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COVID-19 Parent and Pupil Panel

August to October findings

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Contents

List of tables	7
List of figures	8
Executive Summary	14
Introduction	14
Parents and Pupils Households	14
Demographics	14
Experiences of COVID-19	14
Lockdown and Summer Activities	15
School contact during the summer term 2019/20	15
Reading during lockdown	16
Summer holiday activities	16
Feelings about attending school – before September 2020	17
Returning to School	18
School attendance before the October half-term	18
Experiences of returning to school	20
School rules and guidance	22
Travel to place of learning	22
School lunches	23
Remote learning	23
Motivation to do home learning	23
How pupils spent their time when not physically attending school	24
Remote lessons and other ways of catching up offered by schools	24
Hours pupils spent studying when learning remotely	25
School expectations when pupils were learning remotely	25
Attendance and work set in different subjects when pupils were not physically attending school	25
Submitting work when working remotely and how much of this work is completed	26
Feedback received on work completed whilst learning remotely	26
Difficulty of work set whilst learning remotely	26

Parental support for remote studies	27
Access to technology for home learning	27
Difficulties within home learning	28
Childcare during the term	29
Parental working hours	29
Childcare needs and availability	29
Reasons childcare not used	30
October half-term childcare and activities	30
Health and wellbeing	31
General health	31
Pupil wellbeing	31
Parent wellbeing	32
Special Educational Needs and Disability (SEND)	32
Social worker contact	33
Pupil future plans	33
Pupil priorities for future careers	33
Years 11-13 plans for education and training	33
Introduction	35
Recruitment Wave	35
Subsequent Waves	35
Methodology	37
Participant Characteristics	37
Parents and Pupils Households	41
Demographics	41
Employment and key worker status	41
Parent relationships	42
Experiences of COVID-19	43
Households at high risk of COVID-19	43
Cases of COVID-19 in household	45
Extent of concern	46
Impact on parents' lives	47

Lockdown and Summer Activities	52
School contact during the summer term 2019/20	52
Eligibility to attend school due to key worker status / child being vulnerable	52
Attendance during summer term 2019/20	53
Use of time during summer term 2019/20	55
School contact during summer term 2019/20	59
Reading during lockdown	62
Whether pupils read more or less during lockdown	64
Summer holiday activities	67
Summer holiday childcare	67
Participation in organised out-of-school activities during summer holiday	69
Frequency of participation in activities during summer holiday (reported by secondary pupils)	71
Frequency of child's participation in activities during summer holiday (reported by secondary and primary parents)	73
Impact of COVID-19 on summer holiday plans	74
Main reasons for not participating in organised out-of-school summer holiday activities	75
Feelings about attending school in September 2020, before schools were open to all pupils	77
Level of intent to attend school in September 2020	77
Concerns about attending school in September 2020	78
Preparedness for attending school in September 2020	82
Pupils' feelings about attending school in September 2020	84
Potential impact of future local lockdowns	86
Wider-opening of schools to all pupils and resuming of mandatory attendance	88
School attendance before the October half-term	88
Reasons for non-attendance	91
Support for attendance	93
Experiences of returning to school	96
Impact on mental health	96
Impact on happiness	100

Concern about spreading or catching COVID-19 since returned to school	102
Bullying since returning to school	103
Curriculum covered in schools	105
Catching up on learning	106
Motivation to learn	109
Pupil behaviour	111
Schools rules and behaviours	115
New rules	115
Pupil frustration with the new rules	116
Ease of following rules	117
Travel to place of learning	120
Changes in mode of transport to school	120
Experience of travelling to school	122
School lunches	125
Remote education	128
Motivation to do home learning	128
How pupils spent their time when not physically attending school	130
Remote lessons and other ways of catching up offered by schools	132
Hours pupils spent studying when learning remotely	134
School expectations when pupils were learning remotely	135
Attendance and work set in different subjects when pupils were not physically attending school	136
Submitting work when working remotely and how much of this work is completed	137
Feedback received on work completed whilst learning remotely	139
Difficulty of work set whilst learning remotely	140
Parental support for remote studies	141
Access to technology for home learning	142
Use and usefulness of devices	144
Difficulties with home learning	147
Pupils views'	150
Childcare during the term	152

Parental working hours	152
Childcare needs and availability	155
Reasons childcare not used	159
October half-term childcare and activities	160
Types of childcare used	161
Frequency of childcare used	163
Childcare fitting in with parents working hours	163
Health and wellbeing	165
Personal wellbeing	165
Pupil wellbeing	166
Parents' views on pupil happiness and feelings of anxiousness	166
Pupils' views on their own wellbeing	168
Reasons for feeling anxious	170
Pupils' loneliness	171
Parent wellbeing	174
Parents' loneliness	176
Special Educational Needs and Disability (SEND)	178
Specialist support needs	179
Specialist support accessed	181
Respite provision	183
Social worker contact	184
Pupil future plans	186
Pupil priorities for future careers	186
Years 11-13 plans for education and training	187
Changes to year 11s education and training plans	188
Influential factors for year 12-13 pupil's education and training paths	188
Year 13 plans for when they leave school	190
School leavers	191
Conclusion	192
Glossary	193

List of tables

Table 1. PPP waves covered in the interim report	36
Table 2. Demographic profile of panel members	37
Table 3. Breakdown of pupil respondents by year group	40
Table 4. Employment status of parents August 2020	41
Table 5. Common responses by year for how pupils typically spent their time during the 2019/20 summer term when they otherwise would have been at school	58

List of figures

Figure 1. How relationship with other birth parent has changed since school closures ...	43
Figure 2. Whether anyone in household considered at high-risk of COVID-19	44
Figure 3. Whether anyone in household has had any COVID-19 symptoms since January 2020.....	45
Figure 4. Extent of concern about COVID-19 pandemic.....	46
Figure 5. Areas of parents' lives impacted by COVID-19 pandemic in August 2020 (prompted)	48
Figure 6. Negative financial events experienced due to COVID-19 outbreak	51
Figure 7. Whether pupils physically attended school in summer term 2019/20	54
Figure 8. Pupils' most common typical uses of time during summer term 2019/20 when normally would have been at school (most common spontaneous answers)	57
Figure 9. Pupils' frequency of contact with school during summer term 2019/20, amongst those who had been home learning.....	60
Figure 10. Most common communication methods with school during summer term 2019/20 (amongst pupils who had contact)	61
Figure 11. Average hours per week spent reading for fun at home during summer term 2019/20.....	63
Figure 12. Amount of time spent reading for fun at home during summer term 2019/20 compared to the amount spent doing so before school closures	64
Figure 13. Time spent reading for fun at home during summer term 2019/20, by how this compared to previous level before school closures	66
Figure 14. Whether parents wished to access holiday childcare and the types accessed during summer 2020 holiday.....	68
Figure 15. Participation in out-of-school activities during summer 2020 holiday.....	70
Figure 16. Secondary school pupils' participation in activities during summer 2020 holiday	72
Figure 17. Parents reported participation of primary and secondary children in activities during summer 2020 holiday.....	73

Figure 18. Extent to which COVID-19 stopped secondary pupils ‘doing what they wanted’ to do during summer 2020 holiday.....	74
Figure 19. Main reasons why child did not participate in out-of-school organised activities during summer 2020 holidays.....	76
Figure 20. Overall level of concern amongst parents and pupils about approaching return to school in September 2020	78
Figure 21. Level of concern amongst parents about specific elements of approaching return to school in September 2020.....	79
Figure 22. Level of concern amongst pupils about specific elements of approaching return to school in September 2020 (prompted)	81
Figure 23. Level of preparation amongst pupils about next year of education / life	82
Figure 24. Parent views on the level of preparation from child’s school about approaching return to school in September 2020.....	83
Figure 25. Level of hope amongst pupils about next year of education / life.....	84
Figure 26. Level of enthusiasm amongst pupils about next year of education / life	85
Figure 27. Likelihood of parents whose child was physically attending school in September 2020 continuing to send them if local area was put into a lockdown	86
Figure 28. Frequency of physical attendance at school in the fortnight prior to October 2020 half-term (late October wave) / in the last two weeks (previous waves), reported by parents.....	89
Figure 29. Frequency of physical attendance at school in the fortnight prior to October 2020 half-term (late October wave) / in the last two weeks (previous waves), reported by secondary pupils.....	90
Figure 30. Most common reasons for not physically attending school / college every day	92
Figure 31. Level of school support to ensure regular attendance	94
Figure 32. Whether schools have informed parents of any new rules or guidance in relation to school attendance	95
Figure 33. Impact of being in school on child’s mood and mental health.....	97

Figure 34. Parent and pupil views on level of school support around mental health and wellbeing.....	99
Figure 35. Level of happiness amongst pupils to be back at school	101
Figure 36. Extent of worry about catching or spreading COVID-19	102
Figure 37. Whether pupil had been victim of bullying at school in preceding fortnight...	104
Figure 38. Curriculum covered in schools.....	105
Figure 39. Pupils' worry about catching up on learning	106
Figure 40. Parent and pupil views on level of school support around catch-up learning	108
Figure 41. Motivation to learn and concentration in lessons among secondary pupils ..	109
Figure 42. Change in motivation to learn since return to school	110
Figure 43. Pupils' views of disruptive behaviour from other students in class.....	112
Figure 44. How strict parents and pupils perceive their school's enforcement of rules on student behaviour	113
Figure 45. Whether schools have informed parents or their children of any new rules or guidance	116
Figure 46. How frustrated parents feel their child is about having to follow new COVID-19 related rules at school.....	117
Figure 47. Ease of following measures among secondary pupils	118
Figure 48. Why pupils find it difficult to follow rules and guidance	119
Figure 49. Mode of travel for parents of pupils attending school August compared to late September/October	120
Figure 50. How easy pupils found travelling to school	122
Figure 51. Parents' views on children's experiences of travelling to school.....	123
Figure 52. Parents' views on childrens' experience of travelling to school for each travel mode.....	124
Figure 53. Where did pupils mostly get their lunches from in both summer and autumn term	125

Figure 54. Reasons why pupils (who used to have lunches from school and now do not) were not getting their food for lunch from school	126
Figure 55. Percentage of secondary pupils who said they had struggled to stay motivated to do remote learning	128
Figure 56. Experiences pupils had during school closures, as reported by parents	129
Figure 57. How pupils spent their time when not physically attending school (September/October 2020)	130
Figure 58. How pupils spent their time when not physically attending school.....	131
Figure 59. Whether or not schools had offered remote lessons or other ways to catch up on days pupils were not physically attending school.....	132
Figure 60. Types of remote lessons / other ways of learning schools have offered secondary pupils when they cannot physically attend school (as reported by pupils)....	133
Figure 61. Types of remote lessons / other ways of learning schools have offered pupils when they cannot physically attend school (as reported by parents).....	134
Figure 62. Hours spent learning or studying when pupils were not physically attending school	135
Figure 63. School expectations of hours spent studying on days where pupils were not physically attending school	136
Figure 64. Subjects secondary pupils were offered remote lessons in or set work for when they were unable to physically attend lesson.	137
Figure 65. Whether pupils had been asked to submit or return work to teachers whilst learning at home	138
Figure 66. How much of the work needing to be submitted whilst learning from home was completed	139
Figure 67. Whether or not the work set whilst pupils have learnt at home has been marked and / or had feedback provided	140
Figure 68. The level of work set whilst pupils have learnt at home has been too challenging or not challenging enough	140
Figure 69. Level of support provided by parents for pupils' remote studies	141

Figure 70. Parent's views on how easy their child found using the device/internet access they had been provided	142
Figure 71. Parent's views on how their child used the device or internet they were given	143
Figure 72. Parent's views on usefulness of internet access provided	145
Figure 73. Parent's views on usefulness of device provided.....	145
Figure 74. Parent and pupil views on ease of using online resources	146
Figure 75. Reasons that pupil cannot access the assistive technology they need.....	147
Figure 76. Parents' views on barriers to learning for their children (prompted).....	148
Figure 77. Parent's views of their child's experience of home learning.....	149
Figure 78. Barriers to learning reported by pupils (prompted).....	151
Figure 79. Impact of school re-opening on parents' working hours.....	153
Figure 80. Who cared for children during school closures	154
Figure 81. How school closures affected ways of working in term time	155
Figure 82. What type of childcare parents wanted, August 2020.....	156
Figure 83. Use and need of before and after school childcare.....	157
Figure 84. Availability of before and after school childcare	158
Figure 85. How childcare fits with working hours	159
Figure 86. Parents reasons for why their child has not used before or after school childcare during the term time (prompted)	160
Figure 87. Types of childcare or out-of-school activities used during the October half-term	162
Figure 88. Hours per week that pupil spent in childcare or out-of-school activities during the October half-term	163
Figure 89. Extent childcare or out-of-school activities used during the October half-term fit with parent's or their partner's working hours?	164
Figure 90. Pupils' general health	165

Figure 91. Parents' views on pupil's happiness	166
Figure 92. Parents' views on pupil's feelings of anxiety.....	167
Figure 93. Pupils' views of their own happiness, life satisfaction and worthwhileness...	169
Figure 94. Pupils' views of their own feelings of anxiety	169
Figure 95. Reasons pupils gave for feeling anxious	171
Figure 96. Percentage of year 6-10 pupils who feel like they have no one to talk to and feel alone	172
Figure 97. Percentage of year 11-13 pupils who feel isolated from others and feel a lack of companionship.....	173
Figure 98. Percentage of all pupils who felt left out and lonely	173
Figure 99. Parents' views of their own happiness, life satisfaction and worthwhileness	175
Figure 100. Parents' views of their own feelings of anxiety.....	176
Figure 101. Parents' loneliness.....	177
Figure 102. Most common types of specialist support regularly required by children due to their SEND.....	180
Figure 103. Parent views of the extent to which children considered to have SEND were able to access the required support.....	182
Figure 104. Ways in which pupils and parents had had contact with their (or their child's) social worker in the last month.....	184
Figure 105. How satisfied pupils and parents were with their contact with their social worker	185
Figure 106. Main priorities for future careers in August 2020	186
Figure 107. Year 12 initial plans for education and training compared with what year 12-13s were doing in the 2020/21 academic year.....	188
Figure 108. Factors influencing what year 12-13s were doing in the 2020/21 academic year.....	189
Figure 109. What would pupils want and think they are more likely to do next academic year.....	190

Executive Summary

Introduction

The Department for Education (DfE) commissioned the COVID-19 Parent and Pupil Panel (PPP) to collect robust and quick turnaround research in response to the COVID-19 pandemic. The PPP aims to help DfE make evidence-based policy decisions, monitor the impact of the COVID-19 / post-COVID-19 situation, and see how views and experiences of parents and pupils change over time. The research has been structured into two broad phases:

- The recruitment wave invited pupils in years 6-13 and parents of pupils in reception to year 10 in the 2019/20 academic year to take part in a 15-minute online survey and join the PPP. Panel members were samples from the National Pupil Database and contacted by letter, inviting them to take part in an online survey (push-to-web approach).
- Subsequent waves involved inviting panel members to take part in regular 5-minute surveys. There have been 7 subsequent survey waves between September 2020 and February 2021.

This report discusses the findings from the recruitment waves and first 3 subsequent waves. The headline findings are discussed below.

Parents and Pupils Households

Demographics

In August 2020, 72% of parents on the panel were employed, and almost half (48%) of those who were employed or currently studying had been assigned key worker / critical worker status.

Three-quarters (75%) indicated they were living with someone in their household as a couple. In the late October wave, all birth parents were asked how the relationship with the other birth parent had changed since school closures; 20% of those living with the other birth parent as a couple said their relationship was a bit or much better, while the majority (70%) said it had stayed the same.

Experiences of COVID-19

In August 2020, a fifth of parents (20%) and around a quarter (27%) of year 11 – 13 pupils (27%) considered a member of their household to be 'high risk' in terms of COVID-19. Black, Asian and Minority Ethnic (BAME) parents were more likely than White parents to

have a high-risk individual in their household (26% vs. 19%). Around three-quarters of secondary pupils (75%) and parents (72%) reported that no one in their household had displayed symptoms of COVID-19 between January and August 2020.

In August 2020 nearly all parents (94%) reported that their life was being affected by the COVID-19 pandemic. In August 2020 parents' work was the most common area being affected, for 60% of parents, but this had dropped to 36% by September/October. In September/October the most common areas of life being impacted, reported by almost half of parents, were personal travel plans (e.g., holidays) (48%) and / or their own well-being (47%).

Lockdown and Summer Activities

This chapter examines experiences up to the end of August 2020 and provides a snapshot of summer term 2019/20 and the subsequent summer holiday.

School contact during the summer term 2019/20

When schools were closed to the majority of pupils for most of the 2019/20 summer term, over a third (35%) of parents said their child met the requirements to physically attend school because they were a key worker, or their child was vulnerable. Almost three-quarters (72%) of key-worker parents said their child met the requirements to physically attend school, compared to just under half (47%) of parents of pupils considered to have Special Educational Needs or Disability (SEND).

In this same period, 37% of parents said their child had physically attended school; and primary parents were more likely to report this than secondary parents (44% vs. 24%).

In August 2020, pupils in years 11-13 were asked how they typically spent their time during the summer term. The majority spent time doing schoolwork, either attending class or revising for exams, typically alongside socialising with friends and family, exercising, or playing sports, and individual indoor leisure activities such as gaming, watching TV or movies and reading. There was a notable difference among year 13 pupils, with some year 13s unmotivated to study once their A-levels were cancelled, and others reported spending time applying for universities, jobs, or apprenticeships.

Of the pupils who had not done all of their learning at school during the summer term, 84% reported some contact with their school over this time. The frequency of contact varied widely: just under half had contact with their school at least once a week, including 19% for whom this was daily. However, for one-in-five who undertook home learning, contact was less frequent than a few times a month (19%), and one-in-six (16%) reported no contact at all.

Reading during lockdown

Three-in-ten secondary pupils (29%) reported that in a typical week during the 2019/20 summer term they had not spent any time reading for pleasure. Only around a quarter of secondary pupils (23%) or parents (26%) reported spending more than three hours a week on average reading for fun during the 2019/20 summer term. Over a third (37% of secondary pupils indicated they were reading less compared to the time before lockdown, typically because of a loss of interest or motivation (74%). A fifth (20%) of secondary pupils indicated they were reading more, with the most common reason being an increase in time (79%).

Primary parents (89%) reported that their child read for fun (with or without them) during the summer term. For over a third this was typically for more than three hours per week (22% between three and six hours, 7% between six and nine hours and 8% over nine hours on average).

Summer holiday activities

In August, parents were asked about the types of summer holiday childcare they used. Overall, a fifth (20%) of parents wanted to use holiday childcare during the summer holidays (rising to 29% in London). Of these, just under a third had been able to access it (31%, equivalent to 6% of all parents overall), whilst almost half (48%) of those who had wanted to use holiday childcare had tried but not been able to access it, equivalent to 10% of all parents wanting but being unable to access holiday childcare during the summer holidays. A further fifth (21%) of those who wanted to use childcare had not tried to access it at the time of research. Primary parents were more likely than secondary parents to say they wanted to use holiday childcare (26% vs. 10%). The most commonly used type of holiday childcare in summer 2020 was daytime summer camps, used by 55% of those who had accessed holiday childcare (6% of all parents asked).

Parents and pupils were asked about participation in organised out-of-school activities in the summer. Just under a third (31%) of secondary pupils reported having participated in organised out-of-school activities (e.g., holiday clubs, tuition, youth clubs, organised volunteering, religious or languages classes) during summer 2020. This was very similar to the proportion of secondary parents that said their child participated in these activities (28%). Non-school-run holiday clubs, such as sport, music, or drama clubs, were the most common types of organised holiday activity, participated in by 19% of secondary pupils. Seven-in-ten parents (70%) reported that their child had not participated in any of the organised out-of-school activities over the summer of 2020. Most commonly children who had not participated in any of the organised out-of-school activities would not usually have done so, as reported by 39% of parents. However, a third (34%) said that their child had not taken part due to worries about the risk of COVID-19.

Secondary school pupils were also asked if they had taken part in a list of social, physical, creative, outdoor, or voluntary activities during the 2020 summer holidays. At some point nearly all (over 90% for each) had:

- Spoken to friends online;
- Exercised or participated in sports (including walking or cycling);
- Spent time outside (e.g., at a beach or garden);
- Met friends or family not part of their household in person

However, these activities were not frequent for all secondary pupils – for example around three-in-ten exercised or participated in sport less than once a week, or not at all, during the summer holiday (29%) and a similar proportion (30%), spent time outside less than once a week, or not at all, during this time.

Overall, just under three-quarters of all parents reported that their children spent time outside (74%) and / or exercised (73%) at least once a week during the summer holiday, and around half said their child chatted with friends online (54%) and / or did creative activities (50%) at least once a week.

Two-thirds of secondary school pupils said that the COVID-19 pandemic had stopped them ‘doing what they wanted’ during summer 2020 - either ‘a great deal’ (30%) or ‘quite a lot’ (36%). A further 20% felt their plans were ‘somewhat’ impacted by the pandemic, resulting in 86% of secondary pupils at least ‘somewhat’ impacted.

Feelings about attending school – before September 2020

In August 2020, almost all those pupils who were continuing at school in the academic year 2020/2021 said they were likely to physically return to school in September (95%). A similar proportion of parents (95% primary parents and 94% secondary parents) reported their child would likely be returning. However, two-fifths of pupils (40%) and just over half of parents (54%) were concerned about the return to school in September. When asked what they were specifically concerned about, half of all parents (57%) were concerned that their child would catch or spread COVID-19, and almost two-fifths (37%) were concerned about the impact of going back to school on their child’s mental health.

The biggest concern for pupils ahead of attending school in September 2020 was having ‘fallen behind or forgotten stuff’ with 64% reporting they were very or fairly concerned about this. Potentially catching or spreading COVID-19 was the next biggest concern for 43% of pupils (15% very concerned). Pupils were least concerned about travelling to school with only 23% concerned and 8% very concerned). Pupils with a household member considered to be at high risk of catching COVID-19 were more concerned about all aspects of returning to school than average, other than travelling to and from school.

In August 2020 over half (55%) of secondary pupils felt prepared for to attend school for the next year, although one-in-eight (12%) felt very unprepared. Female pupils (48%), pupils eligible for free school meals (FSM) (47%) and pupils with SEND (49%) were all less likely to say they were prepared for returning to school. From the parent's perspective, when asked in August 2020 over 9 in 10 parents (91%) felt they understood the rules regarding their child's attendance which would commence in September, while eight-in-ten (79%) said they understood the new behaviour rules.

In August 2020 two-thirds of secondary pupils (67%) were hopeful about the next phase of their education or life, although only 15% were very hopeful. A fifth (21%) were not very hopeful and 7% not hopeful at all. Similarly, a majority of secondary pupils (60%) were enthusiastic about the next phase of their education or life, with only one -in-ten (10%) not enthusiastic at all.

In the September 2020 wave, when schools had re-opened fully, the majority of parents (71%) whose child was then physically attending school said they would continue to send them in the event of a local lockdown, with 43% very likely to do so. Parents of primary school pupils were slightly more likely than parents of secondary pupils to report this (72% vs. 69%), as were employed parents (48% vs 31% of unemployed parents). Unsurprisingly, parents with a household member considered to be at high risk of COVID-19 were less likely to say they would continue to physically send their child to school compared to all parents overall, though still a majority would do so (57% vs. 71%).

Returning to School

This section of the report covers the return to school for all pupils in September 2020 for the start of the academic year 2020/21 when physical attendance was mandatory.

School attendance before the October half-term

The vast majority of parents reported that their child had attended school or college every day or most days (93%) in the fortnight before the October half-term 2020, with attendance remaining consistently high since September (94% in September/October and 99% in September). Overall, 2% indicated that their child had not physically attended school at all in this time.

Parents in households where respondents perceived someone to be at high risk of COVID-19 (as established in the August survey wave) were less likely than average to say their child had attended every day in the fortnight before the October half-term

(80%), though this had increased from the proportion that said their child had attended every day in the last two weeks in the previous wave in September/October (77%).¹

Almost all secondary pupils (92%) reported they had physically attended school or college every day or most days in the fortnight before October half-term 2020, the same proportion as in the September/October wave. Four-fifths (79%) had attended every day in the fortnight prior to half-term, in-line with the 78% who had done so in previous fortnight in September/October. Pupils in years 7-10 were the more likely than other secondary pupils to have attended every weekday in the fortnight before October half-term (84% vs. 79% overall). Pupils eligible for FSM were less likely than those not eligible to have attended every day in the fortnight before October half-term (72% vs. 80%).

Whilst the majority of secondary pupils (79%) reported attending on all days in late October 2020, 18% of pupils said that they had attended school for some but not all days in the fortnight before October half-term, and 14% of parents said the same about their child. The majority of these pupils (59%) and parents (69% overall, 71% of primary parents, 67% of secondary parents) said non-attendance was directly related to COVID-19. This reflects around a ten-percentage point increase from September/October (when 50% of pupils and 57% of parents attributed absence to COVID-19).

Almost a third of secondary pupils not attending school every day in the fortnight before the October half-term said that this was due to self-isolation (due to symptoms of, or possible contact with, COVID-19) (34%) and / or school being fully or partially closed were the most common ways COVID-19 (27%). These were the two most common reasons reported for absence.

In line with the September/October wave, in late October the majority of parents felt that their school had provided some or a lot of support to ensure their child could attend regularly (88% September/October and 87% in late October). In late October, the majority of parents had received information or guidance about when their child should not attend in circumstances related to COVID-19 (95%), the importance and benefits of their child attending school (83%) and the potential consequences of their child not attending school (72%).

¹ High risk is not formally defined but could include those confirmed by a clinician as clinically extremely vulnerable, clinically vulnerable, or in some cases those who perceive themselves to be at higher risk from coronavirus (COVID-19). People who are defined as clinically extremely vulnerable are at a very high risk of severe illness from coronavirus. There are two ways people may be identified as clinically extremely vulnerable: they may have one or more of conditions listed in guidance, or a clinician or GP may have added them to the Shielded Patient List because, based on their clinical judgement.

Experiences of returning to school

Impact on mental health

A large majority (85%) of parents whose child had attended school in the autumn term reported in late October that being in school had positively impacted their child's mood and mental health. This is a small but significant increase from the 83% who reported this in September. In both waves of research 5% of parents felt attending school had impacted their child negatively (10% felt it had neither impacted them positively or negatively). Secondary pupils themselves were less positive, with just over half (55%) saying it had had a positive impact but one-fifth (20%) saying it had had a negative impact.

In late October and in September/October the majority of parents felt that their school had provided support to ensure their child had good mental health and wellbeing (81% in both waves).

Impact on happiness

In the September 2020 wave, soon after most pupils had returned to school, the vast majority of parents (93%) indicated that their child had been happy to return to school (57% felt their child had been very happy). Parents of primary children were more likely to say their child was very happy to be back at school (66%) than secondary parents (46%). In September/October most secondary pupils were either very happy (29%) or fairly happy (52%) to have returned to school.

Concern about spreading or catching COVID-19 since returned to school

In September 2020, 40% of parents said their child was worried about spreading or catching COVID-19 (14% very worried, 26% fairly worried). Parents of secondary pupils were more likely to be worried than those of primary pupils (45% vs 36%). Worry was reported to be higher by parents with a household member considered to be at high-risk, and over half (56%) of these parents reported their child was worried (of which 27% were very worried).

In late October 2020 about half of secondary pupils (51%) were worried about spreading or catching COVID-19 either at or while travelling to school or college (of which over a quarter (28%) were very worried). This was very similar to the figures in September/October.

Bullying since returning to school

Around one-in-ten (9%) primary parents and secondary parents (10%) reported that their child had been bullied during the two weeks of school before October half-term, though around a quarter of primary parents (25%) and secondary parents (29%) were unable to

say either way. This was broadly consistent with levels reporting that their child had been bullied in the September/October wave (8% of primary parents and 9% of secondary parents). Among secondary pupils themselves, 8% indicated they had been bullied in the last two weeks before half-term, though this was much higher among those in years 7-10 (10%) than years 11-13 (4%). These levels were also broadly consistent with those found in the September/October wave (7%).

Pupil Behaviour

In late October almost three-quarters of pupils (73%) reported at least some disruptive behaviour in class, which was higher than the two-thirds (67%) that said this in September/October. Most parents and pupils felt their school was about right in how strict they were in enforcing rules on students' behaviour (78% and 67% respectively). For both groups, the remainder were more likely to think their school was not strict enough than that they were too strict.

Curriculum covered in schools

Amongst all secondary pupils, the vast majority of pupils reported that they had lessons in maths (94%), English (94%) and Science (93%) since returning to school. Whereas music (82%), design and technology (79%) and PSHE (72%) were the subjects pupils were least likely to have had lessons in.

Motivation to learn

In September 2020, over three-quarters of parents thought their child had been much (48%) or a bit more (30%) motivated to learn since physically returning to school. Just 5% reported decreased motivation (16% reported no change). Primary parents were more likely to report that their child was more motivated than secondary parents (79% vs 76%). Pupils also reported similar levels of increased motivation: in September/October most pupils were either much more motivated (46%) or a bit more motivated (32%) to learn now they were at school compared to when they were learning at home.

In late October 2020 seven-in-ten (70%) pupils said they were motivated to learn. Just over three-quarters (76%) of pupils attending school this term felt able to concentrate well in the classroom, a significant decrease from the 84% of pupils who reported that they could concentrate well in the September/October wave.

Catching up on learning

More than two-fifths (44%) of secondary pupils were worried about catching up on their learning in late October, which was an increase compared to the September/October wave (39%). Parents were overall less likely to report their child being worried about catching up on their learning (24% in the September wave) than pupils themselves were.

Secondary parents (33%) were more likely to report that their child was worried about catching up on their learning than primary parents (18%).

In late October, pupils in exam years were much more likely to be concerned about catching up on their learning (84% of year 13s and 72% of year 11s) compared with other year groups (44% of year 12s and 63% of years 7-10). This was also true in September/October. Concern increased across all year groups between the two waves.

In terms of support for catching up on any missed learning there was an increase in the proportion of parents reporting the school had provided this (79% late October vs. 71% September/October).

School rules and guidance

Parents were typically aware of new COVID-19 rules and felt they had received clear guidance on these. In late October, the majority of parents had received guidance in relation to each of the areas of new COVID-19 rules and guidance. Guidance was most common regarding how and when their child should wash their hands while at school (87%) and least common for if, how and when their child should wear a mask while at school (58%).

A sizeable minority of parents reported frustration from their child about having to follow the new COVID-19 related rules at school. In the September wave, a quarter of parents (23%) said their child had been very or fairly frustrated with having to follow the new COVID-19 related rules since returning to school in September 2020.

In the late October wave, the majority of pupils found all measures easy to follow. However, less than half of secondary pupils (43%) found it easy or very easy to keep physically distant from other pupils, a similar proportion to September/October (46%) suggesting that pupils have found it challenging to socially distance throughout October. Pupils who found it difficult to follow the rules most commonly said this was because it was not always possible to do so (e.g., not enough space, actions of others), with 78% of pupils citing this reason in both late October and September/October.

Travel to place of learning

In August and September/October, parents were asked what mode or modes of transport their child used to travel to school, for at least part of the journey. They were also asked whether the mode of transport their child used would change in the autumn term. The vast majority (91%) anticipated that pupils would use the same mode of transport as they had in the summer term, while 4% expected a change due to COVID-19, and 5%

expected a change due to moving home or school. In September/October, the most common mode of transport was on foot (56%) followed by private car (44%).

In late October, pupils were asked how easy or difficult they had found travelling to school. Three quarters (75%) of pupils said that they found travelling to school since it reopened in September 'easy' or 'very easy', while only 7% said that it was 'difficult' or 'very difficult'. In September/October, parents were asked a similar question. Over 4 in 5 parents (83%) said that their child found it easy or very easy to travel to school.

Parents of pupils that used a public bus to travel to school in the 2019/20 academic year were most likely to say that travelling to school in September 2020 was difficult or very difficult for their child (20%), while parents of pupils who travelled on foot previously were least likely to say this (2%).

