field trips (in addition to those required by the curriculum)	67	6	15	54	26	*(360)*
M.	Residential trips (in addition to those required by the curriculum)	86	5	5	42	48	*(456)*
N.	Breakfast clubs	44	98	1	*	1	*(223)*
	Duke of Edinburgh's Award Scheme	1	N/A	N/A	N/A	N/A	N/A
	Summer school	1	N/A	N/A	N/A	N/A	N/A
	After school	1	N/A	N/A	N/A	N/A	N/A
	Library	1	N/A	N/A	N/A	N/A	N/A
	Weekend school	1	N/A	N/A	N/A	N/A	N/A
	Young Enterprise	*	N/A	N/A	N/A	N/A	N/A
	Camping trips/ self-sufficiency	*	N/A	N/A	N/A	N/A	N/A
	Easter holiday school	*	N/A	N/A	N/A	N/A	N/A
O.	Other	4	77	15	-	8	*(13)*
	Not stated	*	N/A	N/A	N/A	N/A	*(1)*

Q5. **What are the most popular study support activities in your school?**

Base: All secondary schools that provide study support activities (595)

		%
Most popular activity	PE/ Sports	61
Second most popular activity	Music	20
Third most popular activity	Performing arts	14

Q6. **Over the last two years, has the amount of study support activities arranged by the school changed in any way for?**

Base: All secondary schools that provide/used to provide study support activities and gave a valid response

		Stayed the same %	Decreased %	Increased %	Stopped providing in past 2 years %	Don't know %	**Base**
a)	Before school	61	2	34	2	*	*(364)*
b)	Lunchtimes	48	12	39	*	1	*(523)*
c)	After school	32	4	63	-	*	*(577)*
d)	Weekends	58	3	36	1	2	*(363)*
e)	School holidays	39	4	56	1	*	*(480)*

Q7.a **Which type(s) of study support activities, if any, do you charge for?**

Q7.b **And do you charge for all, or only some, of the activities within each activity type?**

Base: Of all secondary schools that provide study support activities (595), percentage providing … for a charge | | *Base: Of all secondary schools charging for [A-O], percentage charging for …* | | |

	Charge %	All %	Some %	Not stated %	**Base:**
Residential trips (in addition to those required by the curriculum)	53	64	17	19	*(318)*
Foreign exchange visits	43	73	8	20	*(255)*
Field trips (in addition to those required by the curriculum)	34	53	29	18	*(203)*
PE/sports (incl. team games, athletics, swimming, gymnastics)	12	8	85	7	*(73)*
Music (incl. orchestra, choir, band)	12	14	73	14	*(74)*
Breakfast clubs	6	58	16	26	*(38)*
Performing arts (excl. music, but including drama)	4	-	71	29	*(21)*
Special interest clubs (photography, archaeology, juggling, gardening, wildlife, cookery, community work)	3	15	25	60	*(20)*
Creative arts (incl. drawing, painting, collage, pottery)	3	-	67	33	*(15)*
Study skills/homework/GCSE coursework/revision	2	29	36	36	*(14)*
Foreign languages (incl. modern foreign and classical languages, and community languages)	2	27	36	36	*(11)*
Other curriculum-related clubs (e.g. maths, science, geography	2	44	22	33	*(9)*
ICT clubs	1	25	25	50	*(8)*
Literacy, literature and English language related clubs (writing, book clubs, school newspaper)	1	-	60	40	*(5)*
Other	1	50	25	25	*(8)*
Not stated	36				*(215)*

Q8. **For each of the types of study support activity which you charge for, please indicate how much each pupil has to pay to participate. Please give the amount per pupil, per one session/activity rounded up to the nearest £.**

Base: All secondary schools that provide [A-O] and make a charge for it and specified a minimum charge

		Base:	**A** Median minimum amount	**B** Median maximum amount
A.	PE/sports (incl. team games, athletics, swimming, gymnastics)	*(41)*	£1	£2
B.	Music (incl. orchestra, choir, band)	*(32)*	£5.50	£10
C.	Performing arts (excl. music, but including drama)	*(10)*	£5	£6.50
D.	Creative arts (incl. drawing, painting, collage, pottery)	*(9)*	£2	£2
E.	ICT clubs	*(3)*	£2	£2
F.	Foreign languages (incl. modern foreign and classical languages, and community languages)	*(5)*	£100	£80
G.	Other curriculum-related clubs (e.g. maths, science, geography)	*(5)*	£10	£10
H.	Study skills/homework/GCSE coursework/revision	*(8)*	£7.50	£7.50
I.	Literacy, literature and English language related clubs (writing, book clubs, school newspaper)	*(2)*	£14	£30.50
J.	Special interest clubs (photography, archaeology, juggling, gardening, wildlife, cookery, community work)	*(5)*	£10	£10
K.	Foreign exchange visits	*(141)*	£150	£240
L.	Field trips (in addition to those required by the curriculum)	*(112)*	£10	£27.50
M.	Residential trips (in addition to those required by the curriculum)	*(183)*	£60	£200
N.	Breakfast clubs	*(20)*	£1	£1
O.	Other	*(4)*	£8.50	£8.50

Why do you make a financial charge for pupils to participate in study support activities?