School lunches

In late October, most parents (55%) reported that since September, their child most often gets their lunch from outside of school (e.g. packed lunches or from a supermarket at lunchtime) rather than getting lunch from school, such as from the school canteen, (43%). A majority of parents (80%) reported their child doing the same thing for lunches before March 2020 and during the autumn term 2020. Overall, 16% of parents said their child used to get lunch at school but now gets their lunch from outside school. Of these parents, the most common reasons for the change were the quality of the school's offering (28%), the school / school caterers not providing hot food at the moment (27%) and concerns about COVID-19 transmission (22%).

Remote learning

Motivation to do home learning

In August 2020, secondary pupils were asked about whether or not they had struggled to stay motivated to do remote learning during the period when schools were closed to the majority of pupils. Most secondary pupils said that they had struggled to stay motivated (70%), with this being particularly high among year 12 pupils (88%), though affecting at least three-quarters of those in each year group in years 10 and over.

In the August survey, parents whose child had not been attending school were also asked about their child's motivation to learn at home alongside other experiences they may have had during this period. Just over three-fifths of parents (62%) felt their child had been struggling with motivation in relation to remote learning. Almost a fifth of parents (18%) felt their child had been struggling with anxiety or other mental health issues.

How pupils spent their time when not physically attending school

In the September/October 2020 survey, parents and secondary pupils who were not physically attending school full-time (excluding those who had been ill or home-schooled) were asked how they / their child had been spending their time. The most common responses were that the time has been used for studying (72% reported by pupils, 66% reported by parents), followed by relaxing (58% reported by pupils and parents)– though among primary parents roughly equal proportions mentioned each (62% and 61% respectively).

Similar questions were asked in the late October 2020 survey. At this time, around two-thirds of secondary pupils (64%) not attending school full time (excluding those who had been ill² or home-schooled) said they spent the time they would have been in school learning or studying, a significant reduction from the three-quarters (74%) reporting this in September. In addition to learning and studying, over half of pupils (59%) in late October 2020 said they spent this time relaxing, around a quarter (24%) spent this time with friends or family and less than one-in-ten (8%) spent time reading for fun – these figures were little changed from September.

Remote lessons and other ways of catching up offered by schools

In September/October, pupils (and parents of pupils) who had not physically attended school every day in the past two weeks, were asked if schools had offered remote lessons or other ways for pupils to catch up on these days. Over two-thirds of secondary pupils (69%) had been offered remote lessons, compared to 60% reported by parents of secondary pupils. Parents of primary pupils were less likely to say their child had been offered remote lessons, or similar, when they had not physically attended school (58%).

When pupils and parents were asked this question again in late October 2020 (in reference to the two weeks before half-term), a similar proportion of pupils (66%), parents of primary pupils (67%) and parents of secondary pupils (64%) said schools had been offering remote lessons, or other ways to catch up.

In late October 2020, pupils (and parents of pupils) who had not physically attended school every day in the two weeks before October half-term were also asked what *types* of remote lessons, or other ways of learning, schools had offered them. Pupils most commonly reported being offered online worksheets or activities (50%), followed by lessons over video call (31%) and recommended reading online (16%).

The most common way of learning offered to pupils, as reported by parents, was also online worksheets or activities (56%), followed by recommended reading online (21%)

² Unrelated to COVID-19

and lessons by video call (18%). Secondary parents were more likely to report that their child had been offered lessons over video call than parents of primary pupils (22% vs. 14%).

Hours pupils spent studying when learning remotely

In late October 2020, pupils who had not been attending school full-time reported spending on average 3.5 hours per day learning or studying, the same amount of time reported by parents (3.5 hours). Similar results were found in September/October (parents reported an average of 3.7 hours, pupils an average of 3.5 hours).

School expectations when pupils were learning remotely

In late October 2020, parents and pupils were asked how many hours schools had expected pupils to spend learning on days when they were not physically attending school (excluding those who had not physically attended school due to being ill / or home-schooled). The majority of parents (58%) did not know how many hours their child was expected to study when not in school or the school had not set an expectation. Similarly, half of secondary pupils (50%) in this situation were unsure of the expected hours.

Secondary pupils who were not attending school full-time and did know what their school expected, reported that their schools expected them to study for an average of 4.2 hours per day.

Parents of pupils who had not physically attended school every day and knew what their child's school expected, reported that their children were expected to study 3.4 hours a day. A fifth of parents of pupils in secondary school (20%) said their child's school expected more than four hours of studying per day, compared to only six percent of parents of pupils in primary school.

Attendance and work set in different subjects when pupils were not physically attending school

In late October 2020, pupils were asked about their attendance for different subjects. Over half of secondary pupils (55%) that were offered remote lessons were unable to attend at least one subject lesson in the two weeks before October half-term, with pupils in year 12 much less likely to have missed at least one lesson (37% vs. 55%). For all pupils offered remote lessons, the most common subjects missed were English (40%), Science (39%) and Maths (39%). However, secondary pupils unable to physically attend these lessons (in the two weeks before October half-term) were most likely to have been offered remote lessons or set work in these subjects (English: 93%, Maths 88%, Science

84%). Remote lessons were least likely to be set for pupils not able to physically attend Design and Technology (44%), PE (37%), and PSHE (31%).³

Submitting work when working remotely and how much of this work is completed

In late October 2020, parents and secondary pupils were asked whether pupils have been asked to submit or return work to their teachers whilst learning from home. Almost nine-in-ten pupils (86%) who were offered remote lessons had been asked to submit work to their teachers, whereas around three-quarters (73%) of parents of pupils said their child had been asked to submit work in this scenario (with 8% unsure).

Parents and pupils were also asked how much of the work they were asked to submit they did complete. Of parents whose child had been asked to submit work, less than half (45%) said that their child had completed all of the work they were asked to submit. This was significantly lower than the proportion of pupils who said they completed all the work that they were asked to submit (60%).

Parents were also asked whether they had reviewed the work their child had done remotely. Three quarters (76%) of parents of those offered remoted lessons said they looked at their child's work, though it was much more common for parents of primary school pupils to have looked at the work their child was asked to submit than those of secondary pupils (93% vs. 61%).

Feedback received on work completed whilst learning remotely

In late October 2020, about a third of parents (30%) that had looked at their child's completed work reported that all this work was marked. Parents of primary pupils were almost twice as likely than secondary parents to say that all of their child's work was marked (38% vs. 20%). A smaller proportion of pupils than parents said that all of the work they had submitted had been marked (19%).

Difficulty of work set whilst learning remotely

In late October 2020 parents and pupils were asked how challenging the work that they had been set was. Around two-thirds of pupils (68%) and parents (63%) felt that the work that they or their child had been asked to submit whilst learning from home was at the right level of challenge. Pupils were more likely to think the work was too challenging (10%) than not challenging enough (5%), whereas the reverse was true for parents (8% vs 15%).

³ Due to low base sizes these findings need to be interpreted with caution.

Parental support for remote studies

In late October 2020, parents were asked about the support they offered their child. Almost four-in-five parents (78%) of pupils who had been offered remote lessons gave their child at least some support with their remote studies, with one-in-three parents (33%) saying that they had given their child a lot of support.

Access to technology for home learning

Parents were asked about their child's access to technology for home learning in September 2020 and again in late October. In September 2020, 7% of parents said their child had received a device (laptop or tablet) from their school, Local Authority or social worker, and of these parents 93% said their child had been able to use the device. Furthermore, one-in-twenty parents (5%) said their child had received help to access the internet for home learning, and of these parents 91% said their child had been able to successfully use this internet service.

In late October 2020, over nine-in-ten parents (92%) reported that their child had access to a device that they could use for at least three hours a day, significantly more than the proportion who said this when originally asked in September (88%).

Furthermore, almost one-in-ten parents (9%) reported that their child had been given help to access the internet (up from 7% saying this in September) and 8% reported that their child had been given a device to help their learning (up from 5% in September).

In late October, almost all parents of pupils given a device and or internet access (95% and 94%) said these were useful for supporting their child's learning, and a majority (62% and 73%) felt that it was useful in helping them stay connected with friends.

Use and usefulness of devices and internet access

In both late September and late October, parents of pupils who had received devices or internet access were also asked whether their child had used these for home learning, and also about how useful they were for supporting their education and staying connected with friends. In late October, over nine-in-ten (92%) parents of pupils who were given a device said it had been used to help with home learning. This had not changed significantly since September.

Almost all parents (96%) of pupils who were given access to the internet said that their child had used this to help with their home learning. This was a significant increase compared to the 91% that said this in September. However, parents of pupils eligible for FSM were more likely than parents of non-FSM pupils to say that they had not been able to use the internet for home learning (7% vs. 2%).

Over nine-in-ten (94%) parents of pupils given internet access said this was either very or fairly useful for supporting their child's education, and almost three-quarters (73%) felt that it was useful in helping them stay connected with friends. Almost all (95%) parents of pupils given a device said that the device was useful for supporting their child's education, and 62% felt that it was useful in helping them stay connected with friends.

In late October, parents and secondary pupils were also asked about their child's experiences of accessing online learning resources. As shown in Figure 74, over half of parents (56%) of pupils that were offered remote lessons thought that their child found online resources easy to use. However, a smaller proportion of pupils offered remote lessons (48%) said that it was easy to use online resources for home learning (19% found it difficult).

Assistive technology

In August 2020, parents were also asked about whether their child needed assistive technology to help them use IT, such as using a screen reader or speech-to-text software. Around one-in-twenty (6%) parents said that their child needed assistive technology, though only a third of these parents (33%) said their child had access to this assistive technology at home all the time. This was for a range of reasons, but most commonly that it was too expensive (61%).

Difficulties within home learning

In August 2020, parents were asked about barriers to working from home for their children. In late October, this question was also asked, but only to parents whose children had experienced at least some remote learning in the two weeks before October half-term.

In late October, more than half (54%) reported that their child had not experienced any practical barriers to learning at home⁴. This was very similar to findings in August 2020 on practical barriers to home learning in the summer term (53%). The most common barriers were lack of access to a printer (26%) and lack of appropriate resources (14%). These barriers were also the two most commonly identified by parents in August 2020 as well (22% and 17% respectively).

Parents were also asked whether their child had been experiencing any personal difficulties with home learning. In the autumn term, a significantly smaller proportion of parents reported that their child struggled with motivation compared to the summer term (48% vs. 62%), while a greater proportion reported that their child did not experience any difficulties (38% vs. 31%).

⁴ A separate question was asked about personal barriers (such as lack of motivation) in both late October and August 2020.

Pupils were also asked about barriers to learning in both August and late October 2020, though in October this was only asked of those who had actually received remote lessons.

Around four-in-five (79%) of the pupils who had done some home learning in the two weeks before October half-term had experienced at least one barrier to learning. Half of these pupils struggled to stay motivated learning at home (50%), whilst around one-in-five could not print work (19%) or lacked quiet study space (19%).

Childcare during the term

Parental working hours

In August 2020, almost half of parents (46%) were working some or all of their hours from home, while a further 13% were furloughed or not working. Seven-in-ten (70%) working parents looking after children in the daytime said that their work pattern had been impacted by school closures. Almost three-in-ten (29%) reported this reduced the hours they worked during school term time; 32% reported they have to finish later than they usually would and 29% reported having to take longer or more frequent breaks.

In September/October 2020, parents were asked how the re-opening of schools at the beginning of September had impacted on their working hours. The majority of employed parents said that they (63%) or their spouse (70% of those with an employed spouse) had been working the same number of hours when schools were re-opened to all pupils as they were during the summer term when schools were mostly closed. However, over one-in-five (21%) were now working more hours per week, with one-in-six (16%) also saying this of their partner.

Childcare needs and availability

In late October, a fifth of parents (20%) wanted wraparound (before or after school) childcare for their child or children, a significantly smaller proportion than the 24% who said they wanted childcare in September. In late October around one-in-six (16%) parents had used any wraparound childcare since the start of the school term. As was the case in the late September / early October wave, around three-in-ten parents (28% September/October; 30% late October) using wraparound childcare said they would like their child to attend more if it was available.

In September/October, most parents using childcare said that both before (86%) and after (82%) school childcare had been available since the start of term. However, parents using these services often said it was running at reduced capacity (44% saying this for before school childcare, 40% for after school childcare). Similarly, in late October,

parents were more likely to say childcare availability had decreased than increased (30% said before school childcare had decreased, and 19% said after school childcare availability had decreased).

In September/October, parents were also asked about how available childcare fitted with their working hours. Most parents said that the before and after school childcare available to them fitted with their (97%) or their partners (94%) working hours.

Reasons childcare not used

In late October, most parents not using childcare were not doing so because they were working from home or working flexibly so it was not needed (55%) or because a family member was able to look after their child (21%). Only 4% of parents not using childcare said that this was due to concerns about the risk of COVID-19.

October half-term childcare and activities

A fifth of parents reported that they had used or were planning to use childcare or out-of-school activities during the October half-term (21%). The most common type of childcare used or planned remained non-school run holiday clubs (mentioned by 11% of parents).

Unsurprisingly, primary parents (14%) were more likely than secondary parents (7%) to have used (or planned to use) non-school-run holiday clubs and other organised activities. Consistent with the pattern of childcare used in the summer holidays parents of pupils eligible for FSM were significantly less likely to report that their child attended a non-school run holiday club in the October half-term (8% vs. 12% among parents of pupils not eligible for FSM in October; comparative figures were 24% vs. 32% respectively in the summer holidays).

Over half of all parents (56%) using childcare during October half-term (excluding those who said they used zero hours in a typical week) reported using between one and five hours during a single week. Secondary parents were significantly more likely than primary parents to have used one to five hours of childcare (68% vs 51%), whilst primary parents were more likely to have used 11-30 hours (23% vs 12% of secondary parents).

Of the couples that used childcare in the October half-term, just less than a third (31%) relied on childcare to allow them (31%) or their partner (28%) to work.

Health and wellbeing

General health

In August 2020 pupils and parents were asked about their health in general. About four-fifths of parents and pupils considered their own general health to be good or very good (79% of parents and 81% of pupils). Although parents were typically more positive about the general health of pupils, as 93% of parents thought their child's health was good or very good.

Pupil wellbeing

Parents tended to think that their child's levels of happiness had improved, and feelings of anxiety had decreased over time. In late October, 86% of parents gave a high score (7-10) for their child's happiness and this is an increase from a mean average of 7.9 in August to 8.4 in late October 2020. Similarly, in the August 2020 wave 18% of parents felt their child was anxious (a score of 6-10) but this has fallen to 14% in the late October wave.

However, secondary pupils' views of their own their own happiness, life satisfaction, the extent to which they feel the things they do in life were worthwhile, and their levels of feeling anxious have shifted towards more negative scores across each of the four wellbeing measures since August 2020. Between August 2020 and late October, self-reported scores for happiness (7.4 to 7.2), life satisfaction (7.1 to 6.7) and worthwhileness (7.2 to 6.8) have significantly declined whereas feeling anxious increased over this time period (from 2.6 to 2.9). In late October 2020, close to three-quarters (69%) of secondary pupils gave positive scores (7-10) for their own happiness, and about three-fifths gave positive scores for life satisfaction (59%), worthwhileness (60%) and feelings of low anxiousness (63%). A fifth of secondary pupils (21%) gave a high score of anxiousness (a score of 6-10) compared to 18% of parents who gave this score for their child.

In the late October survey, the 21% of secondary pupils who reported high levels of anxiousness (scores 6-10) were asked what they thought had made them anxious in the last two weeks. Across all year groups, the most commonly reported reasons were keeping up with schoolwork (68%), uncertainty over the future (65%) and getting good grades in exams or being worried that exams may be cancelled (60%).

In August 2020, the loneliness mean score for year 6-10 pupils was 4.6 and 5.5 for year 11-13 pupils. This compared to parents who had a loneliness mean score of 4.7. Around one-in-ten pupils in years 6-10 during the 2019/2020 academic year said they often felt alone (9%). In addition, 42% of pupils said they at least sometimes feel like they do not have anyone to talk to (11% felt this often).

Parent wellbeing

As with pupils, parents' views of their own their own happiness, life satisfaction, the extent to which they feel the things they do in life were worthwhile, and their feelings of anxiety have gotten worse between the August and mid-September surveys. Self-reported scores for happiness (7.4 to 7.0), life satisfaction (7.1 to 6.8) and worthwhileness (7.8 to 7.5) have significantly declined while feelings of anxiety significantly increased over this time period (from 3.3 to 3.9). In mid-September, the majority of parents gave high scores (7-10) for their own happiness (65%), life satisfaction (61%) and worthwhileness (73%). Exactly half (50%) reported that they were not anxious (0-3 scores).

In August 2020, just over half of parents hardly ever or never felt left out (52%), lonely (54%) or lacking companionship (54%). Just under half hardly ever or never felt isolated from others (48%). For each measure around one-in-ten felt these things often.

Special Educational Needs and Disability (SEND)

In August 2020 research around four-fifths (79%) of parents who considered their child to have SEND indicated that their child regularly needs some form of specialist support due to their SEND. In in the August recruitment wave, the two main specialist needs were required were phone calls from SEND coordinator (required for 22% of SEND children) (20%) and speech and language therapy (required for 20% of SEND children).

The extent to which children could access the specialist support they need varied widely across the different types of support. Phone calls from a SEND coordinator were the most accessed form of support across all waves. In September/October 77% of parents who needed this specialist support reported their child had been able to access it. Physiotherapy was also largely accessible in September/October, with almost three-quarters (74%) of parents of children who needed this reporting they were able to access it. Between August September/October, increased access for pupils who require specialist support was also reported in mental health support (from 53% to 68%) and support from an educational psychologist (from 29% to 50%).

Respite provision (sometimes known as short breaks or respite care) was defined in the survey as "local authority-funded services for parents/carers who need a break from their caring responsibilities, and offer opportunities for children/young people such as:

- Activities and clubs, or childcare outside school
- A regular overnight stay at a residential setting
- Funding for families to employ a personal assistant to work with their child.

There were low base sizes for those receiving respite provision before March 2020 (29 respondents), hence caution is needed in interpretation, but results suggest one-in-three parents (33%) who were accessing respite provision before March were no longer able to access it by August, and a similar proportion (36%) said that the amount they received had decreased. Respite provision was most commonly used to pay for a personal assistant (30%) and / or to pay for specialist clubs or groups (28%).

Social worker contact

In August 2020, over eight-in-ten (84%) pupils with social workers said they had been in contact with their social worker in the last month. Amongst parents of pupils with a social worker, the same percentage (84%) said they or their child had had contact with the child's social worker in the last month. The most common form of contact for pupils was face-to-face (47%), whilst for parents it was by telephone (76%). Around four-fifths of pupils (80%) and parents (84%) reported that they had been satisfied with this contact, and 7% of pupils and 4% of parents reported being dissatisfied.

Pupil future plans

Pupil priorities for future careers

In August 2020, almost three-quarters (73%) of secondary school pupils had an idea of the career they wanted and four-fifths (80%) of pupils with a career goal were confident they would achieve it. In the 2019/20 academic year, just over a quarter (27%) of year 6-9 pupils were not sure what career or job they wanted compared with significantly fewer year 11 (20%), year 12 (19%) and year 13 pupils (18%).

'Having a career I enjoy' was cited by 80% of pupils as a top priority for their future career, and more than two-thirds (69%) said that earning a good wage was important; although a greater proportion of female and White pupils prioritised having a career that they enjoy than their male and BAME counterparts (82% female vs. 77% males; and 81% White vs. 75% BAME).

Years 11-13 plans for education and training

In September/October 2020, 71% of year 12 pupils were studying mainly A levels or GCSEs, a significantly higher proportion than the 64% of year 11 pupils (year 12s in the current 2020/21 academic year) who said that they were planning to do this in August 2020. About a quarter of year 12s (26%) were studying other qualifications, such as T-levels, and 2% were doing an apprenticeship.

The vast majority (93%) of pupils in year 13 in 2020/21 were studying towards A-levels or GCSEs, 7% towards other qualifications, and 1% were doing an apprenticeship.

Changes to year 11s education and training plans

In August 2020, almost a quarter (22%) of then year 11 pupils (year 12s in the 2020/21 academic year) indicated that their plans for education or training had changed since schools had closed to the majority of pupils in March. BAME pupils were significantly more likely than White pupils to say their plans had changed (30% vs. 19%) as were pupils with SEND (31% vs. 21% among those without SEND). Of the pupils who said that their plans had changed, about half (48%) indicated this was because they were going to study different subjects, around a quarter indicated that they had changed their planned school, college, or training provider (27%) or their education or training route (23%), and about one-in-five (18%) reported that they were changing the way they will be studying – such as moving from part-time to full-time study.

Influential factors for year 12-13 pupils' education and training plans

In September/October 2020, current year 12s were asked if concerns about COVID-19, their exam results being lower or higher than expected, or a change in their career plans, had influenced their education and training plans for the 2020/21 academic year. Half (50%) had been affected by at least one of the listed factors, mostly commonly exam results being lower than expected (26%) and concerns about COVID-19 (24%).

In comparison, year 13 pupils' plans were more likely to be affected by COVID-19 (52%). A similar proportion as of years 12s said lower than expected exam results had influenced what they were doing now (25%). Three-in-ten (30%) felt their plans had been affected in some way.

Year 13 pupils' plans for when they leave school

In the late October survey four-in-five (80%) year 13s stated that they want to go to university in the next academic year and seven-in-ten (70%) thought university was their most likely path. Beginning an apprenticeship or taking a gap year were the next most common routes that year 13 pupils wanted to take (18% and 16% respectively), however, only around half of these pupils thought that they were likely to do these come the 2021/22 year (8% for apprenticeships and a gap year).

Introduction

Following the COVID-19 pandemic and the resulting school closures, the Department for Education (DfE) wanted to conduct robust and quick turnaround research to assess the on-going views and experiences of parents and pupils from the start of the 2020/21 academic year. The research aims to help DfE make evidence-based policy decisions, monitor the impact of the COVID-19 / post-COVID-19 situation, and see how views and experiences of parents and pupils change over time. The research has been structured into two broad phases:

Recruitment Wave

In August 2020, year 6 - 13 pupils and parents of pupils in reception to year 10 in the 2019/20 academic year were invited to take part in a 15-minute online survey after receiving invitation letters to their home address ('push to web' approach). Both parents and pupils were sampled (by year group) from the National Pupil Database, and by completing the survey became part of the COVID-19 Parent and Pupil Panel (PPP).

Subsequent Waves

Those on the PPP were invited to take part in up to seven subsequent online surveys during the 2020/21 academic year, between September 2020 and February 2021, lasting around five minutes each. This interim report presents the findings for the following four PPP survey waves:⁵

⁵ Wave 3, which was conducted between 4 - 9 November 2020, has not been included in this report as the survey had a different focus and audience, including solely 'school leavers' (those who were in Year 13 when recruited in August 2020).

Table 1. PPP waves covered in the interim report

Wave	Audience	Fieldwork period	Fieldwork reference
Recruitment Wave	7,191 parents and 5,327 secondary pupils	13 August – 1 September 2020	August 2020
Wave 1	4,005 parents	16-20 September 2020	September 2020
Wave 2	3,491 parents and 1,780 secondary pupils	30 September – 4 October 2020	September/October 2020
Wave 4	3,542 parents and 1,661 secondary pupils	30 October – 1 November 2020	Late October 2020

This report aims to showcase the emerging story; making the key findings from each question (or series of questions on a related topic) clear to the reader upfront by pulling out the headline findings, either positive or negative, before focussing on any significant subgroup differences. For each question subgroup differences by pupil year level, sex, ethnic group, eligibility for free school meals (FSMs), and Special Educational Needs and Disability (SEND) status were explored and statistically significant differences (at the 95% level of confidence) have been highlighted in-text. Differences that were not statistically significant were not discussed.⁶ Occasionally, other relevant subgroup differences were explored for specific questions (such as key workers for childcare needs) and any statistically significant differences were also pulled out into the text of the report. Where tracker questions have been asked across two or more waves of the survey, additional analysis has been carried out to test for statistically significant changes in responses between the survey waves and significant changes over time have been highlighted in-text.

⁶ Eligibility for FSMs is used a proxy for socioeconomic status, with those pupils eligible for FSMs considered to be living in greater socioeconomic deprivation than those pupils who were not eligible for FSMs.

Methodology

Participant Characteristics

The Parent and Pupil Panel comprises of 7,191 parents (of both primary and secondary pupils) and 5,327 secondary school pupils who took part in the first 'COVID-19 Parent and Pupil Panel' survey which ran 13th August – 1st September 2020. This first survey acted as a recruitment screener for the panel and all respondents agreed to be contacted for subsequent surveys. This first survey focussed primarily on parents and pupils experience of school closures over the previous summer term and wider implications of COVID-19 including impact on mental health, parental employment, and household income.

It should be noted that during recruitment, response numbers were capped based on pupil year group quotas. Pupils flagged as 'Children in Need' (CIN) on the National Pupil Database (NPD), and their parents, were not subject to this recruitment cap. Pupils claiming Free School Meals (FSM) or classified as being identified with Special Educational Needs (SEND) on the NPD were oversampled in the recruitment survey to account for expected lower response rates amongst these groups and to allow for sub-group analysis. Pupils in year 13 in the 2019/20 academic year were also oversampled in order to ensure an adequate sample of 'school leavers' on the panel in the 2020/2021 academic year.

Key demographics for panel members are shown in Table 2. Only a subset of the panel took part in each subsequent wave of the survey; however, at each wave, results were weighted to be representative of the full panel.

Table 2. Demographic profile of panel members⁷

	Number of parents	% of all parents	Number of pupils	% of all pupils
All	7191	100%	5327	100%
Primary	3535	49%	0	-
Secondary	3656	51%	5327	100%
PUPIL: FSM	1525	21%	1231	23%

⁷ Please note percentages will not always sum to 100% due to some respondents not providing demographic data, or demographic data not held on the NPD

	Number of parents	% of all parents	Number of pupils	% of all pupils
PUPIL: SEND	1180	16%	783	15%
PUPIL: CIN	89	1%	62	1%
Ethnicity: White	5509	77%	3853	72%
Ethnicity: Asian	605	8%	712	13%
Ethnicity: Black	237	8%	269	5%
Ethnicity: Mixed	141	2%	261	5%
Ethnicity: Other	137	2%	104	2%
Gender: Male	1033	14%	2362	44%
Gender: Female	5624	78%	2899	54%
Region: East Midlands	663	9%	522	10%
Region: East of England	875	12%	645	12%
Region: London	865	12%	839	16%
Region: North East	343	5%	233	4%
Region: North West	942	13%	564	11%
Region: South East	1261	18%	854	16%
Region: South West	760	11%	518	10%
Region: West Midlands	7974	11%	641	12%
Region: Yorkshire and the Humber	688	10%	511	10%

Source: Pupil information (year group, FSM, SEND, CIN, Ethnicity, Gender, Region) sourced from information held on the National Pupil Database. Parental ethnicity and gender sourced from survey responses on the recruitment wave survey.

Parents of primary school pupils were sampled from all those with a child in year groups one to six in the 2020/21 academic year. 'Secondary parents' were sampled from all those with a child in year groups 7 to 11 in the 2020/21 academic year. To negate the fact that many parents have other children in different year groups, respondents were encouraged throughout the surveys to answer thinking about the 'sampled' child who was named e.g. Was Sarah Jones physically attending school before the summer holidays?

It is worth noting that the secondary parents and secondary pupil groups refer to pupils in slightly different year groups. The secondary parents group reflects the views of parents with pupils in years 7-11 in the 2020/21 academic year, while the secondary pupils group includes the views of pupils in years 7-13 in the 2020/21 academic year. The inclusion of more senior pupils (years 12-13) in the secondary pupil group may help to explain some of the disparities between secondary pupils and secondary parents in this report.

Pupils were sampled from all pupils in years 6 – 13 in the 2019/20 academic year. Pupils moved up a year level between the recruitment wave in August 2020, during the 2019/20 academic year, and the first follow up pupil survey held in September/October 2020, in the first term of the 2020/21 academic year. Throughout the report we refer to pupils by the year group that they were in during the academic year of the wave in discussion. For example, a year 6 pupil that was recruited in the August 2020 wave will be referred to as a year 6 in the August 2020 wave, but a year 7 pupil from the September/October 2020 wave onwards, and a year 13 pupils in August 2020 is referred to as a 'school leaver' in the 2020/21 academic year. A breakdown of pupils by school year is shown in Table 3 below.

Year 11 pupils in August 2020 moved into year 12 in the 2020/21 academic year; it is estimated that around half of those who moved from year 11 to year 12 left school, with many of them moving to FE and sixth form colleges. As such, findings for year 12 likely represent all year 12 students, not just those in school sixth forms. Year 12 pupils in August 2020 who moved into year 13 in the 2020/21 academic year are only representative of those in school sixth forms.

Table 3. Breakdown of pupil respondents by year group

Year Group 2019/20	Year Group 2020/21	Number invited to first survey August 2020	Response rate	Number on panel for subsequent surveys
Year 6	Year 7	1572	21%	325
Year 7	Year 8	1572	24%	376
Year 8	Year 9	1572	23%	367
Year 9	Year 10	2933	22%	656
Year 10	Year 11	2933	24%	697
Year 11	Year 12	2933	23%	667
Year 12	Year 13	2933	23%	669
Year 13	'School Leavers'	6912	23%	1570

Parents and Pupils Households

Parents and pupils were asked a range of questions on their demographics and experiences of the pandemic to provide context and background to the rest of the findings.

Demographics

In addition to the participant characteristics outlined in the previous section a number of household demographics were collected on the panel members during the recruitment wave in August 2020. These were used as key analysis breaks in subsequent waves of the survey. These included details on the household composition (such as number of children and single parent households), details on whether or not the household is considered at high-risk of or has been exposed to COVID-19, and details of parental employment and education attainment. Differences between these subgroups are highlighted throughout the report where relevant and a number of key household demographics are discussed in further detail below.

Employment and key worker status

All parents on the panel were asked to provide their current employment status. Those who were currently on furlough were asked to describe themselves as employed full or part time as appropriate.

Table 4. Employment status of parents August 2020

	% of all parents	<i>n</i>
Employed full-time	34%	2412
Employed part-time	30%	2127
Self employed	9%	623
NET: All employed	72%	5162
Unemployed	5%	663
Full time parent / home maker	14%	1018
Other (inc. student)	2%	138

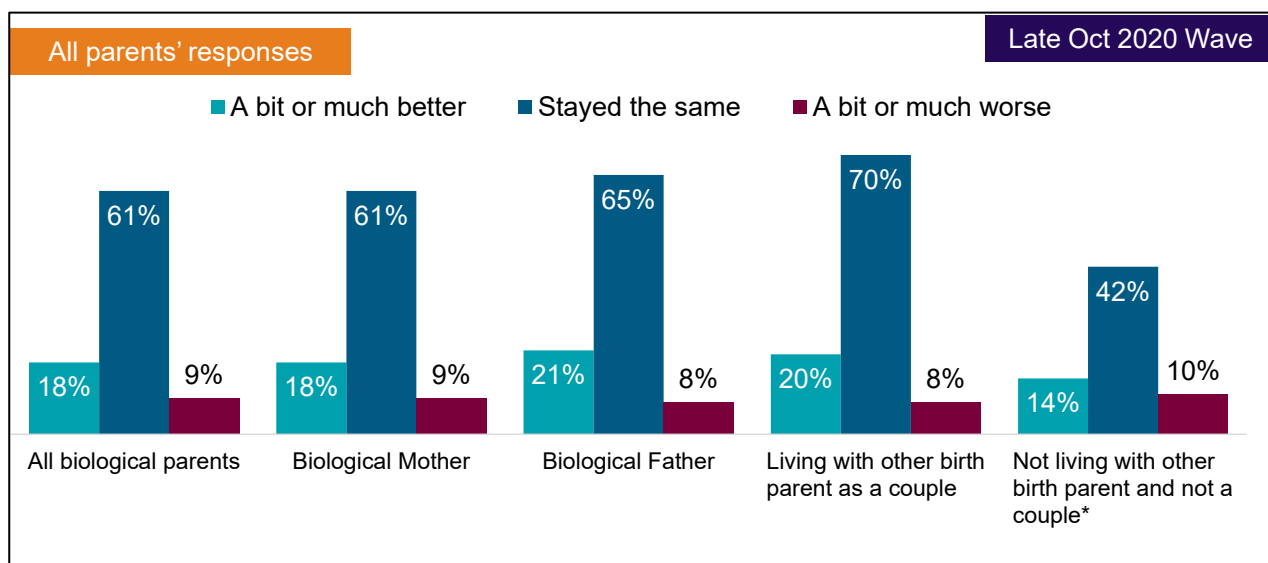
Source: PPP Recruitment Wave L1, All parents (n=7,191)

Almost half (48%) of parents who were employed or currently studying had been assigned key worker status due to the COVID-19 pandemic. This was more common amongst parents who were White compared with BAME parents (50% vs. 42%) and amongst those who had vocational qualifications (54% vs. 43% of those with a Masters or PHD equivalent). London had the lowest incidence of key workers (36%). Parents in the North East, South West, East Midlands, West Midlands and Yorkshire and the Humber were significantly more likely to have been assigned key worker status (56%, 54%, 53%, 53%, 52% respectively). Households where a parent had been assigned key worker status were more likely to occupy lower- and- middle income earning brackets. Fifty-eight percent of households earning between £25,000 and £34,999 had a parent who had been assigned key worker status, compared with only 36% of households earning £100,000 or more.

Parent relationships

In August 2020, 75% of parents on the panel indicated they were living with someone in their household as a couple, although it was not specified whether the other adult was a birth parent to the child. In the late October wave, all birth parents (who made up 98% of parent respondents) were asked how the relationship with the other birth parent of their child had changed following the closure of schools and childcare providers. As shown in Figure 1 below, the majority reported that the relationship with the other birth parent of their child had stayed the same (61%) or improved (18%).

Figure 1. How relationship with other birth parent has changed since school closures⁸



Source: PPP Late October Wave, A19: “Compared with the period before schools and childcare providers were closed to the majority of pupils, has the relationship between you and the other birth parent of [PUPILNAME]...” All birth parents (n=3,452)

In late October, just over three-quarters (78%) of birth parents were living together as a couple. Birth parents living together as a couple were more likely to say their relationship had improved, compared with those who were not a couple and not living together (20% vs 14%). In addition:

- Parents who were unemployed were more likely than employed parents to say their relationship had improved (27% vs. 18%), as were those with no formal qualifications (29% vs. 18% overall).
- Parents who currently require childcare were more likely than those who do not need childcare to say their relationship had deteriorated (18% vs. 8%).

Experiences of COVID-19

Households at high risk of COVID-19

In August 2020, around a quarter of year 11-13 pupils (27%) and a fifth of parents (20%) said that they considered a member of their household to be high-risk in the context of COVID-19, as shown in Figure 2. It should be noted that:

- The definition of being ‘high risk’ in the context of COVID-19 was left open to the

⁸ Not applicable’ and ‘Prefer not to say’ were also answer options, not charted. *28% of parents who were not in a couple answered ‘not applicable’ at this question.

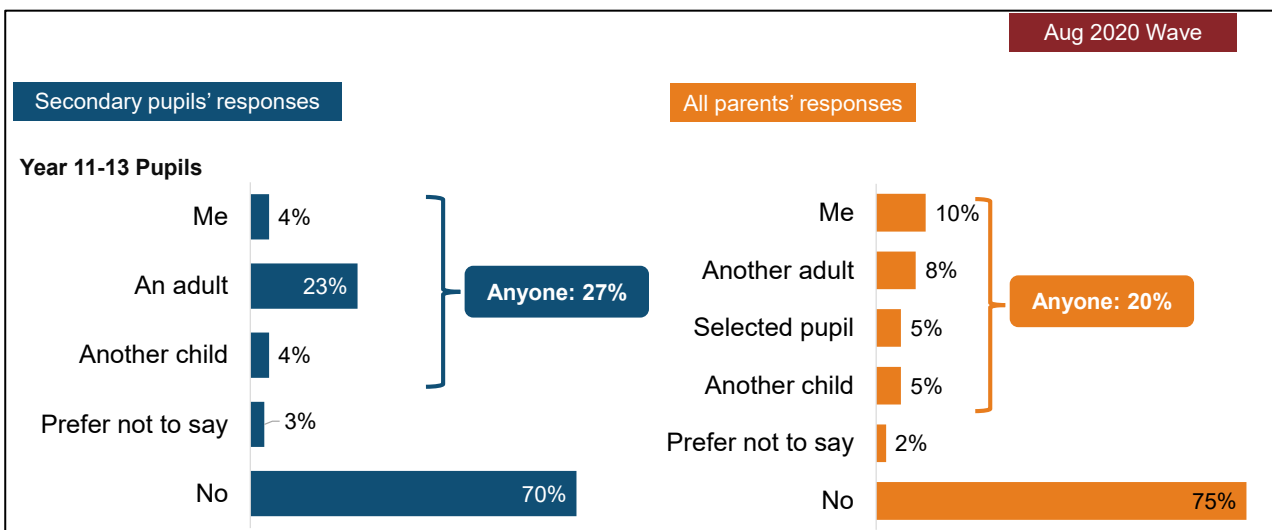
respondent, rather than asking if they fell into a particular medical category, and

- Individual perceptions of 'high risk' may change over time.

The results broadly reflected the proportion of year 11-13 pupils and parents who said that someone they care for would be considered high-risk (26% pupils and 21% parents). About three-quarters of secondary pupils (70%) and parents (75%) did not consider anyone in their household to be high-risk.

Amongst year 11-13 pupils another adult in their household was most likely to be the individual thought high-risk (by 23%), amongst parents it was most likely to be themselves (10%) or another adult (8%). The pupil themselves was thought to be high-risk by 4% of year 11-13 pupils and 5% of parents.

Figure 2. Whether anyone in household considered at high-risk of COVID-19



Source: PPP Recruitment Wave, A4/A13: "In the context of coronavirus (COVID-19), is anyone in your household considered high-risk?" Year 11-13 pupils (n=2,276) and all parents (n=6,432). Excluding answers before August 13th 2020.

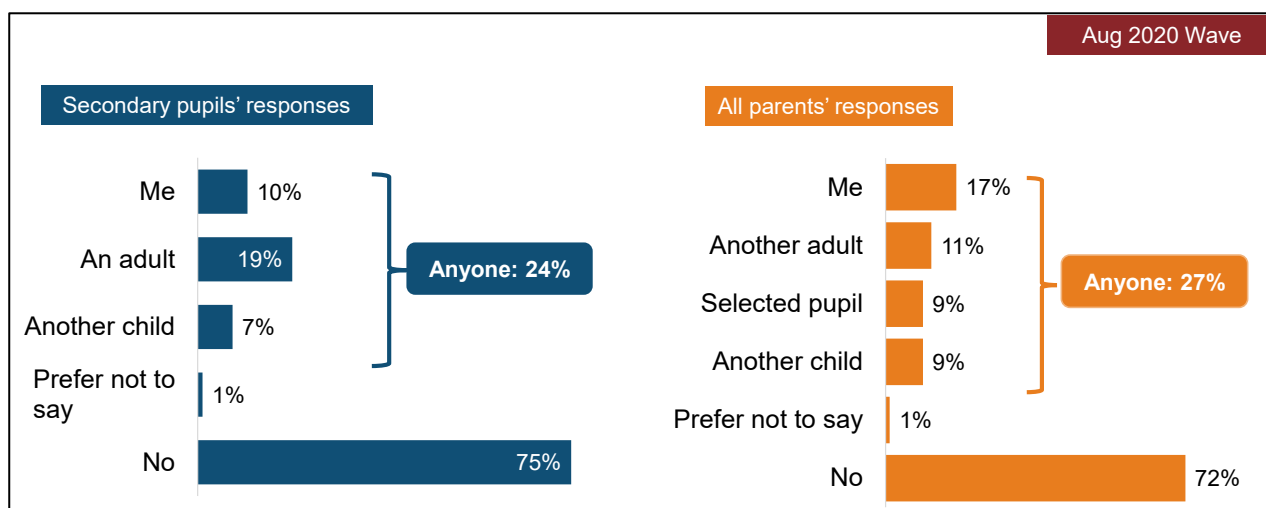
Year 11-13 pupils eligible for FSM were twice as likely as those not eligible to have someone in their household that they considered high-risk (51% vs. 24%). Parents of FSM pupils were also more likely to report a high-risk individual within their household (32% vs. 17% of parents of non-FSM pupils).

BAME year 11-13 pupils were more likely than White pupils to have someone in their household they considered at high-risk (31% compared to 26%). The same was true for BAME parents (26% compared to 19% of White parents). Asian pupils (35%) and parents (29%) were particularly likely to have a high-risk individual in their household.

Cases of COVID-19 in household

About three-quarters of secondary pupils (75%) and parents (72%) reported that no one in their household had displayed symptoms of COVID-19 between January and August 2020. The remaining quarter of both secondary school pupils (24%) and parents (27%) reported that a household member had displayed symptoms, as shown in Figure 3.

Figure 3. Whether anyone in household has had any COVID-19 symptoms since January 2020



Source: PPP Recruitment Wave, B3/B15: "Since January 2020, has anyone in your household had any COVID-19 symptoms?" All pupils (n=4,442) and all parents (n=6,432). Excluding answers before August 13th 2020.

Pupils eligible for FSM were less likely than non-FSM pupils to report having had a household member with COVID-19 symptoms during this period (18% vs. 25%).

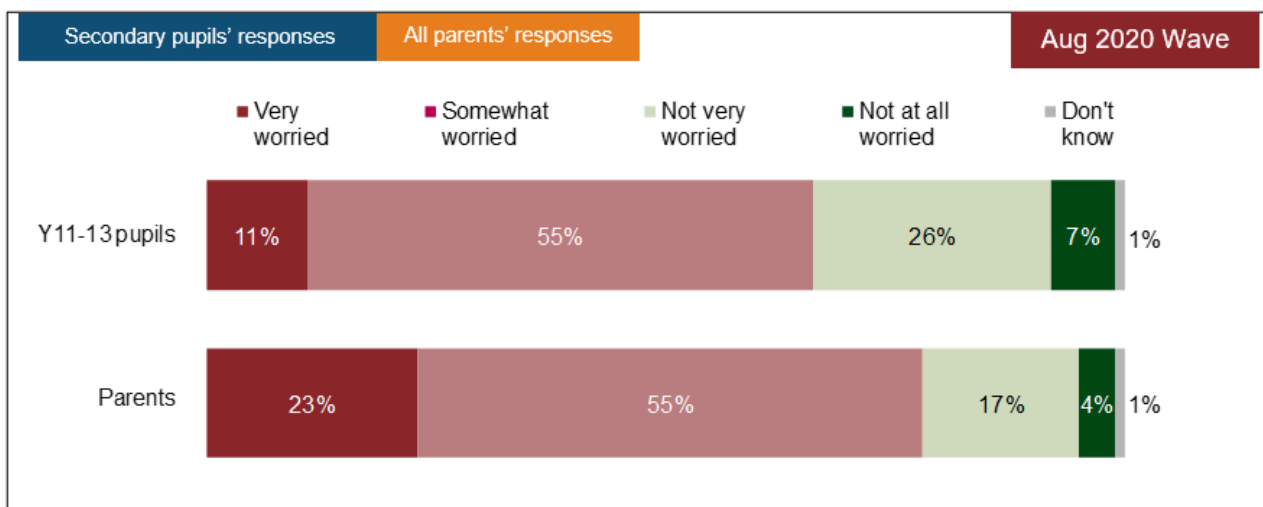
Overall BAME pupils were less likely than White pupils were to have had a household member display COVID-19 symptoms (21% vs. 25%) between January and August 2020. Mixed ethnicity pupils were the most likely to have had someone in their household with symptoms (31%). Similar results were found amongst parents: 20% of BAME parents (and of parents of BAME pupils) reported someone having symptoms compared to 30% of White parents (and parents of White pupils). Parents who were themselves of mixed or multiple ethnicities, or whose child was, were not particularly likely to have reported symptoms in their households.

Amongst secondary school pupils 3% said a household member had been officially diagnosed with COVID-19 between January and August 2020 and 2% of parents also reported this.⁹

Extent of concern

In August 2020 two-thirds (66%) of pupils who were in year 11-13 in the academic year 2019/20 were worried about COVID-19, with 11% very worried. Parents were significantly more likely to be worried about the pandemic (78%, with 23% very worried).

Figure 4. Extent of concern about COVID-19 pandemic



Source: PPP Recruitment Wave, B4/K1: "How worried, if at all, are you about the COVID-19 pandemic?" Year 11-13 pupils (n=2,906) and all parents (n=7,191).

Pupils in Y12 and Y13 were more likely to be worried than those in Y11 (71% and 74% compared to 61% of those in Y11). Similarly, parents of primary school pupils were more likely to be worried about COVID-19 than those of older, secondary school pupils (79% vs. 76%).

Female pupils in Y11-13 were more likely to be worried than their male counterparts (74% compared to 56%).

FSM pupils in Y11-13 were more likely to be very worried than non-FSM pupils (16% vs. 11%). Similarly, parents of FSM pupils were more likely to be very worried, 32% compared to 21% of parents of non-FSM pupils. However, amongst both pupils and

⁹ As of 1st September 2020, 0.52% of the population of England (291,179 individuals) had received report of a positive test for COVID-19. Prevalence may be higher amongst pupils and parents as they are younger and less likely to be shielding.

parents, similar proportions were worried overall (65% of both FSM and non-FSM pupils, 79% of parents of FSM pupils and 78% of parents of non-FSM pupils).

BAME pupils in Y11-13 were more likely to be worried about COVID-19 than White pupils (72% vs. 63%) which was reflected, though to a lesser degree, by parents of BAME children (80% vs. 77% of parents of White pupils).

Impact on parents' lives

In August 2020 nearly all parents (94%) reported that their life was being affected by the COVID-19 pandemic. Moving on to September/October, overall still 89% of parents reported that the pandemic was affecting their lives at the time of research, although it should be noted that parents were prompted to report any impact on a wider list of areas in the later wave, including their child's education.

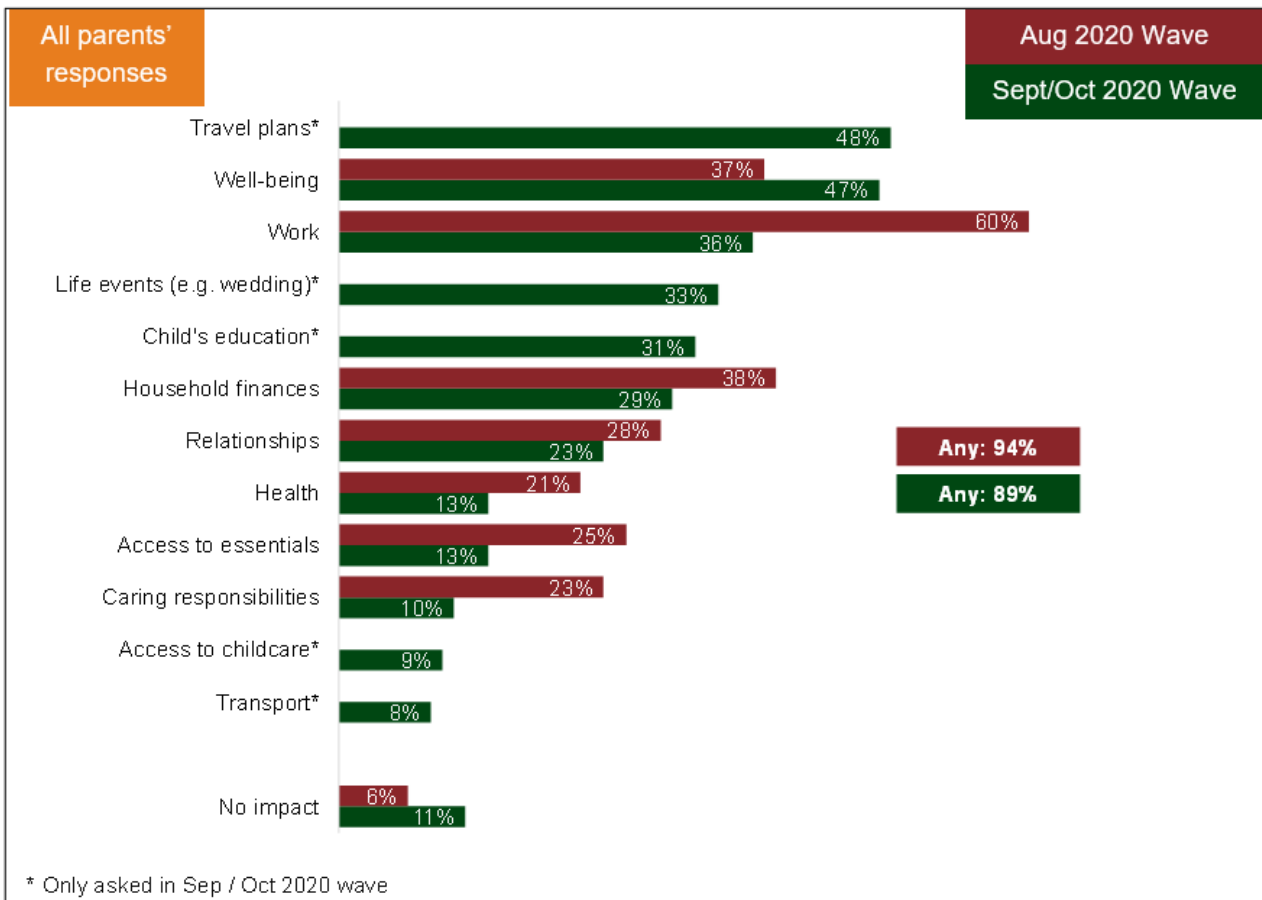
In August 2020 parents' work was the most common area being affected (for 60%), but this had dropped to being a concern for 36% by September/October. Between the two waves of research there had also been drops in impact on; household finances (29% impacted in September/October compared to 38% in August), relationships (23% compared to 28%), health (13% compared to 21%), access to essentials (13% compared to 25%) and caring responsibilities (10% compared to 23%).

In September/October the most common areas of life being impacted, reported by almost half of parents, were personal travel plans (e.g., holidays) and / or their own well-being (48%, 47%). The proportion of parents who reported that COVID-19 was impacting their well-being increased from 37% in August to 47%.¹⁰

Almost a third of parents (31%) reported that COVID-19 was impacting their child's education in September/October. Access to paid or unpaid childcare was affecting 9% of parents. Neither of these areas of potential impact were directly asked about in the August wave of research.

¹⁰ Impact of the pandemic on travel plans was not asked of parents in the August 2020 wave of research, nor were several other categories as denoted in by * in Figure 5.

Figure 5. Areas of parents' lives impacted by COVID-19 pandemic in August 2020 (prompted)



Source: PPP Recruitment Wave, Late September/Early October Wave, K2/O3: “Which areas of your life, if any, are being affected by the COVID-19 pandemic?” All parents (Recruitment wave: n=7,191); September/October wave: n=3,491).

In August 2020 impact on work was far more likely to be reported by employed parents (74%), although it had impacted 34% of those unemployed and 10% of those who were full-time parents (which may reflect they had lost work during the pandemic). The September/October wave of research did not include a check of current employment status, but the previous mid-September wave did. Parents who were employed in mid-September were more likely than average to report COVID-19 was impacting their work in September/October (44% vs. 36% overall).

In August, half of unemployed parents (50%) had seen their household finances impacted by the pandemic, as had over half of self-employed parents (55%), compared to 35% and 36% of those in full or part time employment. Unemployed parents were

more likely to report a wide range of impacts (on well-being, relationships, access to essentials, and their health) than employed parents were.¹¹

In September/October:

- Secondary parents were more likely than primary parents to say their child's education was being affected by COVID-19 (37% vs. 27%). Primary parents were more likely than secondary parents to say access to childcare was being impacted (11% vs. 6%).
- BAME parents were more likely than White parents to say COVID-19 was affecting their child's education (42% vs. 28%) and / or their caring responsibilities (14% vs. 10%). Asian / Asian British parents were particularly likely to report an impact on their child's education (48%). BAME parents were less likely than White parents to report impacts on their well-being (38% vs. 50%) or work (29% vs. 39%). Where data was collected these findings continue patterns seen in August 2020, when BAME parents were also more likely to report impacts on their caring responsibilities (26% vs. 23%), but less likely to report impact on their well-being (32% vs. 40%) or work (52% vs. 63%).
- Parents of pupils eligible for FSM were *more likely* to report a raft of impacts than parents of those not eligible, including on:
 - Their well-being (53% vs. 45%)
 - Household finances (34% vs. 28%)
 - Access to essentials (21% vs. 12%)
 - Their health (23% vs. 11%).

Their increased likelihood of being impacted in terms of well-being and / or household finances was a shift from August when non-FSM parents had been as likely to report these impacts. Their increased likelihood of being impacted in terms of access to essentials and / or their health was, however, a continuation from August when they had also been more likely to report these impacts than non-FSM parents.

- Parents of FSM pupils were *less likely* than parents of non-FSM pupils to report impact on their work (19% vs. 40%, a continuation of their lower likelihood to report this in August) or access to childcare (6% vs. 10%, not asked in August). This partly reflects that FSM parents were much less likely to be employed (32% vs. 82% of non-FSM parents in August). Impact on their child's education was similarly likely to be reported by FSM parents and non-FSM parents (33%, 31%, not asked in August).
- Parents of children with SEND were particularly more likely than those without

¹¹ The base size for unemployed parents in the September/October wave of research is too low to report findings (unweighted=34).

SEND children to report that the pandemic had affected their:

- Child's education (39% vs. 30% without SEND children)
- Their own wellbeing (53% vs. 45%)
- Their health (19% vs. 12%)
- Caring responsibilities (16% vs. 10%).

The higher likelihood of impact on well-being, health and caring responsibilities had also been reported by parents of pupils with SEND in the earlier August wave.

Negative financial events experienced

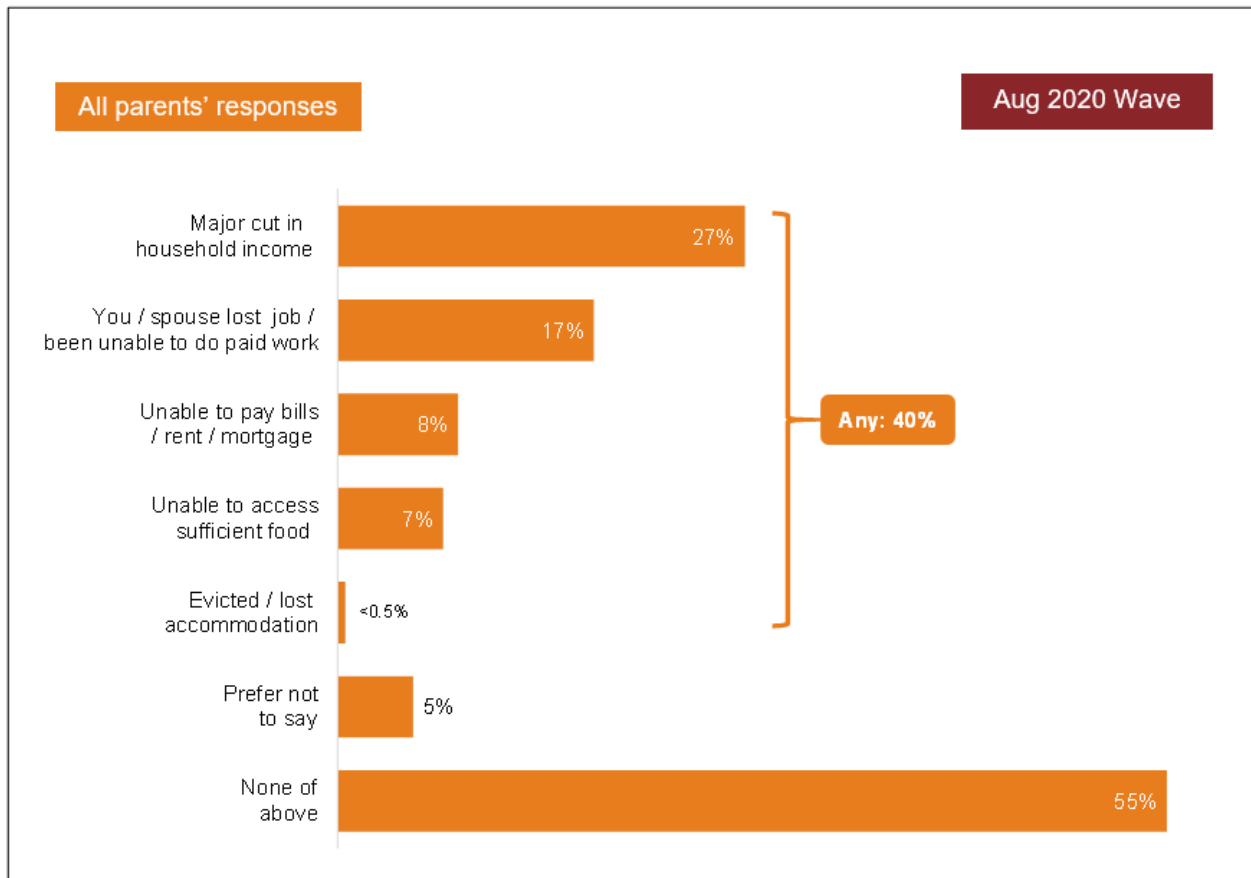
In August 2020 parents were asked if, due to the COVID-19 pandemic, they had experienced any of the major negative financial impacts listed in Figure 6. Two-fifths of parents (40%) reported experiencing at least one of these. The most commonly experienced was a major cut in household income (for 27%), followed by the parent or their partner losing their job or being unable to undertake paid work (17%).

Around one-in-twelve parents (8%) had been unable to pay their bills, rent or mortgage due to the pandemic, and only slightly fewer (7%) had been unable to access sufficient food. Some parents had been evicted or lost their accommodation, although this had only affected around 0.1% (rising to 1% amongst those unemployed).

Likelihood to have experienced at least one of these negative financial events decreased with greater household income (from 58% of those with a household income of under £10,000 down to 17% of those with an income of £100,000 or more). However, a major cut in household income was particularly likely amongst those who had a 'mid-range' income of between £20,000 and £45,000.

Self-employed and unemployed parents were far more likely to have experienced at least one of these events (64% and 57% respectively compared to 35% / 37% of those employed full / part time). They were particularly likely to have lost their job or been unable to work due to the pandemic (28% of those unemployed and 35% of those self-employed, in addition to 8% and 9% of their partners, compared to 4% / 8% of those employed full / part time at the time of research in August 2020). Self-employed parents were particularly likely to have seen a major cut in household income (45% compared to 27% overall), although unemployed parents were more likely to have been unable to pay their bills, rent or mortgage (17% compared to 8% overall), or unable to access sufficient food (19% compared to 7% overall).

Figure 6. Negative financial events experienced due to COVID-19 outbreak



Source: PPP Recruitment Wave, K3: “Which of the following, if any, have you experienced due to the COVID-19 outbreak?” All parents (n=7,191).

Parents of FSM pupils were more likely than parents of non-FSM pupils to have experienced at least one of these events (44% compared to 40%), they were particularly likely to have been unable to access sufficient food (18% vs. 5%) or pay bills (14% vs. 6%). However, reflecting their pre-existing lower incomes they were less likely to report a major drop in income (18% compared to 29%).

Lockdown and Summer Activities

This chapter examines experiences up to the end of August 2020 and provides a snapshot of summer term 2019/20 and the subsequent summer holiday. Further details on specific topics can be found within the individual chapters where findings from the August wave of research are compared with those from later waves.

School contact during the summer term 2019/20

As part of the country's response to COVID-19, on 23rd March 2020, following national lockdown, education and childcare settings closed except for those classed as priority groups (vulnerable young people¹² and children of key workers.¹³ From 01 June 2020, primary schools were able to welcome back children in nursery, reception, Year 1 and Year 6, in smaller class sizes; nurseries and other early years providers, including childminders, were able to begin welcoming back children of all ages, and (from 15 June) secondary schools and colleges were able to provide some face-to-face support for Year 10, Year 12, and 16-19 college students due to take key exams and assessments next year (with later flexibility to offer the equivalent to older learners taking the same exams).

Eligibility to attend school due to key worker status / child being vulnerable

In the August wave of the survey over a third (35%) of parents said their child met the eligibility requirement to physically attend school (as they were a key worker, or their child was vulnerable) during the summer term 2019/20. Parents of primary age pupils were more likely to report eligibility under these criteria (37% vs. 31% of secondary parents).

- Almost three-quarters (72%) of parents who were key workers believed their child was eligible.
- Just under half (47%) of parents of pupils considered to have SEND believed their child was eligible under these criteria. These children may not all have EHCPs.

Around half (48%) of those parents whose children had actually attended school in summer term 2019/20 reported that their child was eligible due to their own key worker status, or the child being vulnerable. The remainder of those whose children attended

¹² Vulnerable children and young people include those who: need / have a child protection plan or who are a looked-after child or education, health and care (EHC) plan or have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance.

¹³ Parents whose work is critical to the coronavirus (COVID-19) and EU transition response include those who work in health and social care and in other key sectors outlined in the following sections.

may have returned later in the term when schools were encouraged to open to some year groups, or at the school's discretion.

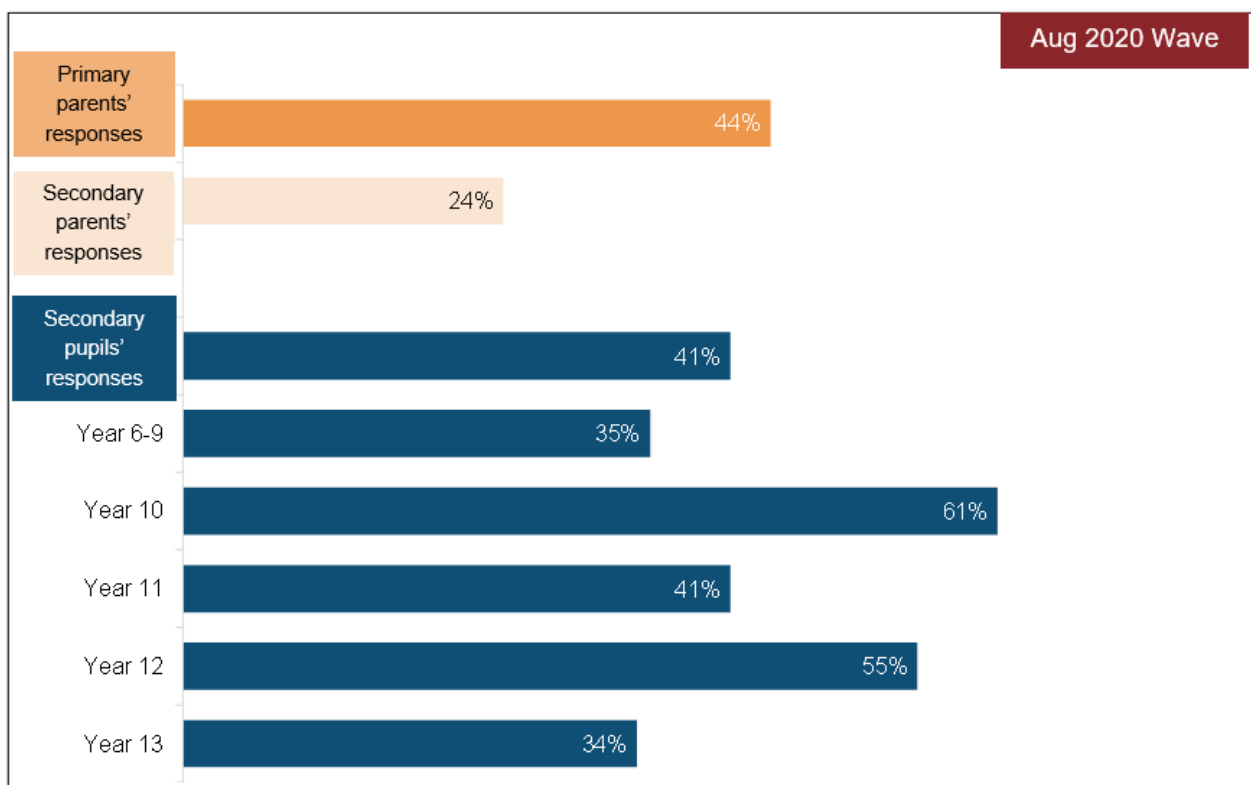
Attendance during summer term 2019/20

When schools were closed to the majority of pupils before the summer holidays, a minority of parents (37%) said their child had physically attended school, as shown in Figure 7. Parents of primary school children were more likely to report that their child had physically attended school (44%) than parents of those in secondary school (24%).