Base: All secondary schools that provide study support activities and make a charge for them (380)

	%
To cover extraordinary expenditure/ expenses	68
School budget cannot cover/ to ensure viability	42
Travel/ transport costs	17
To cover charges passed on to school by external/ outside agency	9
To cover costs (n/s)	5
Because they are optional/ purely recreational/ not part of curriculum	5
To cover additional staff time/ support	4
To fund/ cover costs of Breakfast club	3
They value/ appreciate them more if they've contributed	2
To cover entrance / admission fees	2
To cover cost of materials/ ingredients	2
Food/ refreshments	1
Other	3
Don't know	-
Not stated	9

Q10. **In which circumstances, if any, would a pupil not be required to pay any or all of the charge for the activity?**

Base: All secondary schools that provide study support activities and make a charge for them (380)

	%
If pupil is in receipt of Free School Meals	54
As an added incentive for a particular child/children to participate	22
When family has low income/ is in hardship/ unable to pay/ has financial difficulties	14
Where more than one child per family participates in the same activity	11
Ad hoc/ special/ individual/ discretionary circumstance	7
Request from parent for help	5
When school fund can subsidise	1
When family is in receipt of benefits	1
To reward attendance/ good behaviour	1
When external sponsorship/ funding is secured	1
When school insists child attends	1
When family can claim back cost/ receives tax credit	*
When family is unwilling to pay	*
Other	2
None: all pupils required to pay full charge	10
Don't know	2
Not Stated	6
Ineligible response	2

Q11. **Over the next 2 school years, does your school plan to introduce any (further) study support activities?**

Base: All secondary schools (609)

	%
Yes	68
No	9
Don't know	21
Not Stated	1

Q12. **Why does your school plan to introduce (further) study support activities?**

Base: All secondary schools who plan to introduce any (further) study support activities over the next two years (416)

	%
Impact on pupil motivation has been shown	77
Impact on pupil achievement has been shown	75
Impact on pupil engagement has been shown	69
Demand from pupils	56
Impact on pupil behaviour has been shown	56
Have access to funding to provide activities	39
Impact on pupil attendance has been shown	35
Have access to facilities to provide activities	32
Demand from parents	28
Other	7
Don't know	-
Not Stated	1

Q13. **Is study support part of the school development plan?**

Base: All secondary schools who plan to introduce any (further) study support activities over the next two years (416)

	%
Yes	85
No	12
Don't know	2
Not Stated	*

Q14. **Does study support link with or is it part of the Improving Behaviour and Attendance Plan in your school?**

Base: All secondary schools who plan to introduce any (further) study support activities over the next two years (416)

	%
Yes	56
No	35
Don't know	7
Not Stated	1

Q15. **Is study support an integral part of work around transition issues and the Key Stage 3 strategy?**

Base: All secondary schools who plan to introduce any (further) study support activities over the next two years (416)

	%
Yes	73
No	23
Don't know	3
Not Stated	1

Q16.. **Who is involved in providing/running study support activities in your school?**

Base: All secondary schools (609)

	%
Teachers	97
Learning/classroom support assistants	81
Other adults	52
Pupils	41
Parents	16
Ex-pupils	15
Work experience students	5
Learning mentors	1
Administrative/ non-teaching staff	1
Other professionals (e.g. family liaison officer)	1
Study support co-ordinator (n/s)	*
Youth workers	*
Community groups	*
University students	*
External/ specialist instructors	*
Charities	*
Technicians	*
Governors	*
Volunteers (n/s)	*
Other	-
Don't know	*
Not Stated	1

Q17.. **What is your position within the school on whose behalf you have completed this questionnaire?**

Base: All secondary schools (609)

	%
Headteacher	46
Deputy headteacher	36
Study Support Co-ordinator (or equivalent) (if different from headteacher/deputy headteacher)	13
SEN/ Inclusion Co-ordinator/ manager	1
Learning mentor	*
Other	2
Not Stated	2