Secondary pupils were more likely than parents to report attendance, with two-fifths (41%) of secondary pupils indicating that they attended school during the summer term, rising to over half of those in years 10 (61%) and 12 (55%).¹⁴

¹⁴ It is not clear from the results what is driving the difference in reported attendance levels between secondary parents and secondary pupils. Pupils may have been overreporting due to social expectations or perhaps they were more likely to not just include physical attendance (and include remote learning as well). Alternatively, parents may have been under reporting attendance because of the overall disruption to their child's education COVID-19 had caused.

Figure 7. Whether pupils physically attended school in summer term 2019/20



Source: PPP Recruitment Wave, L4/C1: “Were you/Was Pupil physically attending school before the summer holidays?” All parents (n=7,191), secondary parents (n=2,988), primary parents (n=2,203). Secondary pupils (5,327), year 6-9 pupils (n=1,724), year 10 pupils (n=697), year 12 pupils (n=669), year 13 pupils (n=1,570)

Female pupils were less likely to have physically attended than male pupils (38% vs 43%), as were those with FSM status (37% vs. 41% of pupils not eligible for FSMs). This was reflected to a lesser extent amongst parents, 35% of those with a female child said they attended school compared to 38% of those with a male child.

Parents of Asian / Asian British children were less likely to report that their child had attended school (31%) than parents of White children (37%) and parents of BAME children overall (36%). However, Asian secondary pupils were not significantly less likely to have attended school in the summer 2019/20 term (38% compared to 40% of White pupils and 42% of BAME secondary pupils overall). Black secondary school pupils were particularly likely to have attended (52%).

Secondary pupils eligible for FSM were less likely to have attended school during the summer lockdown than those not eligible (37% vs. 41%), but amongst parents there was no significant difference (in likelihood to report their child had attended school) between those whose child qualified for FSM and those whose child did not.

Secondary pupils with SEND were more likely to have attended school, although less than half had done so (46% compared to 40% without SEND), although amongst parents there was no significant difference (in likelihood to report their child had attended school) between those whose child had SEND and those whose child did not.

Use of time during summer term 2019/20

Pupils who were in years 11-13 in the 2019/20 academic year were asked how they typically spent the time they would normally have spent at school during the summer term, when schools were closed to the majority of pupils. There was no prompting of potential activities. The main ways that these pupils tended to report spending their time included a mix of:

- Doing schoolwork by either attending class or revising for exams
- Socialising with friends and family
- Exercising or playing sports (individually and/or as part of a team/club), and
- Individual indoor leisure activities such as gaming, watching TV or movies and reading.

Generally schoolwork was mentioned first, indicating that it was top of the mind and, for older pupils in year 11 to 12, possibly the activity they spent the largest amount of time doing¹⁵.

“A little work, basketball in the back garden, on my phone, on PS4 with friends.”

Year 11 Pupil

“Majority of the days during the summer term I was working and completing the assignments set by school. Other than that, I have got some small exercise but mostly, I have been sitting on my laptop, either doing work or watching Youtube.”

Year 12 Pupil

Doing schoolwork and chatting to friends via phone, facetime and social media

Year 12 Pupil

“A few hours studying and talking with friends.”

Year 13 Pupil

¹⁵ It is important to note that pupils were not asked for time estimates and so the number of pupils referencing an activity does not indicate amount of time pupils spent doing each activity.

Among year 13 pupils the cancellation of A-levels meant that schoolwork was not always as prominent a feature as for year 11 and 12s. Some specifically mentioned preparing for life after-school by preparing for university, apprenticeships or trying to get a job.

“My usual day shifted - starting and ending later due to sleeping in longer. I did the essential work, but as my A level exams were cancelled it was difficult to stay motivated without an end goal, so a proportion of the non-essential work went undone.”

Year 13 Pupil

“I woke up later than usual on most days and helped my sister with her schoolwork as I am in year 13 and so didn't have exams to study for.”

Year 13 Pupil

“Resting, working on university and future career related stuff, exercising.”

Year 13 Pupil

“Spending time with friends and searching for apprenticeships”.

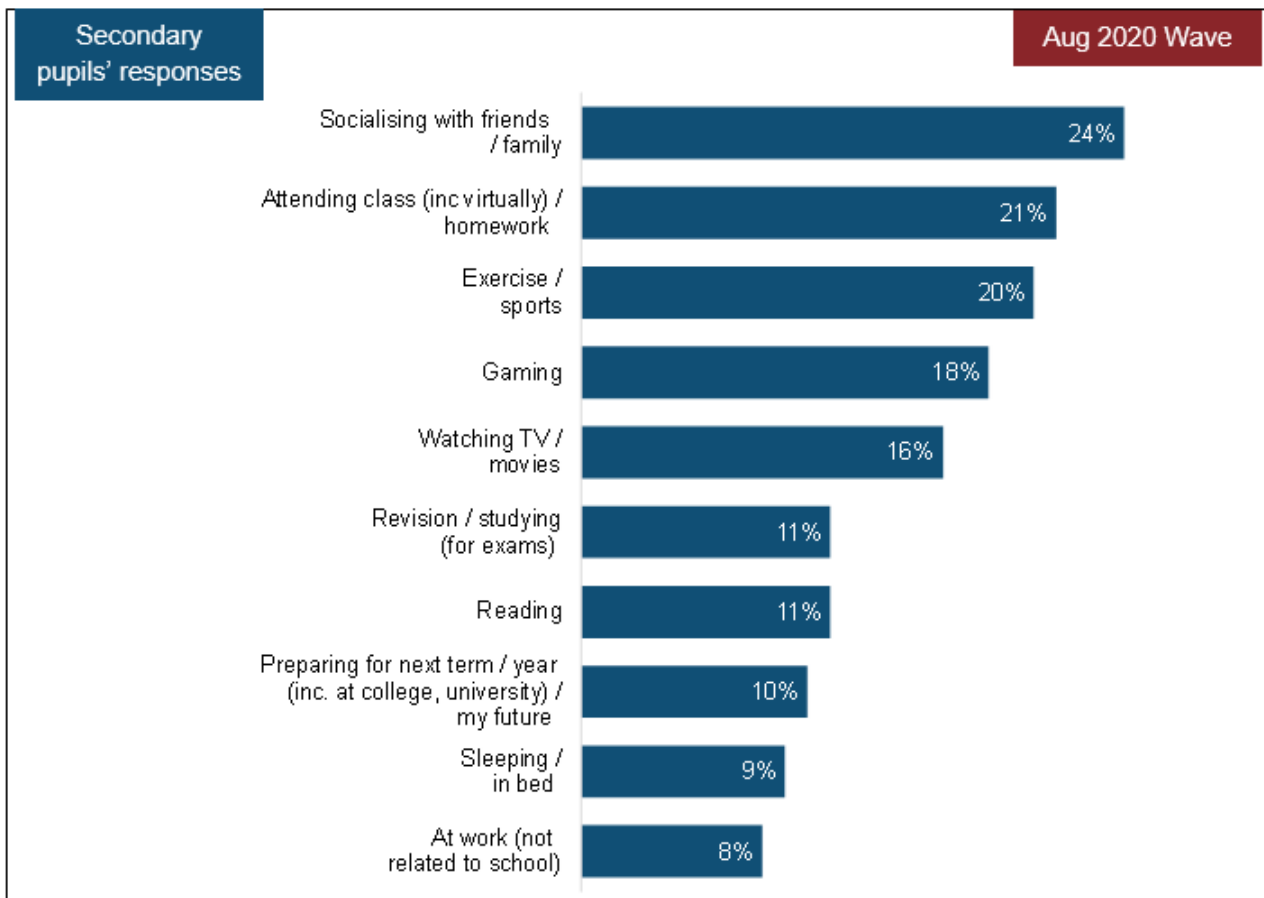
Year 13 Pupil

“A lot of tutoring, watching TV shows, doing weekly quizzes with friends over Zoom, on social media a lot, started a side job.”

Year 13 Pupil

The open-ended responses provided by participants were coded to permit quantitative analysis as shown in Figure 8.

Figure 8. Pupils’ most common typical uses of time during summer term 2019/20 when normally would have been at school (most common spontaneous answers)



Source: PPP Recruitment Wave, C12: “Thinking about the summer term, how have you typically spent the time when you normally would have been at school?” Year 11-13 pupils (n=2,906).

Although caution is needed because this is an open-ended question and respondents were likely to give their main, top of mind responses, results suggest the following subgroup differences:

- Year 12 pupils appear to have been the most studious during the summer term and were much more likely to have attended class virtually (47% vs. 21% average) or to say they revised or studied (18% vs. 11% average). Year 11 pupils were more likely to have spent time with friends and family (27% vs. 24% average), exercising (22% vs. 20% average) or gaming (23% vs. 18% average) and year 13 pupils were much more likely to have been at work which was not related to school (19% vs. 8% average) or to have read (14% vs. 11%).
- Female pupils were more likely than male pupils to have spent time attending classes, or doing homework (22% vs. 19%), reading (13% vs. 9%) and / or preparing for their future (12% vs. 7%). Male pupils were more likely to have

participated in exercise (27% vs. 14%) and / or gaming (32% vs. 5%).

- Both pupils eligible for FSM and those who were not were just as likely to have attended classes or done homework (19% and 21%), but FSM pupils were slightly more likely to have revised or studied (14% vs. 11% of non-FSM pupils) but also to have slept or stayed in bed (12% vs. 8%), spent time at home/indoors (8% vs. 6%), and to have looked after family members or siblings (4% vs. 2%).
- BAME pupils were more likely than White pupils to have spent time revising or studying for exams (17% vs. 9%). BAME and White pupils were just as likely to have attended classes or done homework (22% and 20%).

Table 5. Common responses by year for how pupils typically spent their time during the 2019/20 summer term when they otherwise would have been at school

Activity	Code	Year 11-13	Year 11 ^a	Year 12 ^b	Year 13 ^c
Doing schoolwork by either attending class or revising for exams	Attending class (inc virtually) / Homework	21%	*27% ^{bc}	*18%	*21% ^b
Doing schoolwork by either attending class or revising for exams	Revision / Studying (for exams)	11%	*8%	*18% ^{ac}	11%
Socialising with friends and family	Spending time with family / friends	24%	*27% ^{bc}	*18%	*21% ^b
Exercising or playing sports	Exercise / Sports	20%	*22% ^b	*15%	19% ^b

Activity	Code	Year 11-13	Year 11 ^a	Year 12 ^b	Year 13 ^c
Individual indoor leisure activities such as gaming, watching TV or movies and reading.	Gaming	18%	*23% ^{bc}	*11%	*13%
Individual indoor leisure activities such as gaming, watching TV or movies and reading.	Watching TV / Movies	16%	16%	*13%	17% ^b
Individual indoor leisure activities such as gaming, watching TV or movies and reading.	Reading	11%	11% ^b	*7%	*14% ^b

Source: Parent and Pupil Panel Recruitment Wave, C12: "Thinking about the summer term, how have you typically spent the time when you normally would have been at school?" Year 11-13 pupils (n=2,906).

*Indicates that this figure is significantly higher or lower than the average across years 11-13

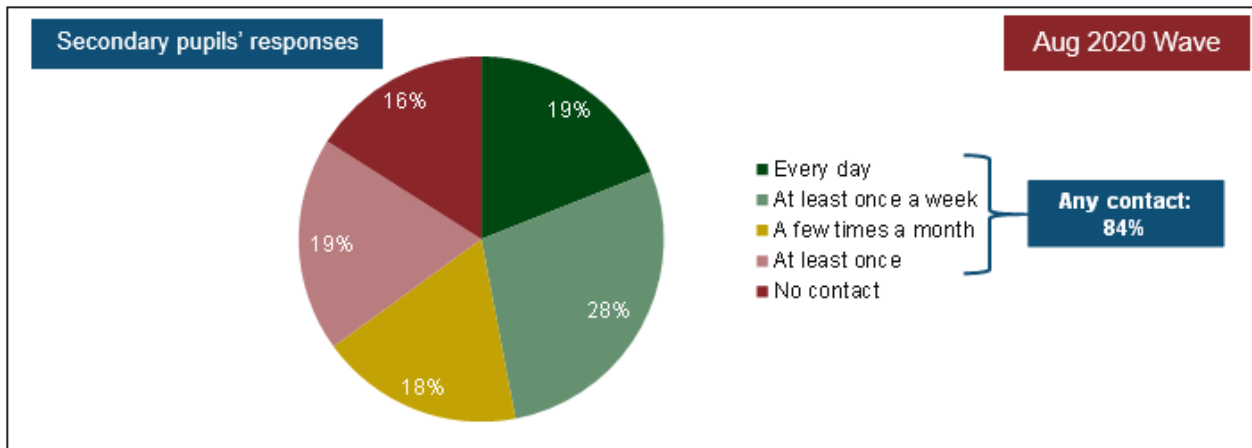
The letter ^{a, b or c} indicates that the figure is significantly higher than the figure in the column that letter refers to e.g., for X%^a indicates that X% is significantly higher than the year 11 (column ^a) percentage that reported to do that activity.

School contact during summer term 2019/20

When schools were closed to the majority of pupils (apart from children of key workers and vulnerable children) in the summer term, a small minority of secondary pupils indicated that they had done all their learning during the summer term at school (8%). The remainder were asked how much contact they had with the school. The vast majority reported some contact with their school during the summer term (84%). The frequency of contact varied widely: just under half had contact with their school at least once a week, including 19% for whom this was daily, as shown in Figure 9.

However, for one-in-five who undertook home learning, contact was less frequent than a few times a month (19%), and one-in-six (16%) reported no contact at all.

Figure 9. Pupils’ frequency of contact with school during summer term 2019/20, amongst those who had been home learning



Source: PPP Recruitment Wave, C5: “How often, if at all, did you have contact with your school during the summer term?” Secondary pupils who have been home learning (n=4,750).

Among those undertaking any home learning in the summer term, having any contact with the school did not vary between those who had physically attended school at all and those who had not (each 84%), however the regularity of contact was higher for those who had physically attended school (21% reporting contact every day and 31% at least once a week vs. 18% and 26% among those who had not attended). Amongst pupils who had done home learning during the summer term, 16% reported having had no contact with their school.

Year 12 pupils that were home learning were the most likely to have had any contact from school during the summer term (94%), followed by year 10 pupils (87%). Year 11 pupils were the least likely (77%) to have had contact.

Around two-thirds (67%) of year 12 pupils were contacted at least weekly, as were around half of those in years 6-9 (50%) and year 10 (55%) compared to a quarter or less of those in years 11 (22%) or 13 (25%). Year 12 pupils were also most likely to have had daily contact (29%), followed by year 6-9 and year 10 pupils (22% of each group). Year 11 and 13 pupils were very unlikely to have had daily contact (only 5% and 4% respectively).

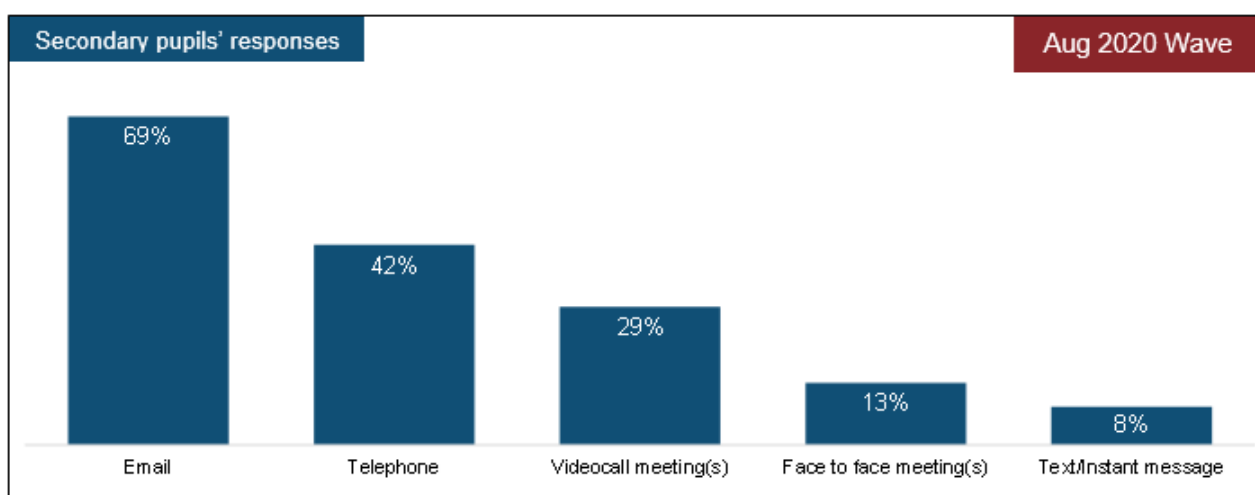
A number of groups that were home learning were more likely to report no contact:

- Pupils eligible for FSM (25% vs. 14% non-FSM pupils). They were also half as likely to have had daily contact (10% vs. 21% of non-FSM pupils).

- BAME pupils (20% vs. 15% among White pupils). They were also less likely to have daily contact, 16% vs. 20%.
- Pupils with SEND (19% vs. 16% of pupils without SEND).

Amongst those who had been contacted by their schools, email was the most common method of contact (69%), as shown in Figure 10. In addition to overarching channels shown below, many specific apps and websites were used by pupils e.g., Google classroom, Satchel One, ClassDojo app.

Figure 10. Most common communication methods with school during summer term 2019/20 (amongst pupils who had contact)



Source: PPP Recruitment Wave, C6: “In which of the following ways has your school been in contact with you?” Secondary pupils who had contact with current school during term time (n=4,043).

Email was the most common channel between schools and pupils for those in all years. It was especially likely to have been used for those in year 13 (94%). The use of email was least likely to be reported by those in years 6-9 (62%), for whom contact by telephone was more common than average (44% compared to 30% among pupils in year 12 and 24% among those in year 13).

Year 12 pupils were more likely than pupils overall to be contacted via video calls, followed by year 10 pupils (57%, 35% vs 29% overall). Year 12 pupils were more likely than average to have had face to face meetings (27% vs 13% overall), as were year 10 pupils (35%).

Female pupils were more likely than male pupils to report being contacted by their school via email (74% vs. 64%) and / or video call (31% vs. 27%). Male pupils were more likely to report having been contacted via telephone (45% vs. 39%).

Pupils eligible for FSM were more likely to have been contacted by their school via telephone (58% vs. 39% non-FSM pupils) and less likely to have been contacted via email (59% vs. 70%) or video call (14% vs. 32%), perhaps reflecting a lack of IT equipment, but were also less likely to have had a face-to-face meeting (8% vs. 14%).

BAME pupils were more likely to be contacted by telephone than White pupils (51% vs. 39%), and / or by text message (10% vs. 7%).

Reading during lockdown

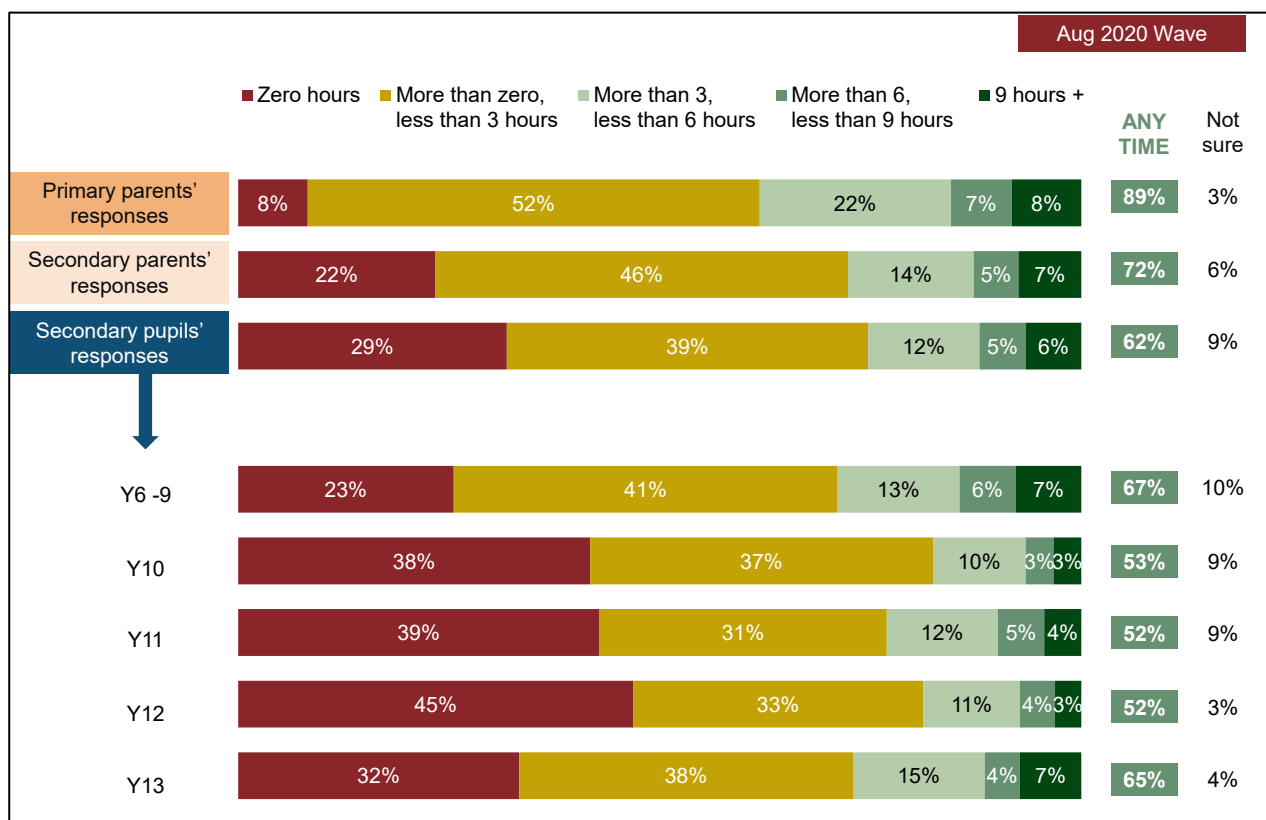
Three-in-ten secondary pupils (29%) reported that in a typical week during the 2019/20 summer term they had not spent any time reading for pleasure, with a broadly similar proportion of secondary parents also reporting this about their child (22%), as shown in Figure 11. A further two-fifths of secondary pupils (39%) and almost half of secondary parents (46%) reported that although they / their child had done some reading for fun during the summer term this typically amounted to less than three hours per week. Only around a quarter of secondary pupils (23%) or parents (26%) reported spending more than three hours a week on average reading for fun during the 2019/20 summer term.

The majority of primary parents (89%) reported that their child read for fun (with or without them) during the summer term. For over a third, this was typically for more than three hours per week (22% between three and six hours, 7% between six and nine hours and 8% over nine hours on average). However, around half of primary parents (52%) spent less than three hours per week reading for fun with their child and a further 8% had not done so at all during an average week in the 2019/20 summer term.

The likelihood of having spent any time in a typical week during the summer term reading for pleasure varied by age and was higher (at around two-thirds) for those in year 6-9 (67%) and in year 13 (65%) compared to just over half of those in year 10 (53%), year 11 (52%) or year 12 (52%), as shown in Figure 11.

This leaves around two-fifths of those who were in year 10 (38%), year 11 (39%) and year 12 (45%) not reading for fun at all during the summer lockdown.

Figure 11. Average hours per week spent reading for fun at home during summer term 2019/20



Source: PPP Recruitment Wave, C8/P8: "While schools were closed during summer term, on average how many hours a week did you/[PUPIL] spend reading for fun at home?" Primary parents: (n=2,151), Secondary parents: (n=1,563) Secondary pupils: (n=5,327) Pupils in academic year 2019/20: year 6-9 (n=1,724), year 10 (n= 697), year 11 (n=667), year 12 (n= 669), year 13 (n= 1,570)

The following secondary pupil groups were significantly more likely to report spending no time reading for pleasure in a typical week in the summer term:

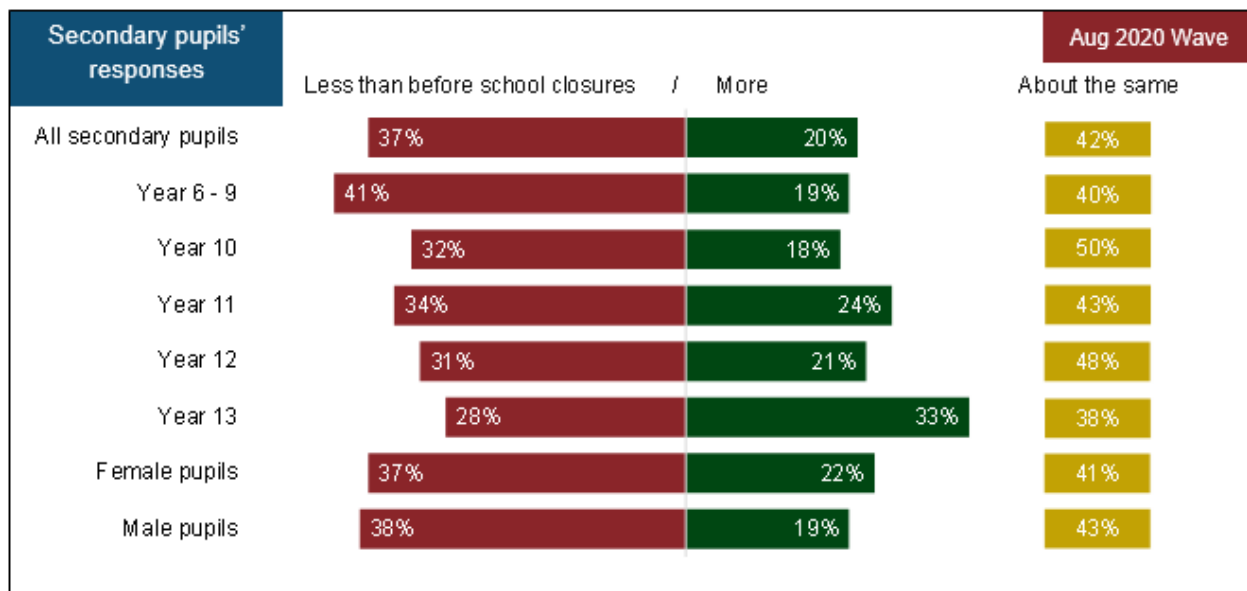
- Male pupils (31% vs compared to 27% of females)
- White pupils (30% vs 25% among BAME pupils)
- Those in rural locations (32% vs 28% in urban locations).

Although there was no significant difference between pupils with SEND and those without in the proportion not reading at all for pleasure in a typical week, parents of pupils with SEND were almost twice as likely to say their child had not spent any time reading for fun during an average week (20% compared to 11% of other parents).

Whether pupils read more or less during lockdown

Most secondary school pupils indicated that their reading habits shifted during the summer term lockdown. This was more often reading less (37%) than more (20%) compared to the time before school closures, as shown in Figure 12.

Figure 12. Amount of time spent reading for fun at home during summer term 2019/20 compared to the amount spent doing so before school closures



Source: PPP Recruitment Wave, C9: "On average, is this more or less than the amount of reading you were doing before school closures, or is it about the same?" Secondary pupils: (n=5,327)

The pattern was similar across year groups and gender other than for those in year 13 in the 2019/20 academic year, who were the only group where more reported an increase in reading for pleasure during the summer term (33%) than a decrease (28%). This reflects their stronger likelihood to have done any reading for pleasure (as reported above), and may reflect reduced schoolwork.

Despite year 6-9 pupils being more likely than those in other year groups to report they read for pleasure in a typical week during the summer lockdown (see above), they were the most likely to report a reduction in reading for pleasure compared to pre-lockdown levels (41% compared to 37% overall).

Among those in years 10, 11 and 12 in the academic year 2019/20 the pattern was similar: around a third in each of these years reported doing less reading than before compared to around a fifth doing more.

Spending more time reading for pleasure during lockdown than previously was more common amongst;

- Female pupils (22% vs. 19% of male pupils)
- BAME pupils (23% vs. 19% of White pupils).

The most common reason for reading more was that pupils had more time (79%, rising to 88% among year 13 pupils), followed by having new/more books to read (36%). The most common reason for reading less was a loss of interest or motivation (74%), followed by not having encouragement from school (20%).

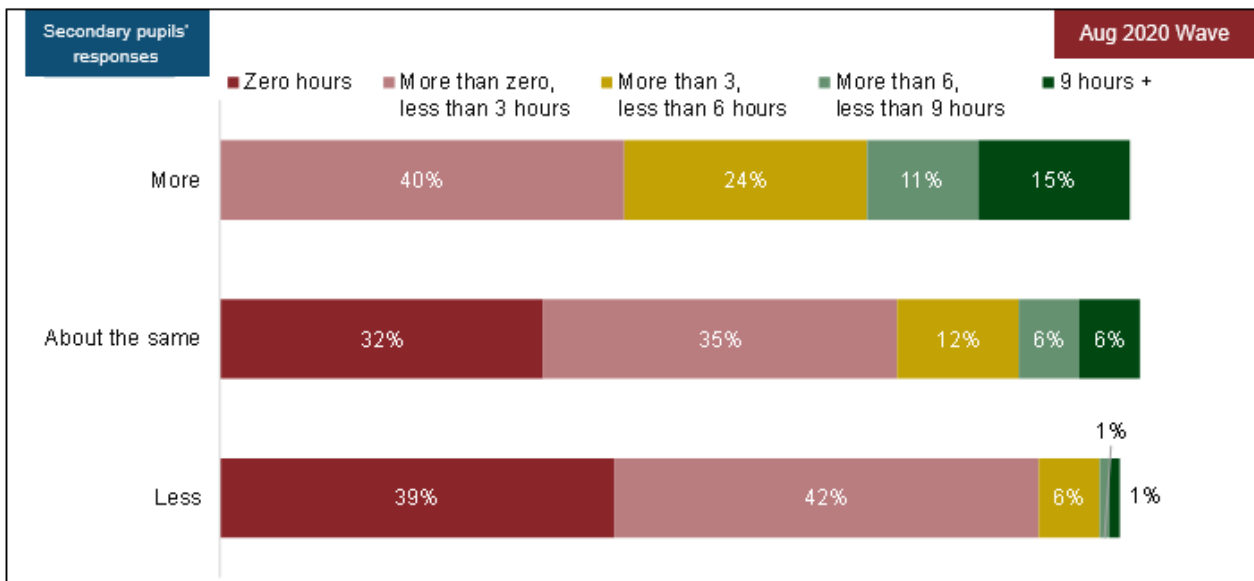
Year 6 to 9 pupils reading more were more likely than average to have been influenced by encouragement from their parents (29%, at least twice the level mentioning this in other years) and / or from their school or a teacher (12%, compared to no more than 8% in any other year group). Pupils with SEND who read more were also more likely than average to have been influenced by encouragement from teachers (17% compared to 8% of pupils without SEND), as were FSM pupils (23% compared to 7% of non-FSM pupils).

Regardless of whether they were reading more, less or about the same amount during lockdown as before, it was most common for pupils to have spent some time, but fewer than three hours, reading for fun (40% of those who read more, 35% of those who read about the same amount, and 42% of those who read less), as shown in Figure 13.

Almost two-in-five (39%) of those who were reading less than before the lockdown reported reading for zero hours during the summer term. A similar proportion of this group (42%) were reading but spending fewer than three hours a week doing so typically.

Around half of those who read more during summer term 2019/20 spent over three hours reading for fun in an average week (24% more than three hours (but less than six), 11% more than six (but less than nine) and 15% more than nine hours).

Figure 13. Time spent reading for fun at home during summer term 2019/20, by how this compared to previous level before school closures



Source: PPP Recruitment Wave, C8: “On average, is this more or less than the amount of reading you were doing before school closures, or is it about the same?” C9: “While schools were closed during summer term, on average how many hours a week did you spend reading for fun at home?” Secondary pupils: (n=5,327), pupils who read more (n=1,247), pupils who read the same amount (n=2,273), pupils who read less (n=1,807)

Summer holiday activities

From the beginning of July 2020, out-of-school settings and holiday childcare providers for school-aged children, such as extra-curricular clubs, holiday clubs and tuition centres, were able to open for all children and young people, both indoors and outside.

DfE published guidance for these providers to support them to put in place protective measures that would reduce the risk of infection and transmission of the virus in their settings. For example, the guidance made it clear that providers should host activities outside wherever possible as the transmission risk was considerably lower outdoors. DfE also advised that children should be kept in small, consistent groups of no more than 15 children and at least one member of staff. This meant that at the first session children and young people attended they should be assigned to a particular class or group and should then stay in those consistent groups for future sessions (i.e. on consecutive days or from one week to the next). This was to minimise the amount of mixing between different groups of children outside of school, and therefore the risk of infection.

DfE also published guidance for parents and carers advising them to consider sending their children to the same setting consistently, in order to minimise the risk of transmission of the virus due to increased mixing between different groups of children.

Summer holiday childcare

In August, parents were asked about the types of summer holiday childcare they used. This included any scheme or service offered during the holidays for children but did not include activities only available in the morning or afternoon, or childcare provided by friends or family.

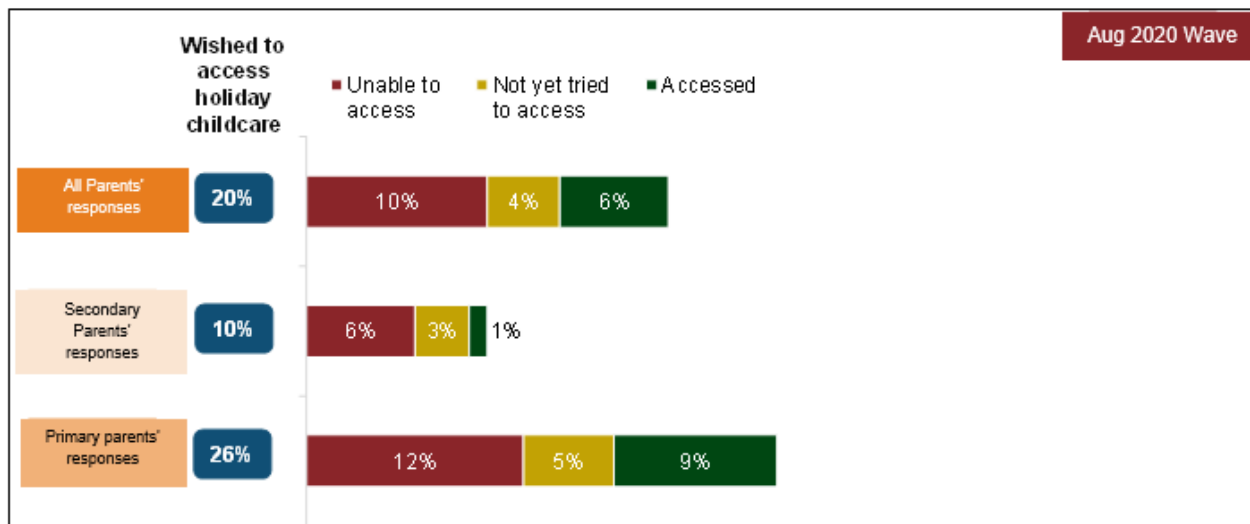
Overall, a fifth (20%) of parents wanted to use holiday childcare during the summer holidays (rising to 29% in London). Of these, a fifth (21%) had not tried to access it at the time of research, and half (48%) had tried but not been able to access it, equivalent to 10% of all parents wanting but unable to access holiday childcare during the summer holidays. Just under a third of those who had wanted to use holiday childcare, had tried and been able to access it (31%, equivalent to 6% of all parents overall).¹⁶

Parents that had accessed holiday childcare were prompted with types of childcare and could select multiple types. The most commonly used type of holiday childcare in summer 2020 was daytime summer camps, used by 55% of those who had accessed holiday childcare (6% of all parents asked). Smaller proportions used school-based

¹⁶ Research ran from 13th August to 1st September, those who participated earlier may have subsequently been able to access childcare for the later part of the holiday.

holiday childcare (34%), a childminder (16%), nursery / pre-school (8%) and / or a nanny (5%).

Figure 14. Whether parents wished to access holiday childcare and the types accessed during summer 2020 holiday



Source: PPP Recruitment Wave, L12 “Have you wanted, or will you want, to use holiday childcare for any of your children during the summer holidays?” L13: “Have you been able to access any holiday childcare?” Parents in Cohort A (n=3,477), secondary parents (n=2,052), primary parents (n=1,425), parents who accessed holiday childcare (n=201)

Primary parents were more likely than secondary parents to say they wanted to use holiday childcare (26% vs. 10%). Primary parents were also more likely to have tried to access and been able to access holiday childcare: 9% had done so by the time of research, around a third (35%) of those who wanted childcare in the holiday period. In comparison only 1% of secondary parents, had tried and successfully accessed holiday childcare, representing 13% of those who wanted it.

Parents in full-time employment were more likely than average to have wanted to use holiday childcare (24%), and, among those wanting childcare, were more likely to have tried to access and been able to access it (37% vs the 31% average for all parents who wanted childcare.). Also, among those who wanted childcare, key workers were more likely to have been able to access it (39% vs. 27%). Those who were homemakers or stay at home parents were the least likely to have wanted it (13%).

BAME parents were more likely to have wanted holiday childcare (29% compared to 19% of White parents). Though they were less likely to have been able to access it – 14% of BAME parents who tried to access holiday childcare were able to access it compared to 39% of White parents. BAME parents were also more likely than White parents to have wanted to access holiday childcare but not tried to access it (28% vs. 16%).

The vast majority (87%) of parents who had accessed holiday childcare indicated that it had helped them to continue working their normal number of hours to some extent. For 39% it helped 'a great deal', for 37% to some extent and for a further 11% 'a little'.

Participation in organised out-of-school activities during summer holiday

Parents and pupils were also asked about participation in organised out-of-school activities in the summer. Out-of-school activities could include activities run by the school outside of term time, or activities run by other organisations. This was asked separately to questions about childcare, though may in some cases have served both purposes.

Just under a third (31%) of secondary pupils reported that they had participated in organised out-of-school activities (e.g. holiday clubs, tuition, youth clubs, organised volunteering, religious or languages classes) during summer 2020. This was very similar to the proportion of secondary parents that said their child participated in these activities (28%).

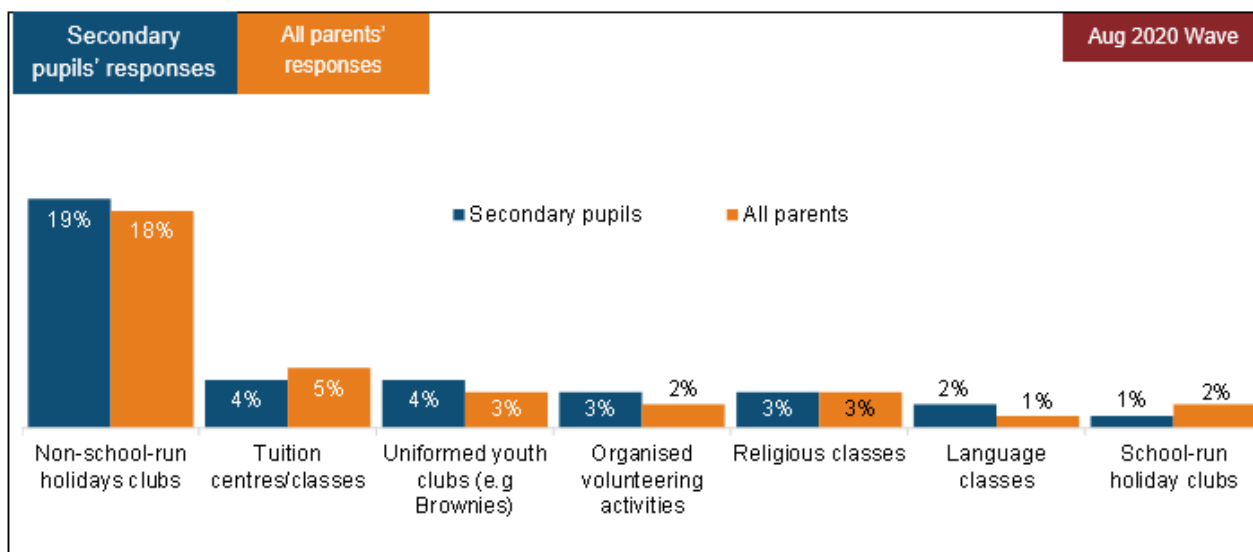
Younger pupils were more likely to have participated in at least one of these organised activities during the summer holiday (33% of those in years 6-9 and 32% of those in year 10 during the academic year 2019/2020 compared to 20%-25% of those in older year groups).

BAME pupils were more likely to have participated in one such organised activity (35% compared to 29% of White pupils).

SEND and FSM pupils were less likely to have reported participating in any of these organised holiday activities (27% and 24% respectively compared to 31% and 32% of non-SEND and non-FSM pupils). This pattern was also reported by parents of pupils with SEND and those eligible for FSM.

Non-school-run holiday clubs, such as sport, music, or drama clubs, were the most common types of organised holiday activity, participated in by 19% of secondary pupils, as shown in Figure 15.

Figure 15. Participation in out-of-school activities during summer 2020 holiday



Source: PPP Recruitment Wave, E1/E6: “Which, if any, of the following out-of-school activities have or will you/ [PUPIL] take part in over the school summer holidays this year?” Secondary pupils (n=5,327), Parents in Cohort B (n=3,714)

Non-school run holiday clubs were more likely to have been attended by;

- Primary school pupils (19% of primary parents vs. 17% of secondary parents),
- Within secondary, by younger year groups (from 22% of years 6-9 to 8% of year 13s),
- Male secondary pupils (22% vs. 17% of female pupils).

And less likely to have been attended by;

- FSM secondary pupils (13% vs. 20% of non-FSM pupils),
- BAME secondary pupils (16% vs. 20% of White pupils).

Frequency of participation in activities during summer holiday (reported by secondary pupils)

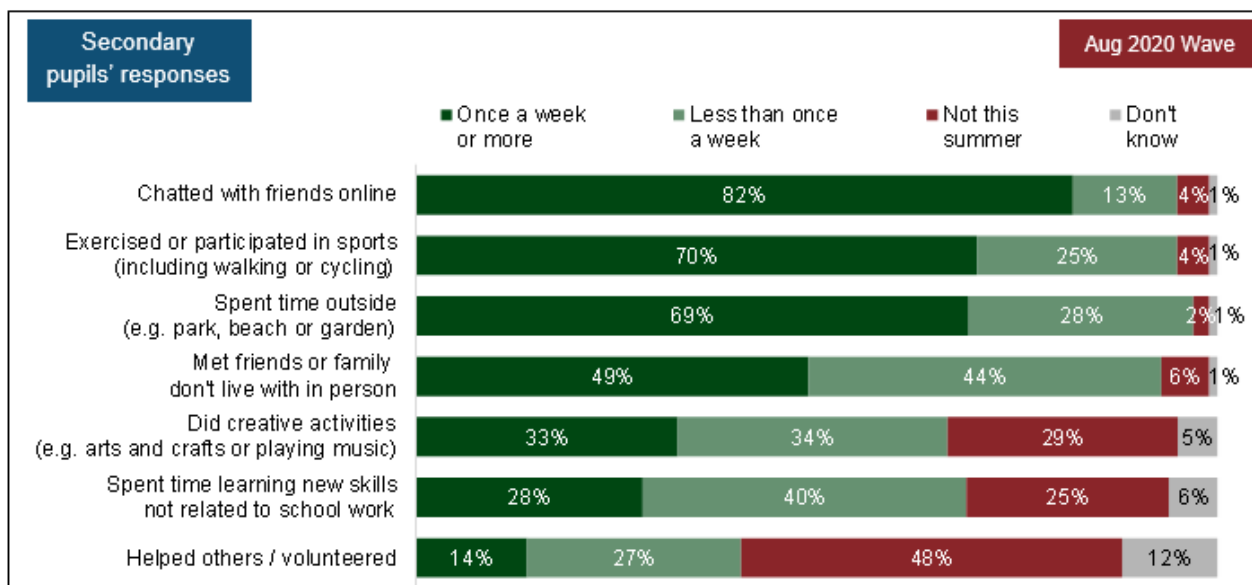
Secondary school pupils were also asked if they had taken part in a list of social, physical, creative, outdoor, or voluntary activities during the 2020 summer holidays. As shown in Figure 16, at some point nearly all (over 90% for each) had:

- Spoken to friends online;
- Exercised or participated in sports (including walking or cycling);
- Spent time outside (e.g. at a park, beach, or garden);
- Met friends or family not part of their household in person

However, these activities were not frequent for all secondary pupils – for example around three-in-ten exercised or participated in sport less than once a week, or not at all, during the summer holiday (29%) and a similar proportion (30%), spent time outside less than once a week, or not at all, during this time.

Most secondary pupils had participated in a creative activity during summer 2020, such as arts or crafts or playing music (67% vs. 29% who had not, 5% Don't know). A similar proportion had spent time learning new skills unconnected to schoolwork during summer 2020 (69% vs. 25% that had not). A sizeable minority (40%) had helped others or volunteered in some way. However, these activities were not regularly accessed by many, and in a typical week only 33% participated in a creative activity, 28% spent time learning new skills and 14% helped others or volunteers.

Figure 16. Secondary school pupils' participation in activities during summer 2020 holiday



Source: PPP Recruitment Wave, E2 “How often, if at all, have you [code text] this summer?”
Secondary pupils (n=5,327)

The category ‘once or more a week’ includes those who participated in the activity ‘most or all days’. Pupils in years 6-9 in the 2019/20 academic year were more likely to have been in this highest frequency group for the following activities;

- Spending time outside (47% did so most or all days vs. 36% each of years 11,12 and 13),
- Exercising (43% did so most or all days vs. 36% each of years 12 and 13)

FSM pupils were less likely to have exercised on most days (26% compared to 44% of other pupils) or to have spent time outside most days (29% compared to 44%).

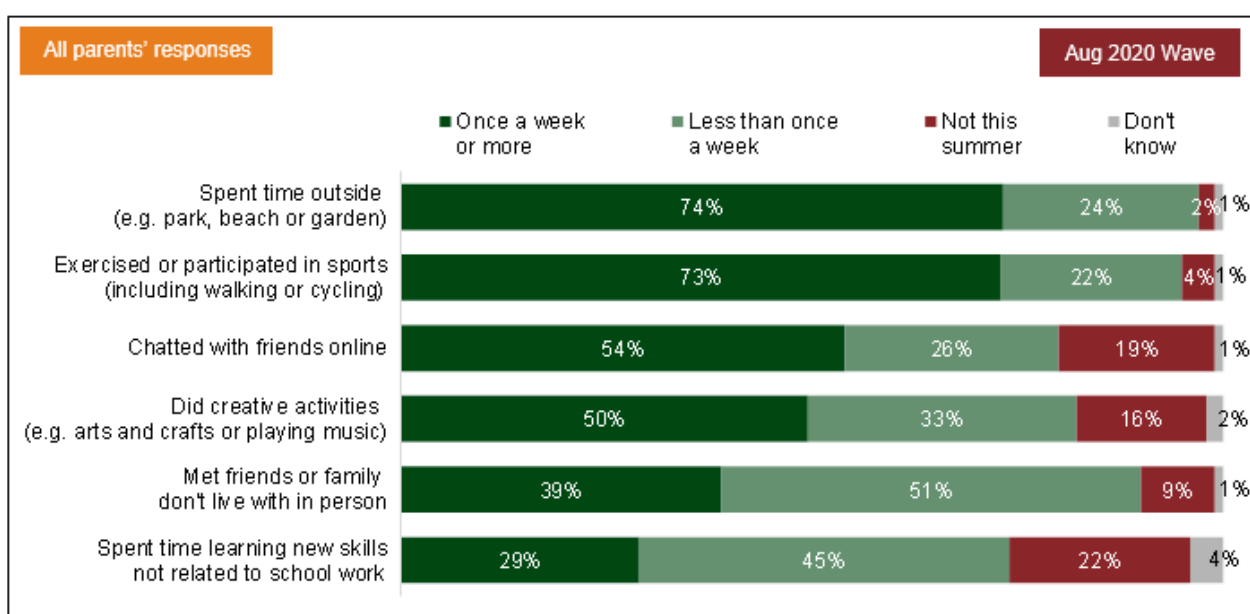
BAME pupils were also less likely to have exercised on most days (34% vs. 43% of White pupils) and much less likely to have spent time outside most days (28% vs. 49%).

Pupils who were more positive about their well-being also reported more frequently spending time outside and / or exercising. Half (48%) of those with high happiness scores also spent time outdoors most or all days compared with a quarter (24%) of those with low happiness scores.

Frequency of child’s participation in activities during summer holiday (reported by secondary and primary parents)

Overall, just under three-quarters of parents reported that their children spent time outside (74%) and / or exercised (73%) at least once a week during the summer holiday, and around half said their child chatted with friends online (54%) and / or did creative activities (50%) at least once a week. These figures include parents of primary age children as well as secondary.

Figure 17. Parents reported participation of primary and secondary children in activities during summer 2020 holiday



Source: PPP Recruitment Wave, E2: “How often, if at all, has Pupil [code text] this summer?”
Parents in Cohort B (n=3,714)

Parents of primary pupils were more likely than parents of secondary pupils to say that on most or all days during the summer holiday their child had;

- Spent time outside (58% of primary parents vs. 39% of secondary parents),
- Exercised (49% vs. 34%),
- Participated in creative activities (26% vs. 20%).

Primary parents were also less likely to say their child had chatted with friends online at all (71% vs. 96% of secondary parents).

Parents of FSM pupils were less likely to say that their child spent time outside on most days during the summer holiday (38% compared to 55% of non-FSM parents) and / or exercising (35% vs. 45%).

Parents of BAME pupils were also less likely to report that their child spent time outside on most days during the summer holiday (32% vs. 58% of parents of White pupils) or exercising (30% vs. 48%).

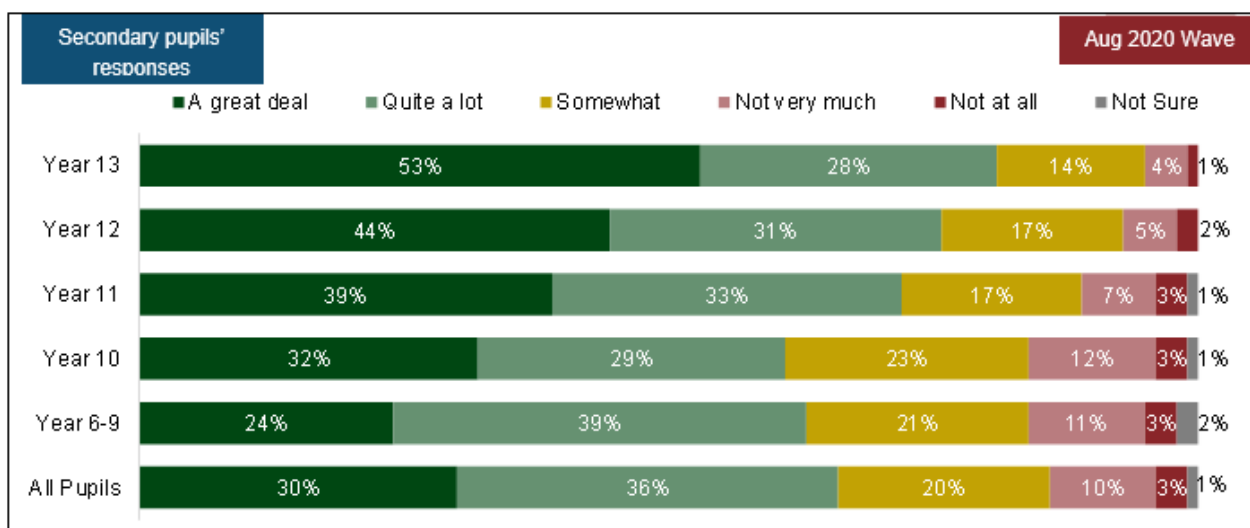
A fifth of parents (18%) reported their child taking part in non-school-run holiday clubs over the school summer holidays, making it the most common activity selected. The second most common was tuition centres or classes (5%).

Impact of COVID-19 on summer holiday plans

Participation in these sorts of activities can be beneficial for children and young people in a variety of ways, and we know that prior to the pandemic there was variation in participation. Knowing how much children and young people were not able to do the activities they wanted this summer gives an indication of the extent of disruption they have experienced.

Two-thirds of secondary school pupils said that the COVID-19 pandemic had stopped them ‘doing what they wanted’ during summer 2020 - either ‘a great deal’ (30%) or ‘quite a lot’ (36%), as shown in Figure 18. A further 20% felt their plans were ‘somewhat’ impacted by the pandemic, resulting in 86% of secondary pupils at least ‘somewhat’ impacted.

Figure 18. Extent to which COVID-19 stopped secondary pupils ‘doing what they wanted’ to do during summer 2020 holiday



Source: PPP Recruitment Wave, E3: “To what extent, if at all, has COVID-19 stopped you from doing what you wanted this summer?” Secondary school pupils; (n=5,327). Year 6-9 pupils (n=1,724), year 10 pupils (n=697), year 11 pupils (n= 667), year 12 pupils; (n=669), year 13 pupils; (n= 1,570.)

Older pupils were more likely to report greater impact. Among those in year 13 in the 2019/20 academic year, over half (53%) said that the pandemic stopped them from doing what they wanted 'a great deal'. The proportion fell with each year group, as shown in Figure 18, and among year 6-9s one quarter (24%) said that the pandemic stopped them from doing what they wanted 'a great deal'

The following groups were also particularly likely to say that COVID-19 had stopped them doing what they wanted 'a great deal' or 'quite a lot' during summer 2020;

- Female pupils (71% vs. 60% among males),
- Non-FSM pupils (66% vs. 63% among FSM pupils),
- Those with low scores¹⁷ for life satisfaction, happiness, and worthwhileness (79%, 75% and 70% compared to 61%, 62% and 64% respectively among those with high scores), as well as those with high scores for feeling anxious (75% vs. 63% of those with low scores).

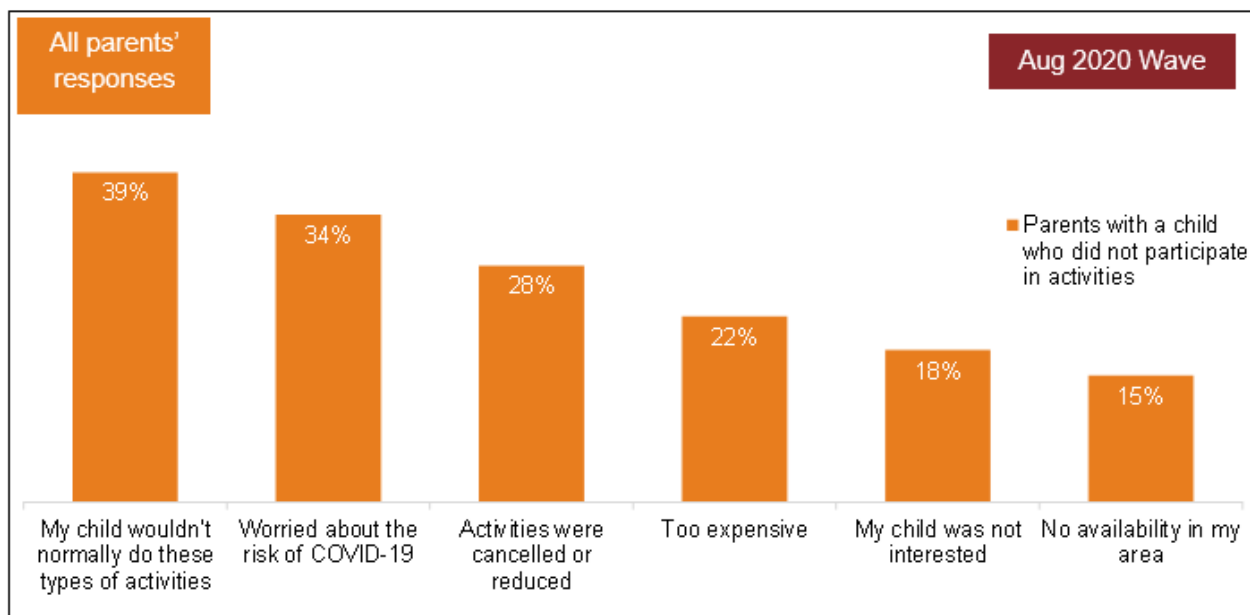
Main reasons for not participating in organised out-of-school summer holiday activities

Seven-in-ten parents (70%) reported that their child had not participated in any of the organised out-of-school activities over the summer of 2020. Most commonly children who had not participated in any of the organised out-of-school activities would not usually have done so, as reported by 39% of parents. However, a third (34%) said that their child had not taken part due to worries about the risk of COVID-19.¹⁸ Over a quarter of parents (whose child have not participated in any of the organised out-of-school activities) (28%) said activities had been cancelled or reduced so their child could not participate. Expense was a reason mentioned by just over a fifth of these parents (22%).

¹⁷ For measures of happiness, life satisfaction and worthwhileness a high (and therefore positive) score is between 7-10. Whereas for the feelings of anxiety measure a positive score would be a low score of 0-3 as it represents low feelings of anxiety. A high score (6-10) is a negative score for those who are feeling more anxious.

¹⁸ The question did not specify whether the risk of COVID-19 was a worry for parents, pupils or both.

Figure 19. Main reasons why child did not participate in out-of-school organised activities during summer 2020 holidays¹⁹



Source: PPP Recruitment Wave, E7: “What are the main reasons why Pupil will not or has not taken part in any of these activities this summer?” Parents (Cohort B) whose child hasn’t done any of the listed activities this summer (n= 2,644.)

Primary pupils were more likely than secondary to have not participated in these types of organised activities during summer 2020 due to worries about COVID-19 (mentioned by 38% of primary parents whose child did not participate vs. 27% of secondary counterparts) and / or because such activities were cancelled or reduced (30% vs. 25%).

Parents of FSM pupils who had not participated in the listed types of organised activities were more likely than parents of non-FSM pupils to say this was due to worries about COVID-19 (43% vs. 32%) and / or because the activities were too expensive (28% vs. 20%).

Parents of BAME pupils who did not participate in these types of activities were considerably more likely than parents of White pupils to say that their child had not done so due to worries about COVID-19 (50% vs. 30%).

¹⁹ Please note this was a multiple-choice question and therefore percentages will not add up to 100% as parents could have selected more than one answer.

Feelings about attending school in September 2020, before schools were open to all pupils

In July 2020, the Department announced that all schools, colleges and nurseries needed to plan for a full return of all children and young people from September 2020 and the reintroduction of mandatory attendance. The Department published guidance for schools setting out a range of measures to protect children and staff and guidance for parents and carers to provide reassurance on what to expect and when not to attend.

Previous restriction on restrictions on group sizes were lifted but Covid-19 secure measures remained in place to reduce the risk of transmission, with schools being asked to keep children in class or year group sized 'bubbles' and encourage older children to keep their distance from each other and staff where possible. This was alongside protective measures such as regular cleaning and handwashing increasing, reducing the use of frequently shared items and minimising contact in corridors, and guidance on the actions to be taken following one, or two or more, positive cases of Covid-19.

Level of intent to attend school in September 2020

In August 2020, almost all those pupils who were continuing at school in 2020/21 reported that they were likely to physically return to school in September (95%), and a similar proportion of parents (95% primary parents and 94% secondary parents) reported their child would likely be doing so.²⁰

A very small minority of parents (2%) and pupils (4%) reported they were unlikely to return to school. The following groups were particularly likely to say that they (or their child) were *unlikely* to go back to school in September 2020;

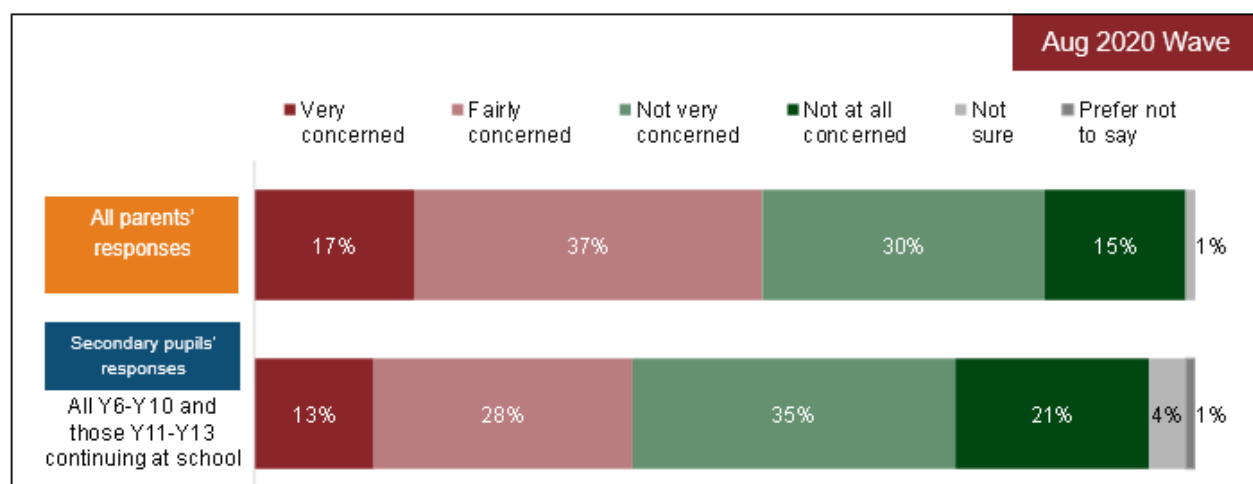
- Secondary pupils eligible for FSM (10% vs. 3% among those not eligible). Similarly, all parents of FSM pupils (6% vs. 1% non-FSM).
- Parents of BAME pupils (4% vs. 2% among parents of White pupils). White pupils were more likely than BAME pupils to say it was 'very likely' they would go back to school in September (78% vs. 71%).
- Parents of children considered to have SEND (5% vs. 2% of those without SEND). SEND pupils were less likely to be 'very likely' to return (70% vs. 76% of pupils without SEND).
- Parents who were unemployed or full-time parents / homemakers (4% of each vs. 1% of parents in employment)

²⁰ Either because they were in years 6 to 10 or 12 (in academic year 2019/20) or because they were in years 11 or 13 but still continuing at school from September 2020.

Concerns about attending school in September 2020

In August 2020, two-fifths of pupils (40%) and just over half of parents (54%) were concerned about the return to school in September. Pupils and parents were more likely to be 'fairly concerned' than 'very concerned', but 17% of parents and 13% of pupils were 'very concerned'.

Figure 20. Overall level of concern amongst parents and pupils about approaching return to school in September 2020



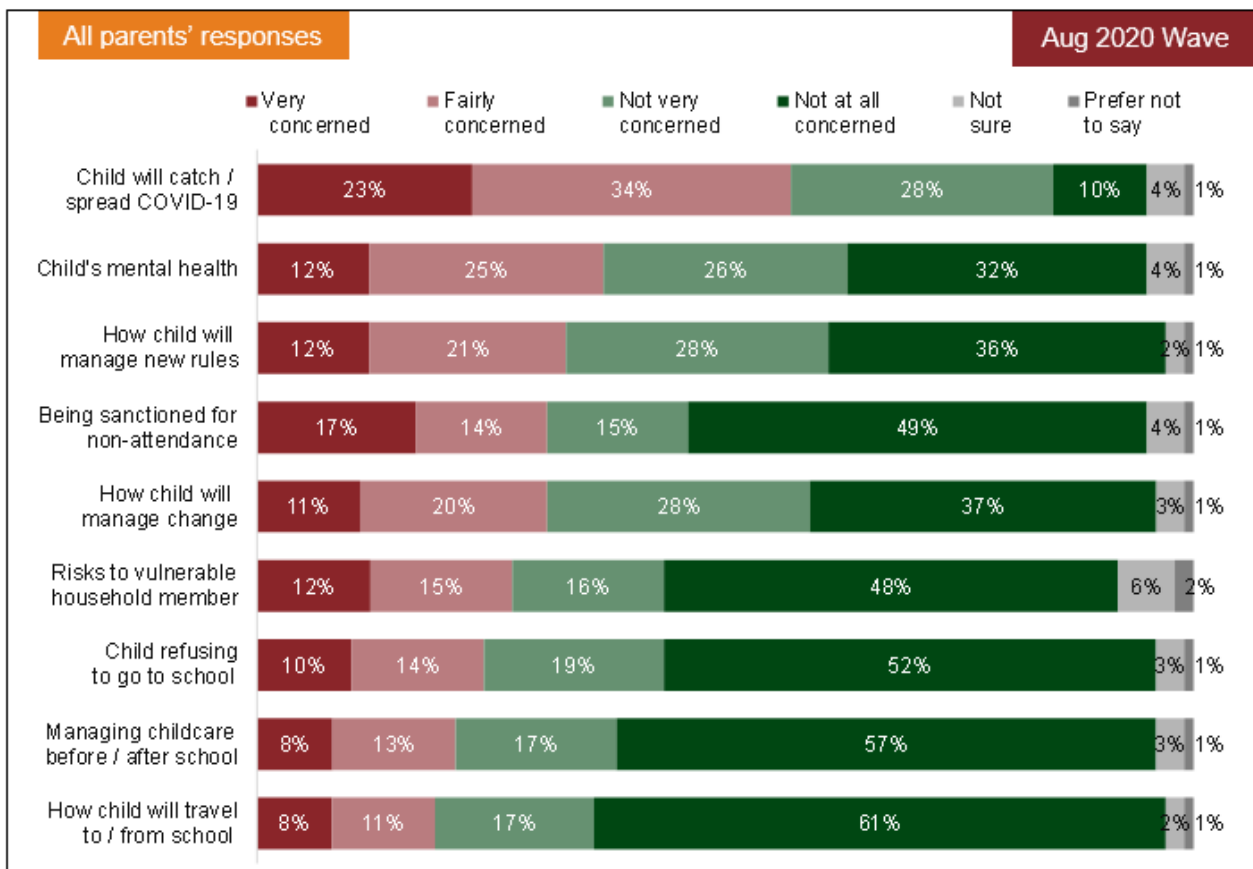
Source: PPP Recruitment Wave, H5/H14: "How concerned, if at all, are you about physically going back to school/sending [PUPIL] back to school in September?" All parents (n=7,191). Secondary pupils continuing at school in September 2020 (all year 6-10 and those in years 11-13 continuing) (n=3,401).

The following groups were particularly likely to be concerned (either very or fairly) about attending school:

- Parents of secondary pupils (56% vs. 53% parents of primary pupils).
- Pupils who had been in years 10 or 12 in academic year 2019/20 (50% and 52% vs. 40% average).
- Female pupils (45% vs. 36% among males)
- Pupils eligible for FSM (54% vs. 38% of those not eligible)
- BAME pupils (46% vs. 39% of White pupils)
- SEND pupils (47% vs. 39% of pupils without SEND)

As well as their overall level of concern, parents were asked how concerned they were about specific aspects of the upcoming return to school. Over half (57%) were concerned that their child would catch or spread COVID-19, and almost two-fifths (37%) were concerned about the impact of going back to school on their child’s mental health, as shown in Figure 21. Their child refusing to go to school, managing childcare and travel were less likely to be widespread concerns, and were a consideration for less than a quarter of parents.

Figure 21. Level of concern amongst parents about specific elements of approaching return to school in September 2020



Source: PPP Recruitment Wave, H15 “Thinking about [PUPILNAME] returning to school, how concerned, if at all, are you about [CODE TEXT]?” All parents (n=7,191).

Concerns about their child refusing to return to school was particularly common amongst:

- Parents of primary school pupils (26% vs. 21% of secondary parents)
- Parents of male pupils (26% concerned vs. 23% of parents of female pupils)
- Parents who were unemployed or a full-time parent / homemaker (39%, 33% vs. 20% of those in employment)

- Parents of children eligible for FSM (39% vs. 21% of non-FSM)
- Parents of children considered to have SEND (52% vs. 20% of those without SEND)
- Parents whose child had not physically attended school before the summer holidays (27% vs. 20%).

Parents of primary school pupils were also more likely than parents of secondary pupils to be concerned about their child dealing with new rules (37% vs. 25% among parents of secondary pupils) and / or whether they would be able to manage childcare before or after school (27% vs. 11%). Parents of secondary school pupils were more likely to be concerned about their child travelling to and from school (27% vs. 14% among parents of primary pupils).

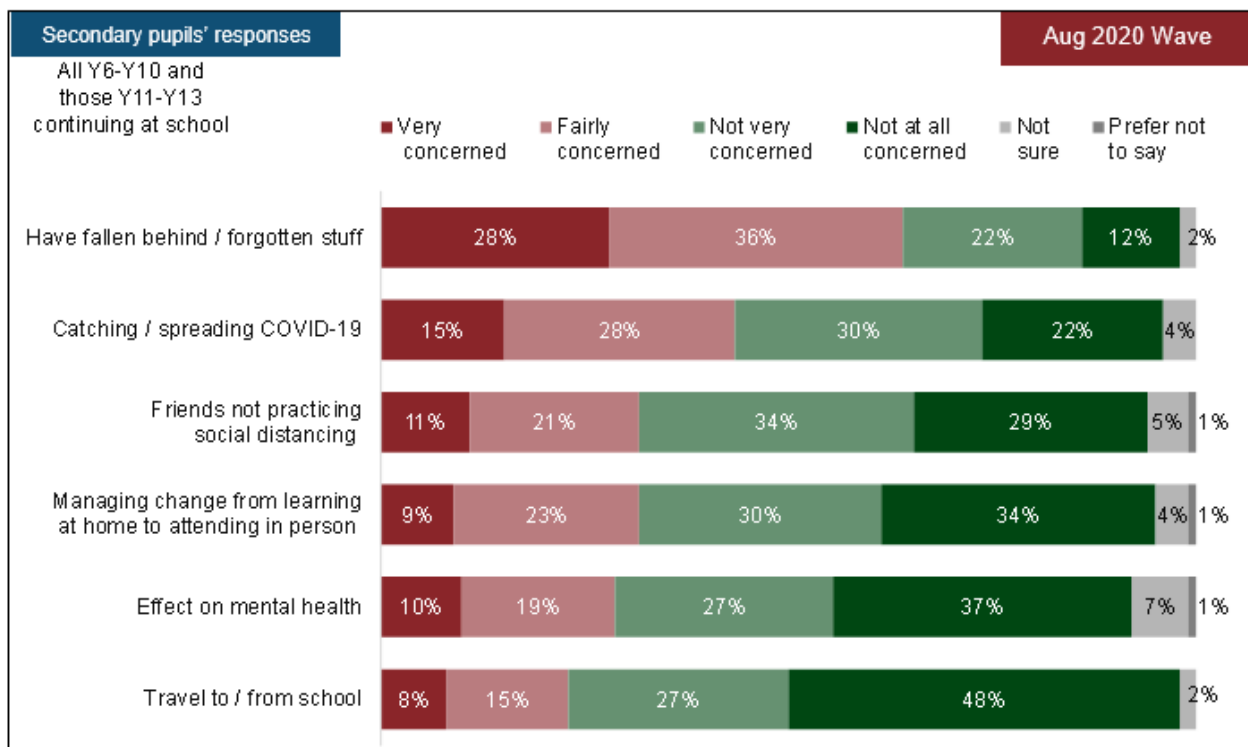
Parents of male pupils were more likely to be concerned about how they would manage with new rules (36% vs. 29% of parents of female pupils).

Parents of pupils eligible for FSM were more likely to be worried about their child spreading COVID-19 (68% vs. 55% of those whose children were not eligible), the effect of going back to school on their child's mental health (51% vs. 34%) and / or being sanctioned for non-attendance (50% vs. 27%).

Parents of BAME pupils were much more likely to be concerned than parents of White pupils about several areas, such as being sanctioned for non-attendance (47% vs. 26%), travel to school (30% vs. 15%) and / or risks to a member of the household who is clinically vulnerable (36% vs. 25%).

All secondary pupils who had been in years 6 to 10 in the academic year 2019/20, and those who had been in years 11 to 13 who planned to return to school in September 2020 were asked, in August, how concerned they felt about specific aspects of returning, as shown in Figure 22. Having 'fallen behind or forgotten stuff' was the area pupils were most likely to be concerned about (64% very or fairly concerned). Potentially catching or spreading COVID-19 was a concern for 43% of pupils (15% very concerned). Around a third were concerned about managing the change back to physically attending school (32%), friends not practicing social distancing (32%) and / or the impact on their mental health (29%), with around 10% very concerned about each of these. Pupils were least concerned about travelling to school (23% concerned, 8% very concerned).

Figure 22. Level of concern amongst pupils about specific elements of approaching return to school in September 2020 (prompted)



Source: PPP Recruitment Wave, H6 “Thinking about returning to school, how concerned, if at all, are you that [CODE TEXT]?” Secondary pupils continuing at school in September 2020 (all year 6-10 pupils and those in years 11-13 continuing) (n=3,401).

Pupils who had been in years 10 or 12 in 2019/20 were more concerned than average about having fallen behind (79% and 87% vs. 64%) and about the effects on their mental health (38% and 52% vs. 29%), the transition to attending classes in person (38% and 46% vs. 32%) as well as potentially catching and spreading COVID-19 (47% and 55% vs. 43%).

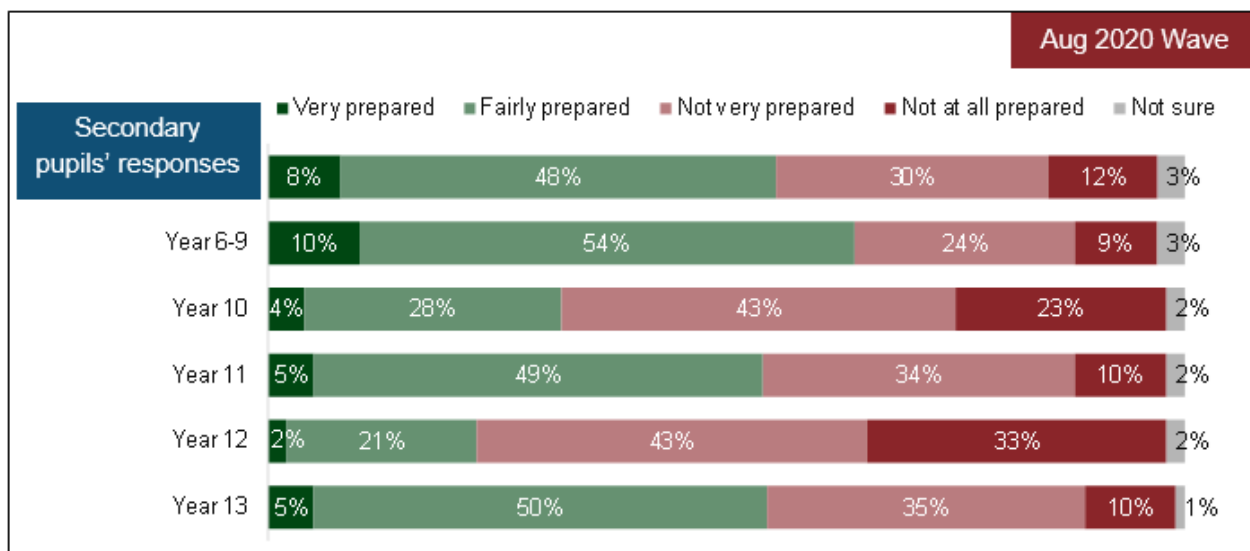
Pupils eligible for FSM were more concerned than those not eligible about all listed aspects of returning to school, for example, having fallen behind (71% of FSM pupils concerned vs. 62% of non-FSM pupils), managing the change to attending in person (43% vs. 30%) and the effect on their mental health (40% vs. 27%).

Pupils with a household member considered to be at high risk of catching COVID-19 were more concerned about all aspects of returning to school than average, other than travelling to and from school.

Preparedness for attending school in September 2020

In August 2020 over half (55%) of secondary pupils felt prepared for their return to school for the next year, although one-in-eight (12%) felt very unprepared, as shown in Figure 23.

Figure 23. Level of preparation amongst pupils about next year of education / life



Source: PPP Recruitment Wave, H1: “How do you feel about the next year of your education / life How prepared, if at all do you feel?” Secondary pupils (n=5,327). Year 6-9 pupils (n= 1,724), year 10 pupils (n=697), year 11 pupils (n= 667), year 12 pupils; (n=669) and year 13 pupils; (n= 1,570.)

Those who had been in years 6-9 in the 2019/20 academic year were the most likely to have felt prepared (64% vs. the 55% average) and year 12 pupils were the least likely to say that they felt prepared (22%), indeed as many as a third (33%) felt not at all prepared. Those in year 10 in the 2019/20 academic year were also more likely than average to have felt not at all prepared for the coming year (23%).

The following groups were less likely to say they felt prepared for returning to school:

- Female pupils (48% vs. 62% among male pupils).
- Pupils eligible for FSM (47% vs. 57% among non-FSM pupils).
- Pupils with SEND (49% vs. 56% pupils without SEND).

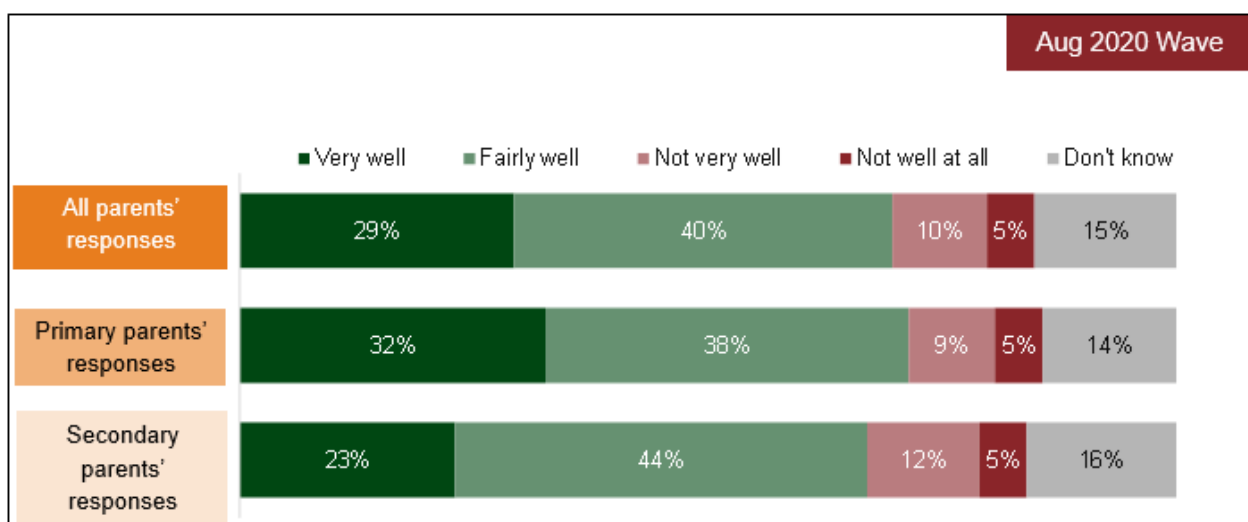
Almost 9 out of 10 pupils continuing at school (87%) had at least some understanding of the rules for attendance in September, while around 8 in 10 (82%) had at least some understanding of the rules on how to behave in September.

Those who had been in years 11 or 12 in the 2019/20 academic year were less likely to say they understood the rules on either attendance (80% and 80% vs. the 87% average) or behaviour (76% and 75% vs. the 82% average).

From the parent’s perspective, over 9 in 10 parents (91%) felt they understood the rules regarding their child’s attendance which would commence in September, while 8 in 10 (79%) said they understood the new behaviour rules.

In August 2020 around 7 in 10 parents (69%) felt that their child’s school had prepared their child fairly well or very well for their upcoming return to school in September 2020. Around one-in-six felt the school had not prepared them well (10%) or at all well (5%), with the same proportion unsure (15%). Results are shown in the following chart.

Figure 24. Parent views on the level of preparation from child’s school about approaching return to school in September 2020



Source: PPP Recruitment Wave, H12 “Thinking about the school your child will be attending in September, how well do you think Pupil's school has prepared them to return in September 2020?” All parents (n=7,191), primary parents (n= 4,203) and secondary parents (n=2,988)

The following groups were less likely to believe that their child’s school had prepared their child well for return in September 2020:

- Parents of secondary pupils (66% vs. 71% among primary parents)
- Parents of pupils eligible for FSM (60% vs. 71% among those whose children were not eligible). This reflects findings amongst FSM pupils as reported above. FSM parents were also less likely to say they understood the rules on attendance (85% vs. 92% among non-FSM parents) or behaviour in September (75% vs. 79%).
- Parents of BAME pupils (66% vs. 71% among parents of White pupils). This

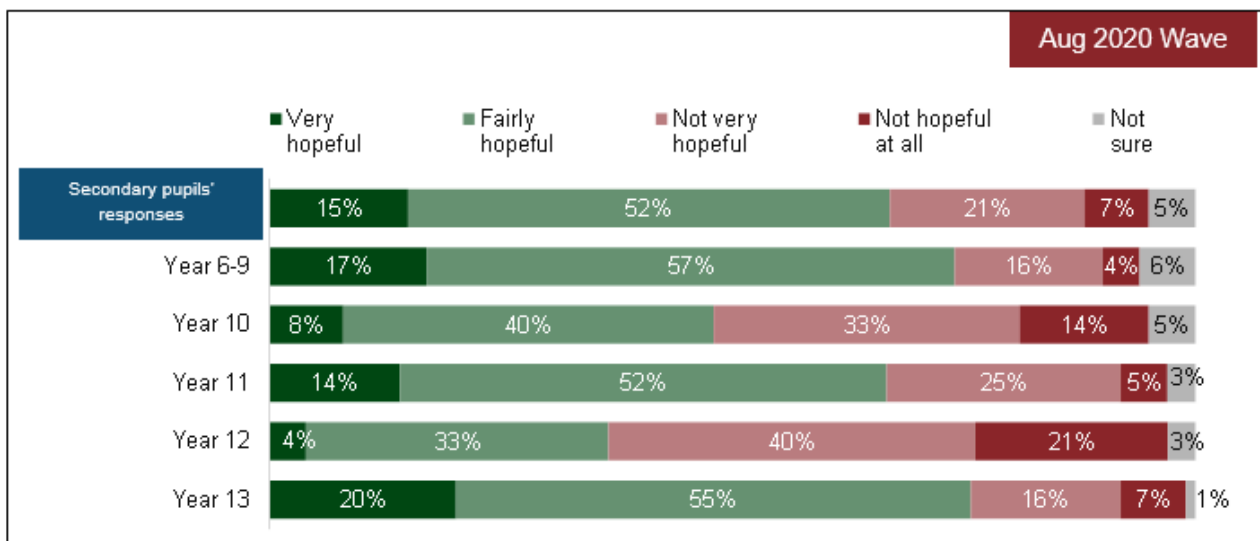
difference by ethnicity was not observed amongst pupils themselves.

- Parents of pupils considered to have SEND (62% vs. 71% among parents of pupils without SEND). This reflects findings amongst pupils with SEND as reported above.

Pupils’ feelings about attending school in September 2020

In August 2020 two-thirds of secondary pupils (67%) were hopeful about the next phase of their education or life, although only 15% were very hopeful, as shown in Figure 25. A fifth (21%) were not very hopeful and 7% not hopeful at all.

Figure 25. Level of hope amongst pupils about next year of education / life



Source: PPP Recruitment Wave, H2 “How hopeful do you feel?” Secondary pupils (n=5,327), year 6-9 pupils (n= 1,724), year 10 pupils (n=697), year 11 pupils (n= 667), year 12 pupils (n=669) and year 13 pupils (n= 1,570)

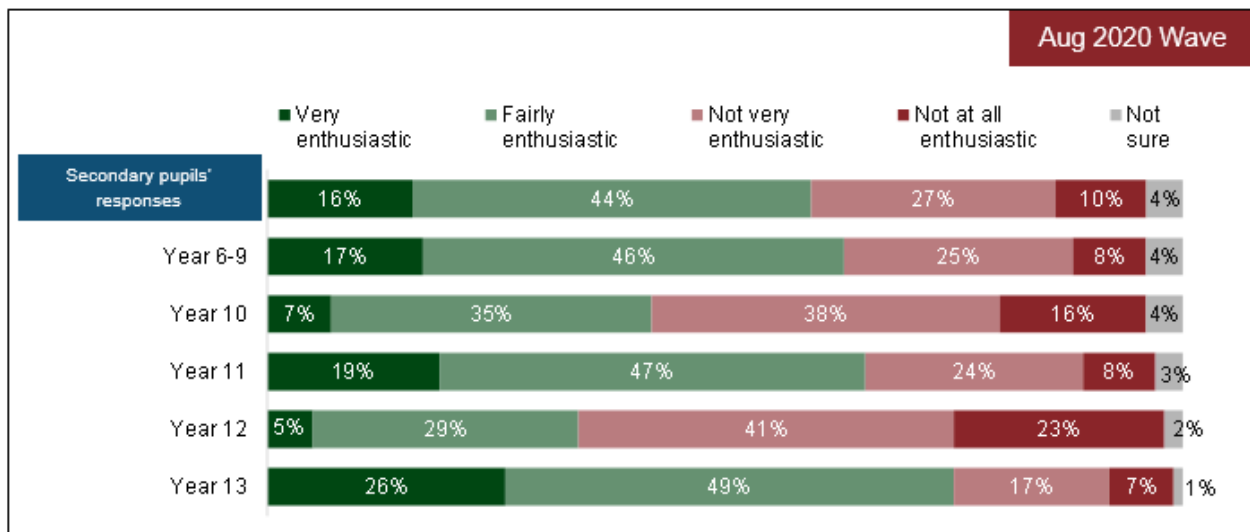
Year 12 pupils were the least hopeful, indeed a majority were not very (40%) or not at all hopeful (21%). This may reflect their greater level of concern about having ‘fallen behind’ (as reported above) and awareness of upcoming university or job applications. Year 10 pupils were also less likely than average to feel hopeful (33% not very hopeful and a further 14% not hopeful at all).

Male pupils were more hopeful than female pupils (73% compared to 62%), as were BAME pupils (70% compared to 66% of White pupils).

Pupils eligible for FSM were more negative, with 34% saying they were not hopeful, compared to 27% of those not FSM eligible.

Three-in-five (60%) secondary pupils were enthusiastic about the next phase of their education or life (60%) when asked in August 2020, as shown in Figure 26. One-in-ten (10%) were not enthusiastic at all.

Figure 26. Level of enthusiasm amongst pupils about next year of education / life



Source: PPP Recruitment Wave, H3 “How enthusiastic do you feel?” Secondary pupils (n=5,327), year 6-9 pupils (n= 1,724), year 10 pupils (n=697), year 11 pupils (n= 667), year 12 pupils (n=669) and year 13 pupils (n= 1,570)

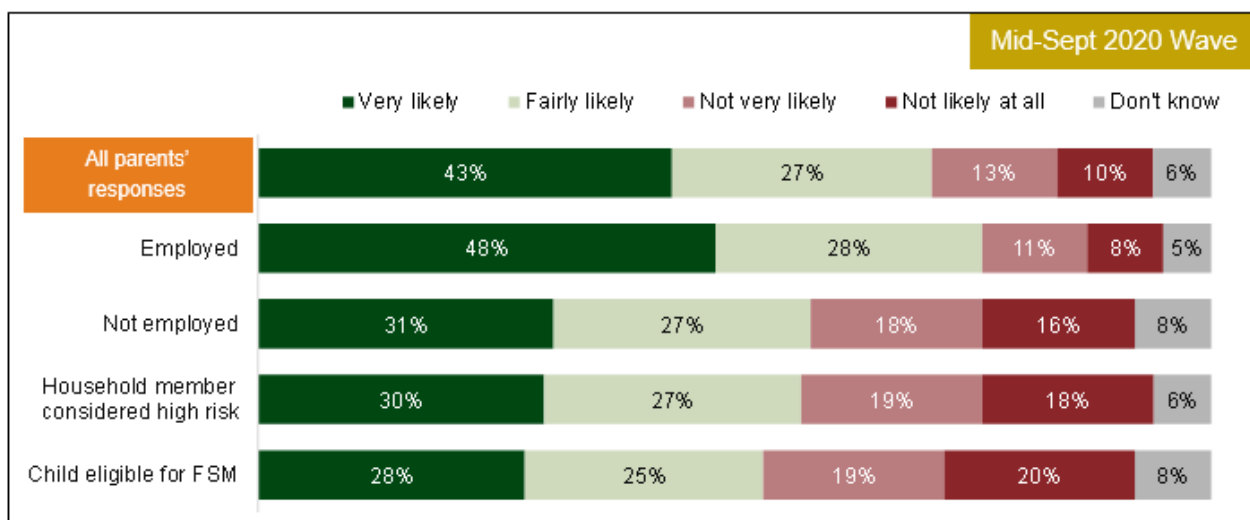
The groups which were less enthusiastic largely reflect those which were less hopeful, felt less prepared to return to school and were more concerned about having fallen behind.

- Year 12 and 10 pupils were less likely to be enthusiastic than other secondary year groups. Only 5% and 7% respectively of year 12 and 10 pupils were very enthusiastic, and 29% and 35% respectively were fairly enthusiastic. Almost a quarter (23%) of year 12 pupils were not at all enthusiastic.
- Female pupils were less enthusiastic than male pupils (56% vs. 63%).
- White pupils were less enthusiastic than BAME pupils (59% vs. 62%). However, they were not significantly more likely to be concerned about having fallen behind or to feel unprepared.
- Pupils eligible for FSM were more likely to be not at all enthusiastic (15% vs. 10% of those not FSM eligible).
- Pupils with SEND were less enthusiastic (51% compared to 61% of pupils without SEND).

Potential impact of future local lockdowns

In the mid-September 2020 wave of research, when schools had re-opened fully, 7 in 10 parents (71%) whose child was then physically attending school said they would continue to send them in the event of a local lockdown, with 43% very likely to do so, as shown in Figure 27. One-in-ten (10%) said they would be not at all likely to send their child in this scenario.

Figure 27. Likelihood of parents whose child was physically attending school in September 2020 continuing to send them if local area was put into a lockdown



Source: PPP September Wave 1, L21: "Imagine your local area was put into a lockdown but schools remained open. How likely, if at all, is it that you would continue to send your child to school?" Parents where child is physically attending school; (n=3,965). Employed parents (n= 2,821). Parents not employed (n= 1,144). Household member considered high risk (n=791). Parents with FSM pupil (n= 750).

Parents of primary school pupils were slightly more likely than parents of secondary pupils to say they would continue to send their child to school during a local lockdown (72% vs. 69%).

Parents in employment were more likely to be very likely to send their child to school during a local lockdown compared to those unemployed (48% vs 31%).

Parents with a household member considered to be at high risk of COVID-19 were less likely to say they would continue to physically send their child to school compared to all parents overall, though still a majority would do so (57% vs. 71%).

Amongst parents of pupils eligible for FSM only around half (54%) were likely to continue to send their child to school during a local lockdown compared to 71% of all parents.

Parents living in rural areas were more likely to think they would continue to send their child to school during a local lockdown, compared to those living in urban areas (75% vs 70%). Parents living in London were most likely to be not at all likely to send their child to school in a local lockdown (16% vs. 7%-11% in other regions).

Wider-opening of schools to all pupils and resuming of mandatory attendance

This section of the report covers the wider opening of schools to all pupils in September 2020 for the start of the academic year 2020/21. It examines school attendance, support from the school, experiences of returning to school, the curriculum covered, school rules and behaviour, as well as travel and school catering.

Pupils in all year groups were expected to attend school full time from the start of the autumn term 2020. For the period reported on here, school attendance was mandatory. The Department were clear that parents would not be penalised if their child's non-attendance at school was as result of following clinical or public health advice relating to coronavirus (COVID-19). Pupils with symptoms or with a confirmed positive test of coronavirus (COVID-19) were and are unable to attend school. Pupils who were formally identified as clinically extremely vulnerable were still advised that they ought to attend school unless they were receiving direct paediatric or NHS care and had been advised specifically by their GP or clinician not to attend an education setting. Where pupils, parents and households were reluctant or anxious about attending school, schools were encouraged to bear this in mind and put the right support in place to address this.

Three waves of research were conducted in the first half-term of 2020/21, following the initial research in August. The emphasis is on the latest data collected, based on the fortnight prior to October half-term, though comparisons are made with findings from earlier waves where these are available.

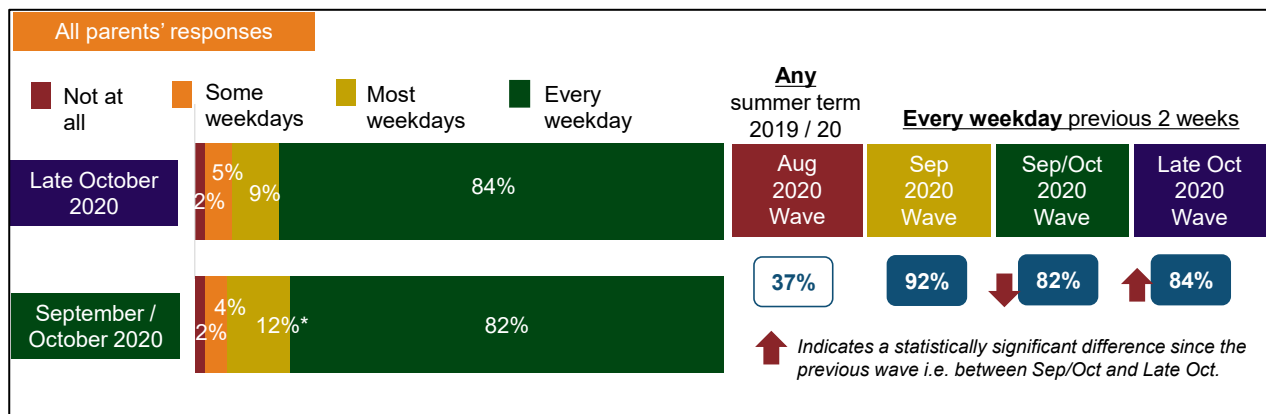
School attendance before the October half-term

The vast majority of parents reported that their child had attended school or college every day (84%) or most days (9%) in the fortnight before the October half-term 2020; 2% indicated that their child had not physically attended school at all during this time. It is worth noting that parents consistently reported high levels of pupil attendance throughout the autumn term, with 82% reporting attendance every day in September/October and 92% doing so in September.

Physical attendance had more than doubled compared to the summer term of the academic year 2019/20 when schools were closed to the majority of pupils, as only 37% of parents reported any physical attendance at all before the summer holiday. ²¹

²¹ From 01 June 2020, primary schools were able to welcome back children in nursery, reception, Year 1 and Year 6, in smaller class sizes; nurseries and other early years providers, including childminders, were able to begin welcoming back children of all ages, and (from 15 June) secondary schools and colleges were able to provide some face-to-face support for Year 10, Year 12, and 16-19 college students due to

Figure 28. Frequency of physical attendance at school in the fortnight prior to October 2020 half-term (late October wave) / in the last two weeks (previous waves), reported by parents



Source: PPP Late October wave L16A: “Thinking of the two weeks before the October half term, how often, if at all, has your child physically attended school or college?” Parents; (n=3,542). Sept/Oct 2020 L16: ‘How often, if at all, has your child physically attended school or college in the past two weeks?’ Parents (n=3,491). September wave L16. Parents (n=4,005) Recruitment wave L4.” Was Pupil physically attending school before the summer holidays?” Parents; (n=7,191)

* Indicates a statistically significant difference between Sep/Oct and late Oct.

In the late October wave:

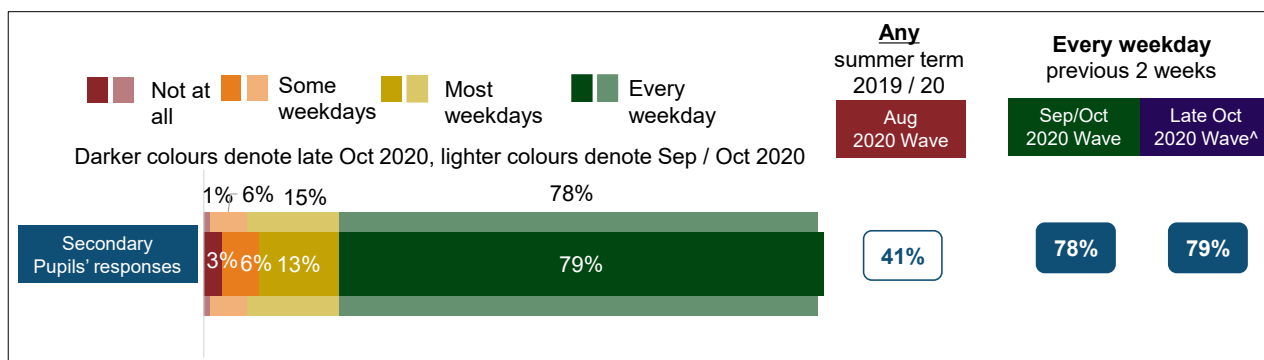
- Primary parents remained more likely than secondary parents to say their child had physically attended school every day over the last fortnight (87% vs. 81%).
- Parents in households where someone is perceived as at high risk of COVID-19 (as established in the August research) were less likely than average to say their child had attended every day in the past two weeks (80%), though this had increased from the proportion in the previous wave in September/October (77%).²²
- Parents in the North East, North West and Yorkshire and the Humber were less likely than average to say their child had attended school every day (77%, 78% and 81% respectively, compared with 84% overall), while parents in London, South West, East of England and South East were more likely than average (88%, 88%, 88% and 87%).

take key exams and assessments next year (with later flexibility to offer the equivalent to older learners taking the same exams).

²² High risk is not formally defined but could include those confirmed by a clinician as clinically extremely vulnerable, clinically vulnerable, or in some cases those who perceive themselves to be at higher risk from coronavirus (COVID-19). People who are defined as clinically extremely vulnerable are at a very high risk of severe illness from coronavirus. There are two ways people may be identified as clinically extremely vulnerable: they may have one or more of conditions listed in guidance, or a clinician or GP may have added them to the Shielded Patient List because, based on their clinical judgement.

Figure 29 shows reported attendance among secondary pupils. Almost all secondary pupils (97%) reported they had physically attended school or college in the fortnight before October half-term 2020, a slight reduction from the 99% in September/October wave. Four-fifths (79%) had attended every day in the fortnight prior to half-term, in-line with the 78% who had done so over a fortnight in September/October.

Figure 29. Frequency of physical attendance at school in the fortnight prior to October 2020 half-term (late October wave) / in the last two weeks (previous waves), reported by secondary pupils



Source: PPP Late Oct Wave: L16B: All pupils;(n=1,661). Sept/Oct Wave: L16B: (n=1,764)/ Recruitment wave: C1: All pupils (n=5,327). Slight change in wording: from Sept / Oct Wave: ‘How often, if at all, have you physically attended school or college in the past two weeks?’ to “Thinking of the two weeks before the October half term, how often....?” in late Oct 2020.

Pupils in years 7 to 10 were the most likely to have attended every weekday in the fortnight before October half-term (84% vs. 79% overall), and year 12 pupils the least likely (61%, although as discussed below, this reflects that some were not required by their school / college to do so).

Pupils eligible for FSM were less likely than those not eligible to have attended every day in the fortnight before October half-term (72% vs. 80%), a similar attendance gap was reported in September/October (71% vs. 80%).

Pupils with SEND were less likely than average to have attended every day in September/October (70% vs. 79%), and this pattern remained, though narrowed, in the fortnight prior to October half-term when 74% attended compared to 80% overall.

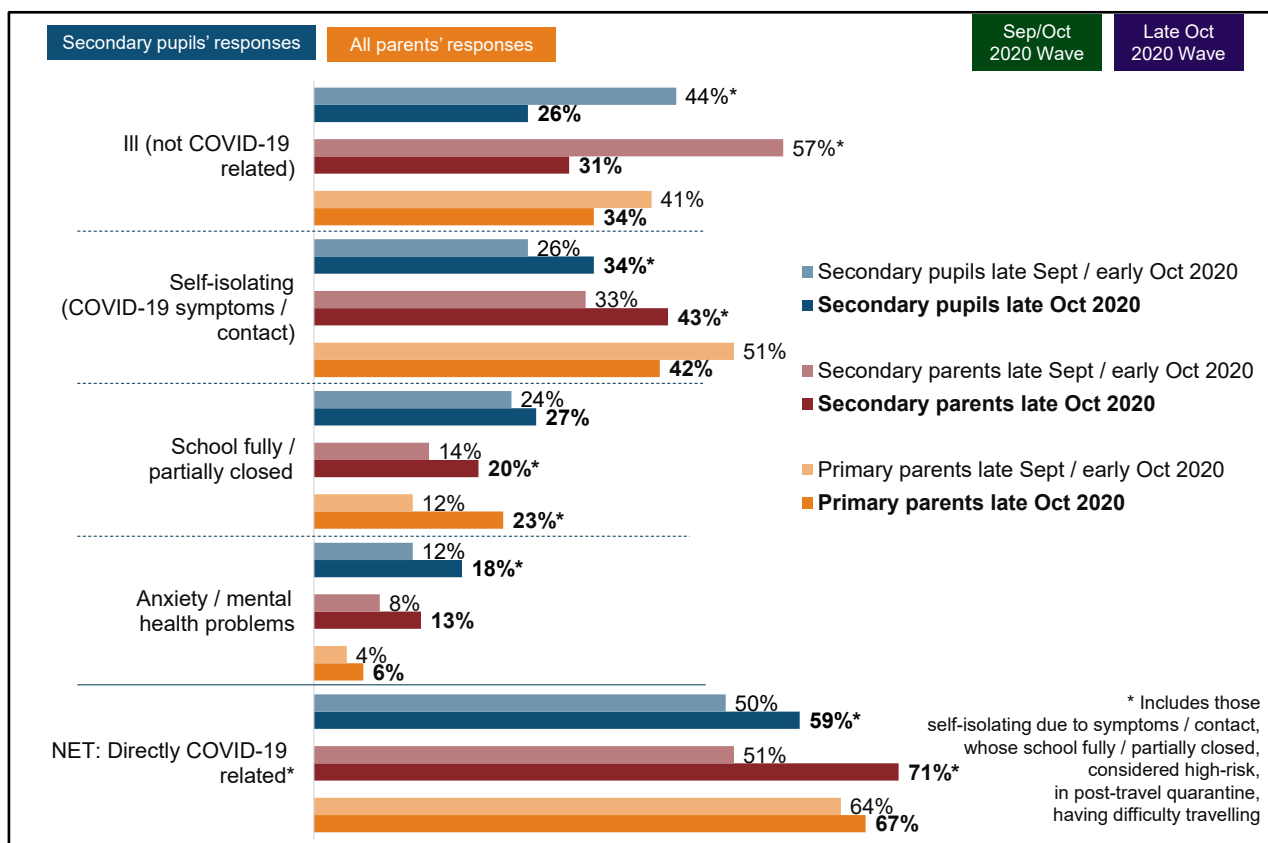
Pupils with a household member considered high-risk for COVID-19 also continued to be less likely to attend every day: 59% had done so in the fortnight prior to October half-term, significantly lower than found in September/October (66%).

Reasons for non-attendance

In late October 2020, while the majority of pupils reported attending school every day, 18% of secondary pupils had not attended school every day but had done so at some point during the fortnight before October half-term, and 14% of all parents said the same about their child. The majority of these pupils (59%) and parents (69% overall, 71% of primary parents, 67% of secondary parents) said this was directly related to COVID-19. This reflects around a ten-percentage point increase from September/October (when 50% of pupils and 57% of parents attributed absence to COVID-19).

Self-isolation (due to symptoms of, or possible contact with COVID-19) and / or the school being fully or partially closed were the most common ways COVID-19 had impacted absence. In the two weeks before October half-term almost a third of secondary pupils not attending every day in the previous fortnight reported each of these (34% and 27%). Parents were even more likely to report their children had had to self-isolate during this time (43% of primary parents and 42% of secondary parents). This reflects a shift from September/October when primary parents were less likely than secondary to have a child absent due to self-isolation (33% vs. 51%). School closures were reported by 20% of primary parents and 23% of secondary parents whose child had attended school every day over the last fortnight, both higher than in September/October (11% and 14%). Smaller proportions of pupils were absent due to being considered high-risk themselves, being in post-travel quarantine, or having difficulties travelling to school (less than 5% in any category), but these are also included in absences directly related to COVID-19.

Figure 30. Most common reasons for not physically attending school / college every day



Source: PPP Late Oct 2020 Wave 4 / Sept/Oct 2020 Wave 3, L29/L28: “Thinking of the two weeks before half term, why did you not physically attend school or college every day?” Pupils who physically attended school ‘some’ or ‘most’ days in the last 2 weeks; 347 / 389. Parents of pupils who physically attended school ‘some’ or ‘most’ days in the last 2 weeks secondary; 301 / 335 primary; 187 / 225. Note: Parents of year groups 1 -11 and pupils of year groups 7-13

* Indicates a statistically significant difference between Sep/Oct and Late Oct. Reasons for not attending every day in the previous fortnight varied somewhat by pupil characteristic. Parents of pupils with SEND were less likely to say their child was self-isolating in the fortnight before October half-term than those without SEND (31% vs. 45%) and were more likely to cite anxiety/mental health problems (23% vs. 7%) and/or difficulty travelling to school (6% vs. 1%).

Female pupils were more likely than males to report missing days in the fortnight before October half-term due to anxiety or mental health problems (23% vs. 12%).

The base sizes of those who did not attend school at all during either period (the fortnight in September/October or before October half-term) were too small for robust reporting. Of the 53 pupils who did not attend school at all over the fortnight before half-term; 18 said this was because they were self-isolating and 14 said the school was closed. This is

similar to the 60 pupils who did not attend school at all in the fortnight in late September or October, among whom 28 said this was because they were self-isolating and the 22 because the school was closed.

Support for attendance

The Department published guidance for schools to support them to open fully for all pupils. In the guidance, the Department was clear that the usual rules on school attendance applied including:

- Parent
- Parents' duty to secure their child's attendance regularly at school (where the child was a registered pupil at school, and they were of compulsory school age)
- Schools' responsibilities to record attendance and follow up absence
- The ability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct

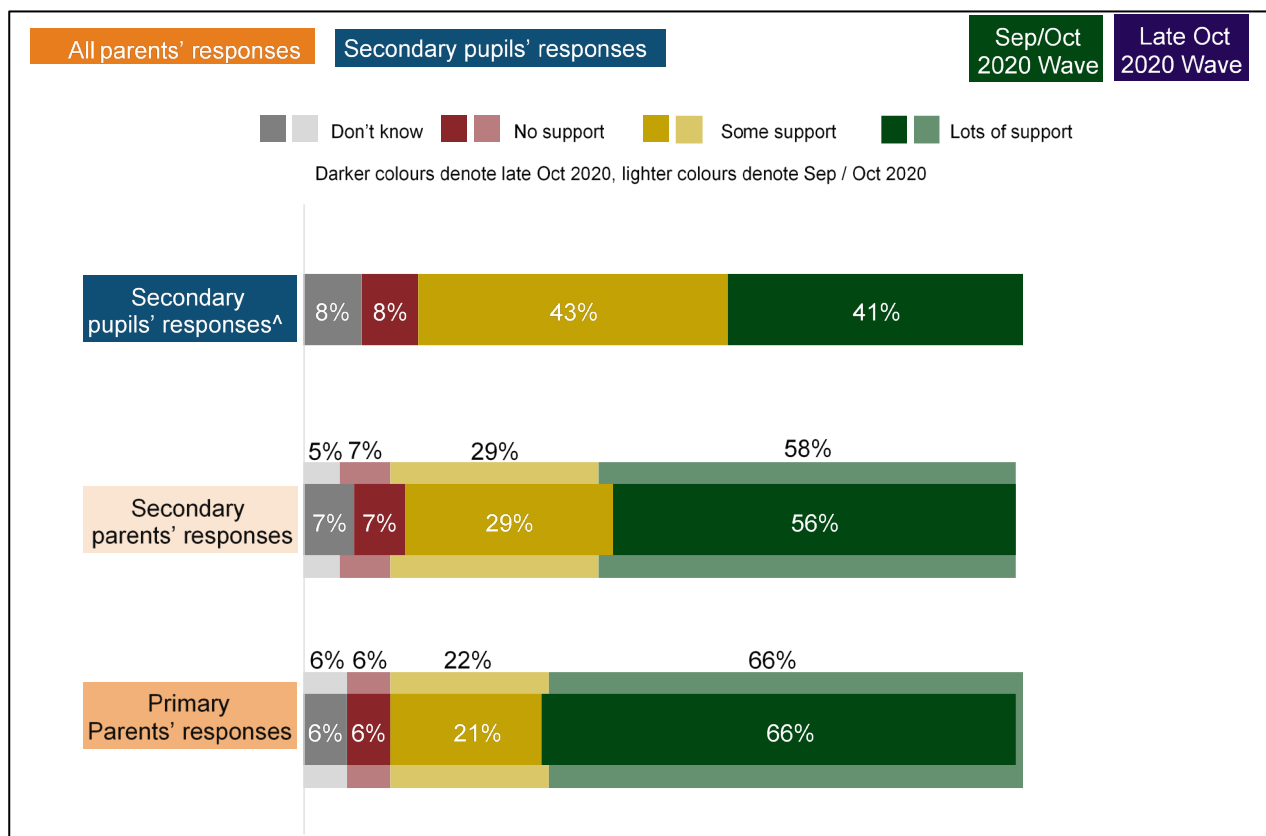
The Department asked schools and local authorities to:

- Continue to communicate clearly and consistently the expectations around school attendance to families.
- Identify pupils who were reluctant or anxious about attending or who were at risk of disengagement and develop plans for re-engaging them.
- Use the additional catch-up funding, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for those families who will need additional support to secure pupils' regular attendance.
- Work closely with other professionals as appropriate to support school attendance.

In late October 2020 almost nine-in-ten parents (87%) felt that their school had provided some or a lot of support to ensure their child could attend school regularly. Overall, 6% of parents thought there had been no support to enable their child to attend regularly and 7% were unsure. These findings are very similar (within one percentage point) to the September/October wave.

Secondary parents were less likely than primary parents to report that a lot of support had been received to attend regularly in late October (56% vs. 66%), in-line with their views in September/October (58% vs. 66%).

Figure 31. Level of school support to ensure regular attendance



Source: PPP Late October Wave 4 / Late Sept/Oct Wave 2, L35/ L36: "How much support would you say your school or college has provided to ensure that you / [PUPILNAME] can attend school regularly" Pupils who attended school in the autumn term 2020/21 (n=1,652), Secondary parents (1,652 / 1,779) and Primary parents (n=1,771/ 1,712)

Secondary pupils were significantly less likely than secondary parents to feel they had received a lot of support from their school to attend regularly in late October, (41% of pupils vs. 56% of parents), though the vast majority (84%) felt they received at least some support. This question was not asked of pupils in previous waves so there is no comparison available, however both secondary and primary parents reported receiving similar levels of support in September/October as in late October. Pupils in exam years were the most likely to report having no support to attend school regularly (13% of year 11 and 13% of year 13 compared to 8% overall).

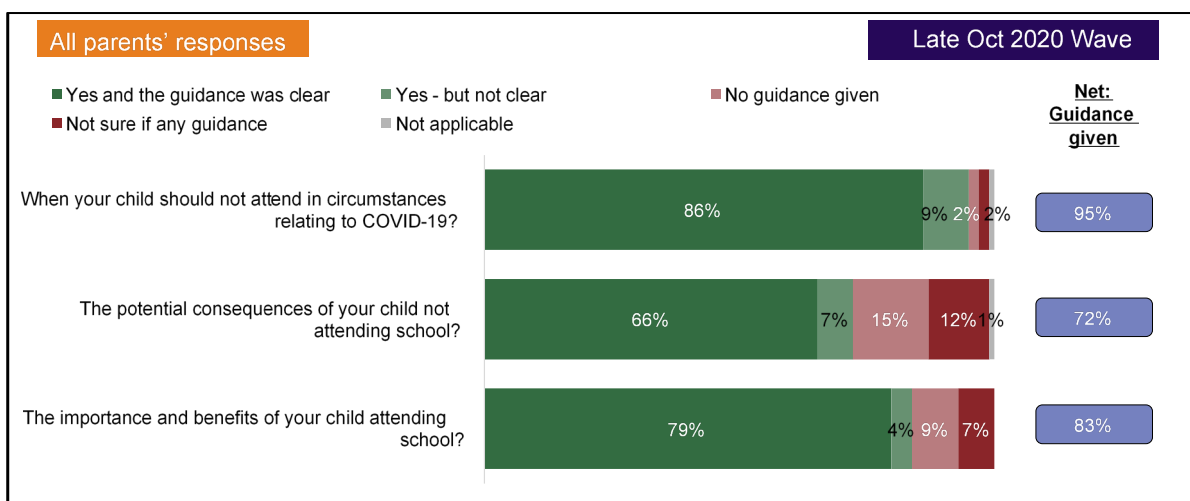
Parents of pupils with SEND were less likely to feel their child had been supported to attend school regularly (83% vs. 88% not considered to have SEND in late October, and 84% vs. 88% in September/October).

Parents whose child had attended every day or most days in the fortnight prior to October half-term were more likely than those attending less regularly, or not at all, to report feeling supported with regular attendance (88% vs. 72%). Similarly, pupils who had

attended every day were also more likely to have felt supported (85% vs. 75% of those who did not attend every day).

In late October, the majority of parents had received guidance in relation to the Covid-19 rules or advice on school attendance. As show in Figure 32. Whether schools have informed parents of any new rules or guidance in relation to school attendance, guidance was most common regarding when their child should not attend in circumstances relating to COVID-19 (95%). Parents were least likely to report receiving clear guidance on the potential consequences of their child not attending school (66%).

Figure 32. Whether schools have informed parents of any new rules or guidance in relation to school attendance



Source: PPP Late October Wave 4, H21: “Has your child’s school informed either of you or your child about any new rules or advice in relation to...?” All parents of children not permanently home schooled (n= 3,542)

Pupils were more likely to have received guidance they felt was unclear than parents on when not to attend school / college in circumstances relating to COVID-19 (18% vs. 9%). However, pupils were more likely to have received guidance they felt was unclear than parents on the importance and benefits of attending school (15% vs. 4%).

Experiences of returning to school

The return to school will have affected different pupils in different ways. For most children and young people, being in school will be beneficial for their mental health and wellbeing, as it allows contact with friends, access to supportive adults and structure and routine. However, it may also have been challenging for some pupils, who may have needed additional support to readjust.

Impact on mental health

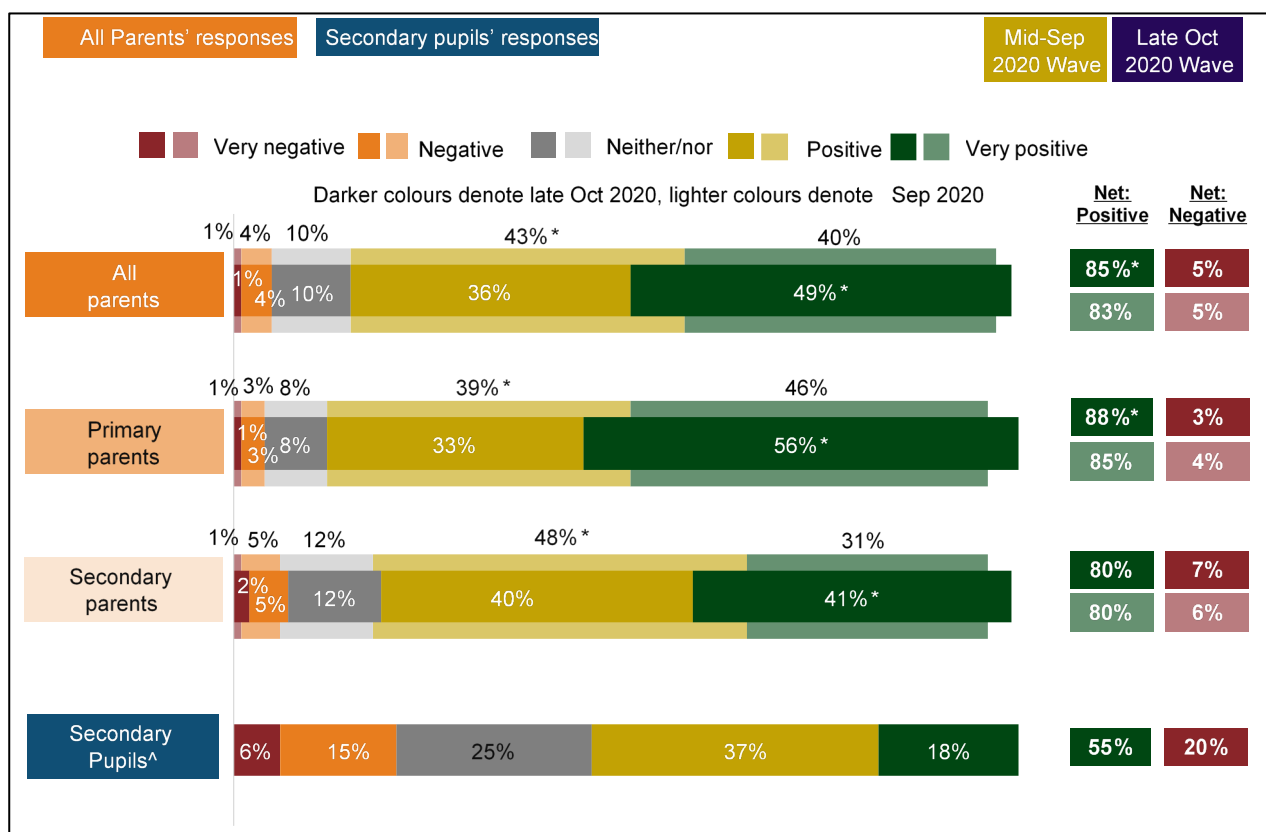
A large majority (85%) of parents whose child had attended school in the autumn term reported in late October 2020 that being in school had positively impacted their child's mood and mental health. This is a small but statistically significant increase from the September figure (83%) – the increase is a result of an increase among primary parents, with the figure unchanged among secondary parents. In both waves, 5% said it had impacted their child negatively and 10% that the impact was neither positive or negative.

Primary parents were more likely than secondary parents to report that being in school had a positive impact on their child's mood and mental health (88% vs.80%), as they had been in the mid-September wave (85% vs. 80%).

Secondary pupils themselves were less positive, with just over half (55%) saying it had had a positive impact and one-fifth (20%) saying it had had a negative impact.²³

²³ The inclusion of more senior pupils (years 12-13) in the secondary pupil group may help to explain some of the disparities between secondary pupils (years 7-13) and secondary parents (years 7-11) in this report. See the 'Participant Characteristics' section of the report for more detail.

Figure 33. Impact of being in school on child’s mood and mental health



Source: PPP Late October Wave 4 / September 2020 Wave 1 L20/L64: “Overall do you think going back to school has had a positive or negative impact on [PUPILNAME]’s / your mood and mental health?” Parents whose child has attended school in the autumn term 2020/21 (n=3,528 / 3,965), Primary parents (n=1,765), Secondary parents (n=1,763 / 1,991), Secondary pupil who have attended school in the autumn term 2020/21 (n=1,652). ^Pupils asked only in later October Wave 4. *Indicated a statistically significant difference between Sept and Late October.

Parents of pupils attending school more regularly were more likely to report a positive impact. Among those with a child attending every day in the two weeks before October 2020 half-term, 88% reported a positive impact compared with 71% of those with a child who attended most days and 67% for those attending on some days. Pupils physically attending school or college every weekday were also more likely to report a positive impact (59% vs. 35% of those attending most weekdays and 41% of those attending some weekdays).

Pupils in exam years were more likely to report that being back at school had a negative impact on their mood and mental health than those not in exam years (30% in year 11 and 33% in year 13 vs. 20% average across all years in late October).

Male pupils were more likely to be positive about the impact of returning to school on their mood and mental health (63% vs. 47% females in late October 2020).

Parents of pupils with SEND were more likely than average to report a negative impact to their child's mental health after returning to school than those without (11% of both parents of pupils with SEND vs 5% of parents overall). This matches the findings in the mid-September wave when 13% of parents of a child with SEND said returning to school has had a negative impact compared to 5% of parents overall. In comparison, there was little difference in impact reported between pupils themselves who were or were not considered to have SEND.

Parents of pupils eligible for FSM were less likely than those not eligible to report that returning to school had had a positive impact on their child's mental health or wellbeing (75% vs. 87% in late October 2020), continuing the pattern from mid-September (73% vs 83% overall). There was though little difference in impact reported between pupils themselves who were or were not eligible for FSM.

BAME parents were more likely than White parents to think returning to school had a positive impact on their child's mental health or wellbeing in mid-September (86% and 83% respectively), but this difference by ethnicity had reduced and was no longer statistically significant by late October (87% and 85% respectively). There was little difference in impact reported between pupils of BAME or White ethnicity in late October 2020, although BAME pupils were more likely than White pupils to say returning to school had neither a positive nor negative impact (31% vs. 24%).

Support for mental health and wellbeing

Schools are in a unique position, as they are able to ensure children and young people can receive a range of information and support for their mental health and wellbeing. This includes activities to prevent mental health problems by promoting resilience and creating a safe and calm environment; ensuring staff are able to recognise emerging issues as early and accurately as possible; helping pupils to access evidence based early support and interventions; and working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

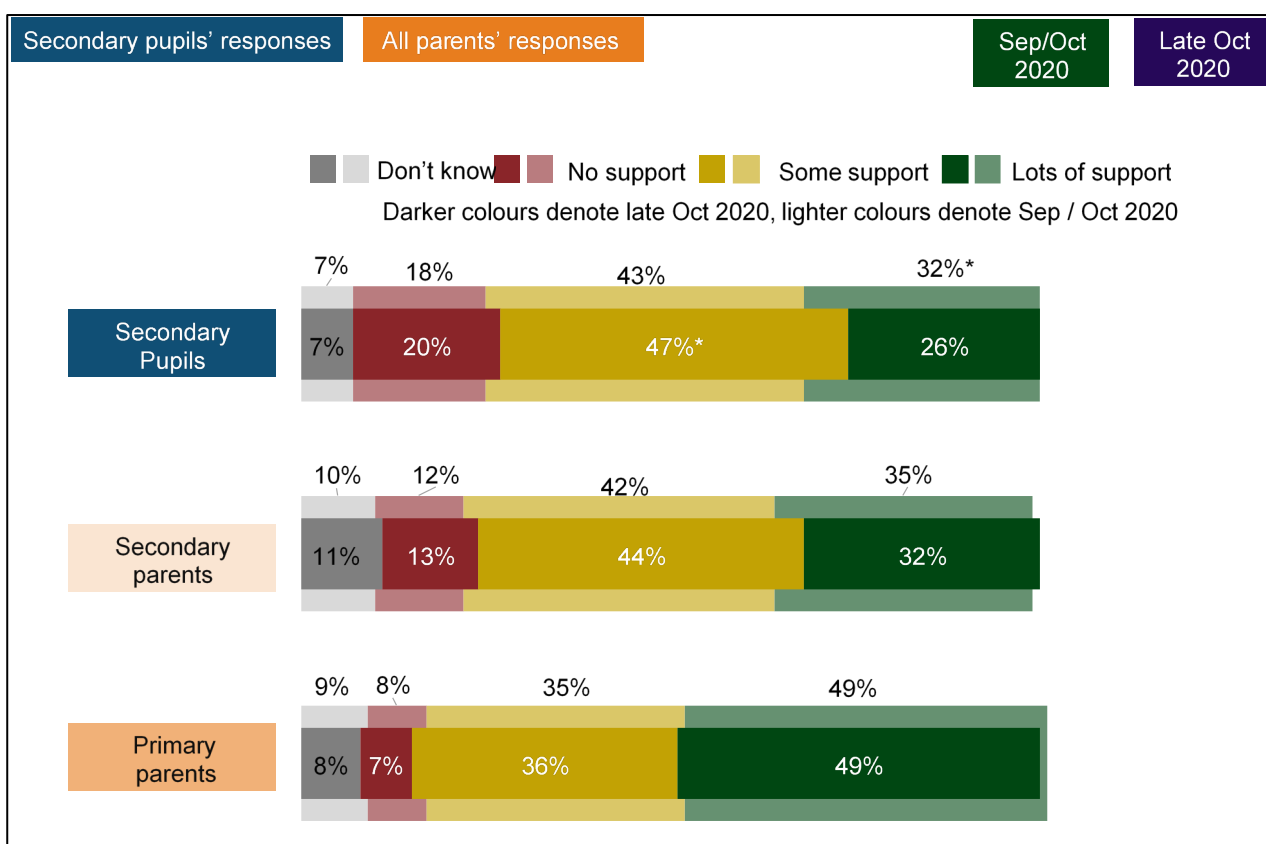
During the COVID-19 pandemic, we have put in place a range of measures to support schools, including guidance and a new £8m training initiative which will help local areas to support schools and colleges promote wellbeing and good mental health.

Overall, 81% of parents felt their child's school had provided support to ensure they had good mental health and wellbeing in late October, around half of these parents (42%) felt there was a lot of support. One-in-ten (10%) felt there had been no support at all, and almost the same proportion (9%) did not know. These figures are almost identical to those from the research in September/October.

Primary parents were more positive than secondary parents about the level of support for their child’s mental health and wellbeing (84% vs. 76% in late October), as they had been in September/October (84% vs. 77%).

In late October, secondary pupils were less likely to feel they received a lot of support from their school in terms of mental health / wellbeing (26%) than reported by secondary parents (32%), and the proportion of pupils that felt they had received a lot of support was lower than in September/October (32%). In late October, a fifth (20%) of secondary pupils did not feel supported at all.

Figure 34. Parent and pupil views on level of school support around mental health and wellbeing



Source: PPP Late October Wave 4 / September 2020 Wave 1 L35/L36: “How much support would you say your school or college has provided to ensure that you / [PUPILNAME]... Has good mental health and wellbeing” Primary parents (n=1,771/1,712), Secondary parents (n=1,652 / 1,779), Secondary pupil who have attended school in the autumn term 2020/21 (n=1,652 / n=1,764). *Indicated a statistically significant difference between Sept and Late October.

Pupils in exam years were the most likely to report no support for good mental health and wellbeing (34% of year 11 and year 13 vs. 20% in other years).

Parents whose child had attended every day in the fortnight prior to October half-term were more likely than those attending less regularly or not at all to report feeling their

child's mental health was supported (83% vs. 75% most days, 70% some days and 60% not at all). Similarly, pupils who had attended every day in the fortnight prior to October half-term were more likely to report feeling supported than those who had attended most days (75% vs. 63%)

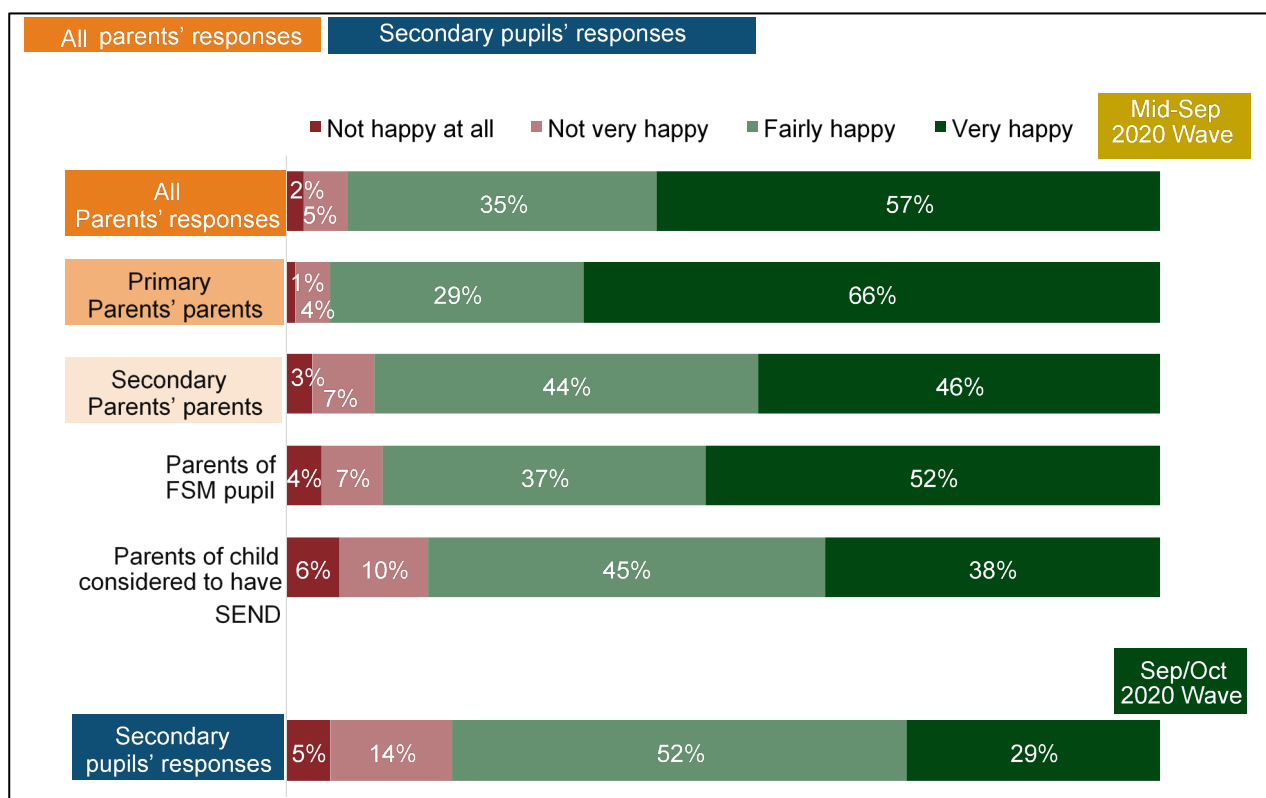
Female pupils were less likely than male pupils to feel they had been supported to have good mental health (70% vs. 76% in late October); a quarter (24%) felt they had received no support for good mental health and wellbeing (compared with 17% among male pupils).

Impact on happiness

In the mid-September 2020 wave, soon after the return to school for most pupils, the vast majority of parents (93%) said their child had been happy to return to school, and over half (57%) said their child had been very happy. Generally speaking, parents of younger children were more likely to say their child was very happy to be back at school (this response was given by 66% of primary parents compared to 46% of secondary parents).

When asked in September/October, most secondary pupils were either very happy (29%) or fairly happy (52%) to have returned to school.

Figure 35. Level of happiness amongst pupils to be back at school



Source: PPP mid-September Wave 1 late Sept/early Oct Wave 2, L18A/L37: "How happy, if at all, have you / has [PUPILNAME] been to be back at school or college?" Parents whose child has physically attended school (n=3,965), primary parents (n=1,974), secondary parents (n=1,991), parents of FSM child (n=750), parents of SEND child (n=522) and pupils attending school in autumn term 2020 (n=1,733)

Parents of pupils in year 11 (for the 2020/21 academic year) were least likely to say their child was very happy to be back (35%) and parents of younger pupils in years 1 and 3 were most likely (72%). Similarly, amongst secondary pupils those in exam years were less likely to be happy about returning to school (year 12 86% and years 7-10 84% vs. years 13 70% and year 11 70%).

Female pupils were less likely than their male counterparts to be very or fairly happy about returning to school (77% vs 85%).

Parents of pupils eligible for FSM were less likely to say their child had been happy to be back at school compared to parents overall (89% vs. 93%). There was no significant difference in happiness to return to school between FSM and non-FSM pupils.

Parents who consider their child to have SEND were also less likely to say their child was happy to be back at school (83% vs. 94%), with only 38% saying their child was very

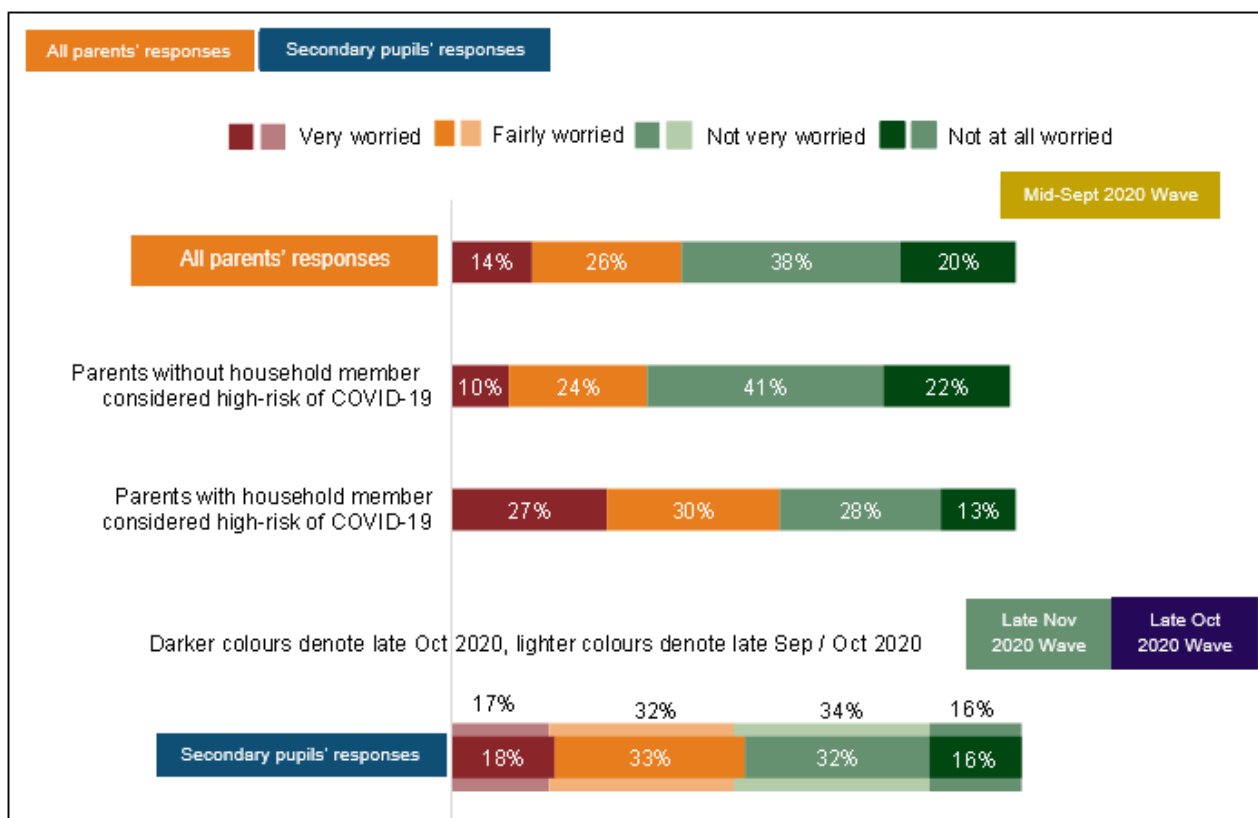
happy (compared to 57% of parents of all pupils). There was no significant difference in happiness to return to school between pupils with and without SEND.

Concern about spreading or catching COVID-19 since returned to school

In mid-September 2020, two-fifths of parents said their child was very (14%) or fairly (24%) worried about spreading or catching COVID-19, as shown in Figure 36. Amongst parents with a household member considered to be at high-risk, over half (56%) reported their child was very (27%) or fairly (30%) worried.

About half of secondary pupils (51%) were worried about spreading or catching COVID-19 either at or while travelling to school or college in late October 2020, with 18% very worried. There has been very little change since September/October.

Figure 36. Extent of worry about catching or spreading COVID-19



Source: PPP September Wave 1, Late sept / early Oct wave 2, Late Oct wave 4, L19B / L39, L39B: "How worried, if at all, is [PUPILNAME] / are you about spreading or catching COVID-19?" Parents with a child physically attending school (n=3,965), parents without a household member considered at risk (n=2,631), parents with a household member considered high-risk (n=791), secondary school pupil attending school (n=1,733 / 1,661)

Some differences amongst pupils included:

- Parents of secondary pupils were more likely to feel their child was concerned (45% vs 36% among primary parents) about spreading or catching COVID-19.
- Year 13 pupils were the most likely to be worried about spreading or catching COVID-19 (63% vs. 51% average across all years in late October 2020). They had also been more worried in the earlier wave of research in September/October (63% of year 13s compared vs. 49% average across all years).
- Parents of pupils eligible for FSM were more likely to think their child worried about spreading COVID-19 (54% vs. 37% among non-FSM parents in mid-September 2020). FSM pupils themselves confirmed they were more worried than non-FSM pupils in both the late October research (67% vs. 52%) and the September/October research (60% vs. 47%).
- BAME parents were more likely to think that their child was concerned about COVID-19 than White parents were (58% compared to 34% in mid-September 2020). BAME pupils themselves were also more likely to be worried (59% worried in late October vs. 49% of White pupils, 61% worried in September/October vs. 45% among White pupils).
- Parents of a child with SEND were more likely to think their child was worried about spreading or catching COVID-19 (48% vs. 38% of those with children not considered to have SEND, mid-September 2020). This was the case amongst children with SEND in September/October (57% worried vs. 48% of those without SEND), but in late October 2020 the difference between the groups was not significant.

Bullying since returning to school

Schools should be safe places where children are taught to respect each other and staff. School pupils should understand the value of education and appreciate the impact their actions can have on others. This culture should extend beyond the classroom to the corridors, dining hall and playground, as well as beyond the school gates. By law, every school must have a behaviour policy in place that includes measures to prevent all forms of bullying among school pupils.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either physically or emotionally. Bullying can take many forms, including online, and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, sexual orientation, special educational needs or disabilities, or gender identity. It might be motivated by actual differences between children, or perceived differences.

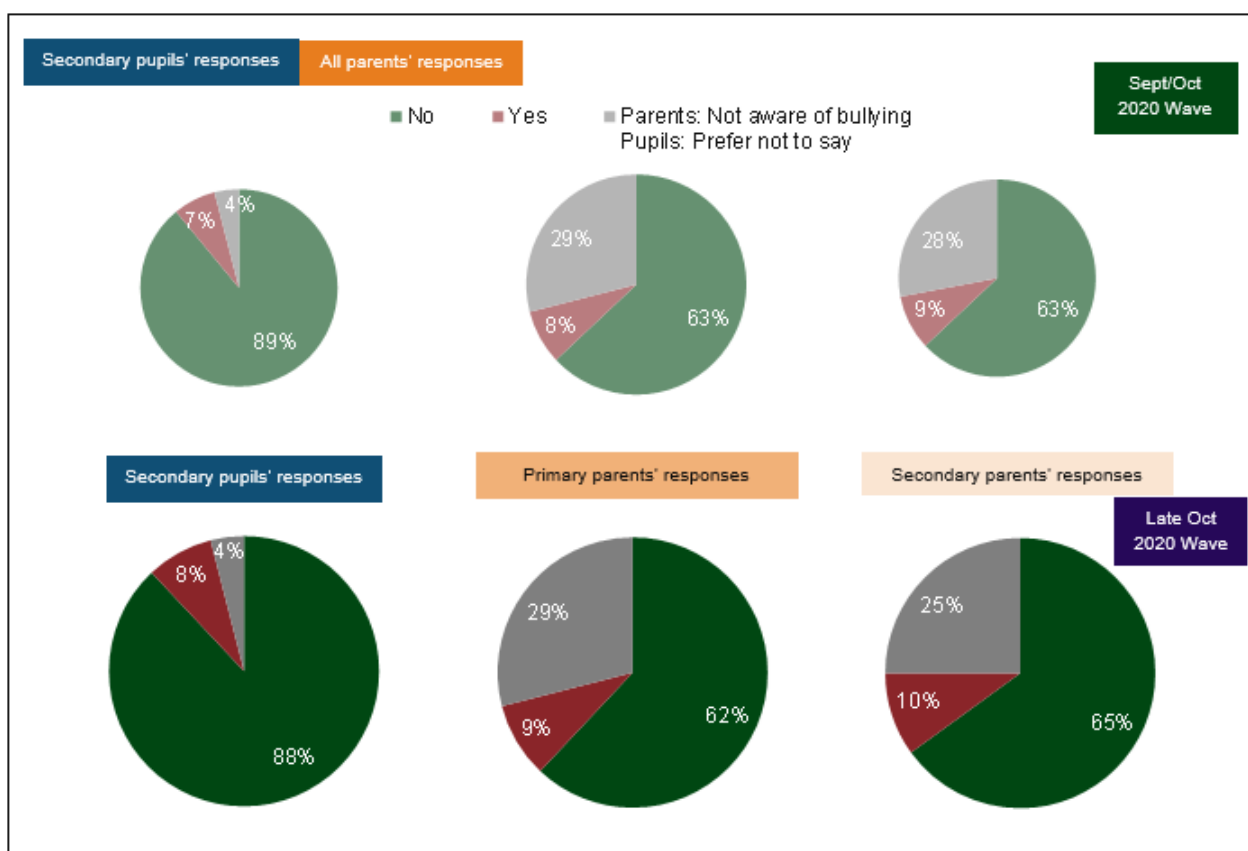
Around one-in-ten primary parents (9%) and secondary parents (10%) reported that their child had been bullied during the two weeks of school before October half-term, as

shown in Figure 37. At least a quarter of both primary parents (25%) and secondary parents (29%) were 'not aware of any bullying'.

Overall, 8% of secondary pupils reported being bullied during the two weeks before October half-term, with this higher among pupils in year 7-10 (10%) than those in year 12 (3%) or 13 (2%).

The level of bullying reported in late October by parents and pupils was in line with that reported in September/October.

Figure 37. Whether pupil had been victim of bullying at school in preceding fortnight



Source: PPP September/October Wave: B22 / Late October 2020 Wave 4. B22 / B23: "Since you / [PUPILNAME] returned to school/college this term, have you / they been victim of bullying at school for any reason?" Pupils attending school at all; (n=1,733 /1,652). Parents of pupils attending school at all; (n=3,431 / 3,528), primary parents; (n=1,692 /1,765), secondary parents; (n=1,739/ 1,763).

Pupils with SEND were more than three times as likely to say they had been a victim of bullying compared to those without (21% vs. 6%). Similarly, parents of pupils considered to have SEND were more likely to say their child had been bullied than parents of

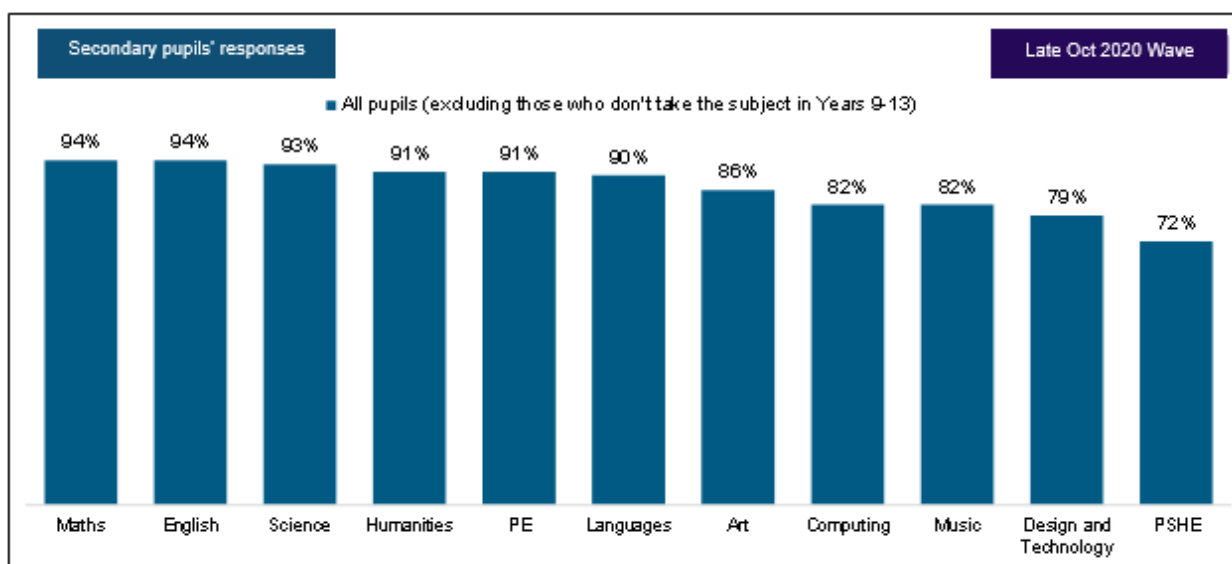
children without SEND (20% vs. 8%). This difference was also present in the earlier research in September/October²⁴.

Parents of FSM pupils were more likely to say their child had been the victim of bullying than parents of non-FSM pupils (15% vs. 8%). This difference had also been present in the earlier research in September/October. There were no significant differences in pupils' reporting of bullying by gender or ethnicity.

Curriculum covered in schools

Amongst all secondary pupils, Music (82%), Design and Technology (79%) and PSHE (72%) were the subjects pupils were least likely to have had lessons in since returning to school in September.^{25, 26}

Figure 38. Curriculum covered in schools



Source: PPP Late October wave, L63; "Since returning to school this September, have you had lessons in any of the following subjects?" Pupils (n=1,316). *These figures exclude anyone in Years 9-13 who said in the following question that they do not take this subject.

²⁴ These findings reflect earlier patterns of bullying among pupils found in the 2018 and 2019 'Omnibus survey of pupils and their parents/carers' https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/738445/Omnibus_survey_of_pupils_and_their_parents_or_carers-wave_4.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/925025/Omnibus_survey_of_pupils_and_their_parents_or_carers_summer_2019.pdf

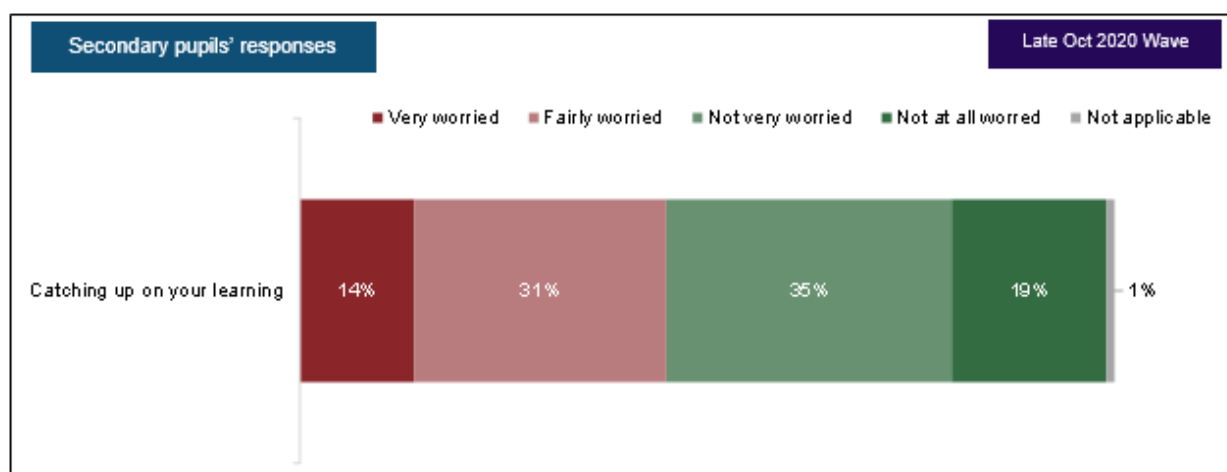
²⁵ Subject is not taught as PSHE across all schools but rather refers to the subjects that address personal, social, health and economic education.

²⁶ *These figures exclude anyone in Years 9-13 who said in the following question that they do not take this subject.

Catching up on learning

More than two-fifths (44%) of secondary pupils were worried about catching up on their learning in late October, which was an increase compared to the September/October wave (39%). While parents overall were less likely to report their child being as worried about catching up on their learning (24% in the mid-September wave) than pupils themselves were, it is worth noting that more secondary parents (33%) felt their child was worried about catching up on their learning than primary parents (18%).

Figure 39. Pupils' worry about catching up on learning



Source: PPP Late October wave, L29; "How worried, if at all, are you about: Catching-up on your learning" Pupils (n=1,661).

In late October, pupils in exam years were much more likely to be concerned about catching up on their learning (84% of year 13s and 72% of year 11s) compared with other year groups (44% of year 12s and 34% of years 7-10). This was also true in September/October, with year 13s (75%) and year 11s (59%) significantly more concerned than year 12s (38%) and pupils in years 7-10 (31%). Concern increased across all year groups between the two waves.

Pupils eligible for FSM were more worried than non-FSM pupils about catching up on their learning in both the late October (53% vs 43%) and September/October waves (47% vs 37%). Consistent with this, parents of FSM pupils (29%) were more likely to feel their child was worried about catching up than parents of non-FSM pupils (23%).

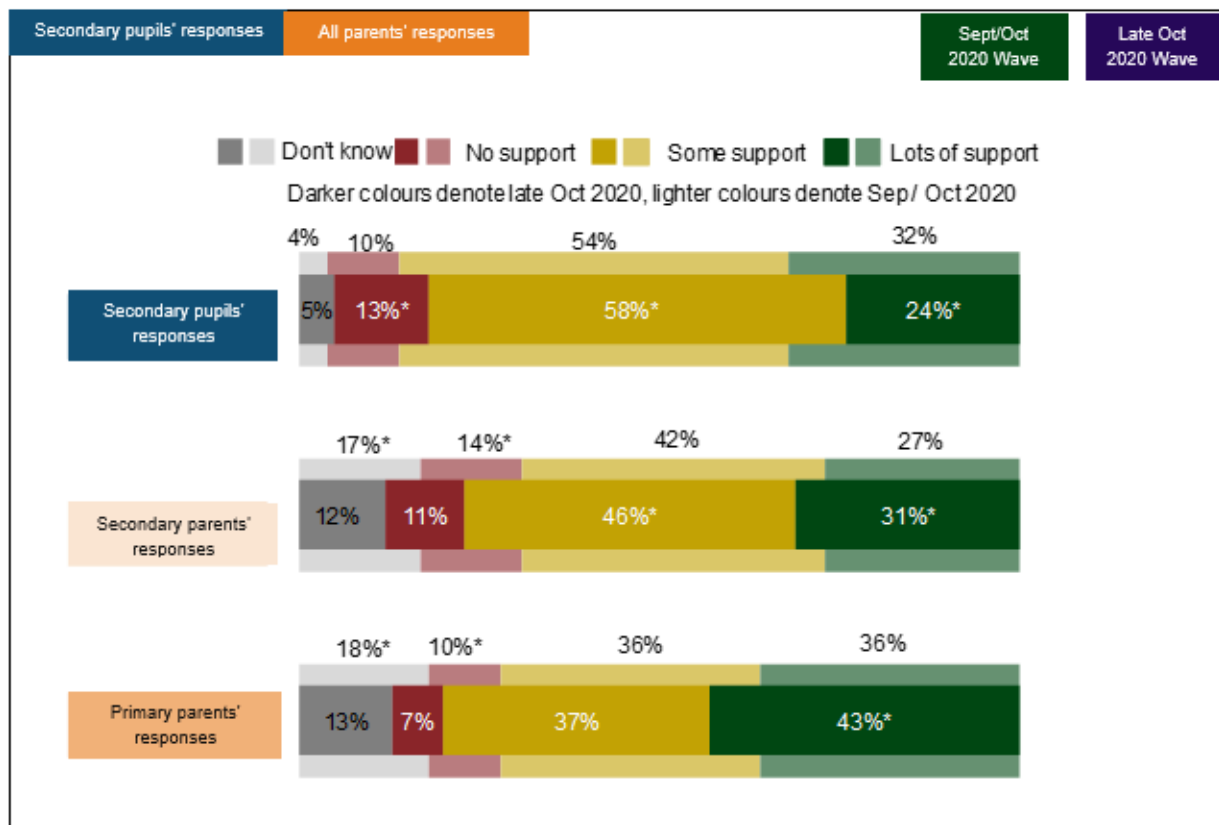
Support for catch-up learning

In terms of support for catching up on any missed learning, more parents reported that their child's school had provided this in late October than in September/October (79% and 71% respectively).

Primary parents were more likely to believe their child's school had provided 'a lot of support' to catch up (43% in late October, an increase from 36% in September/October). In comparison less than a third (31%) of secondary parents thought their child's school had provided a lot of support for catching-up on missed learning, though again this had increased from 27% in September/October. There remained a degree of uncertainty amongst parents about the levels of support provided to catch up (13% of primary and 12% of secondary parents in late October), although this had decreased from September/October wave when 18% of primary and 17% of secondary parents did not know how much support schools were providing.

As the autumn term progressed, secondary pupils themselves (who had attended during the term) were less likely to report receiving a lot of support to catch up on missed learning, 24% reported a lot of support in late October, down from 32% in September/October, and more likely to report receiving no support, 13% up from 10% in September/October.

Figure 40. Parent and pupil views on level of school support around catch-up learning



Source: PPP Late October wave, L35/L36; “How much support would you say your school or college has provided to ensure that you can catch-up on learning they may have missed?”

Primary parents (n=1,771 / 1,712), Secondary parents (n=1,652 / 1,77), Pupils who have attended school / college in the autumn term 2020/21 (n=1,652 / 1,764)

Year 13 pupils were the most likely to feel their school/college had not supported them at all to catch up on learning they may have missed (21% vs. 13% average across all years in late October).

Pupils eligible for FSM were also less likely to feel they had catch-up support from their school (77% vs. 83% non-FSM pupils in late October).

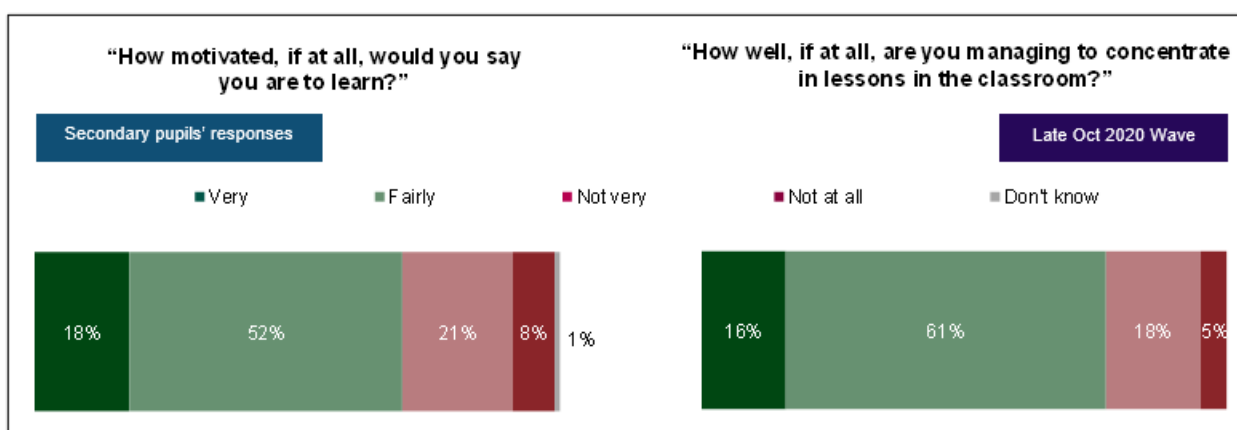
Pupils who had attended every day in the fortnight prior to October half-term were more likely than those attending less regularly or not at all to report supported to catch-up (83% vs. 82%). This was reflected amongst parents too, but not to a statistically significant level of difference.

Motivation to learn

Since returning to school, pupils were asked a series of questions relating to their learning. These questions are important to understand how pupil learning has been affected during the pandemic. This section examines pupils' motivation to learn, their ability to concentrate in class and disruptive behaviour.

In late October seven-in-ten (70%) pupils said they were motivated to learn. Just over three-quarters (76%) of pupils attending school this term felt able to concentrate well in the classroom. This was a significant decrease from the 84% of pupils who reported that they could concentrate well in the September/October wave.

Figure 41. Motivation to learn and concentration in lessons among secondary pupils



Source: PPP Late October Wave, L38d: "How motivated, if at all, would you say you are to learn?" All pupils (n=1,661); L40: "How well, if at all, are you managing to concentrate in lessons in the classroom?" All pupils except those who have not attended school this term (n=1,652)

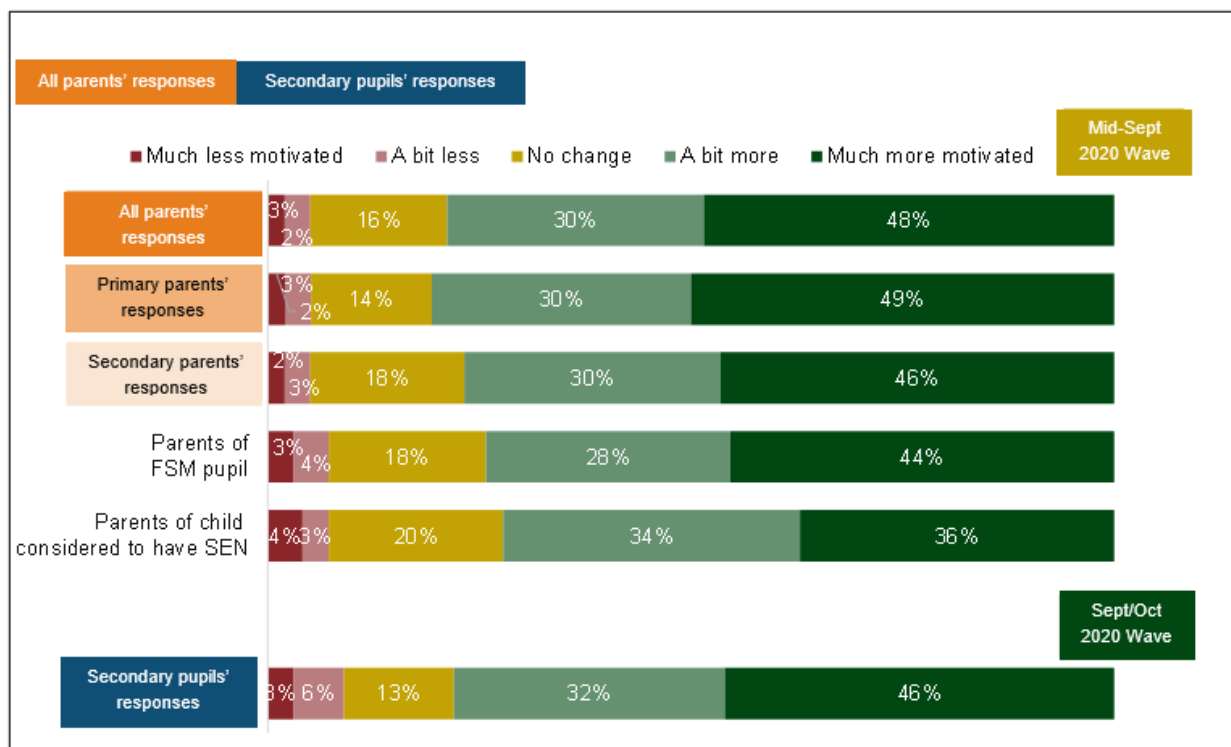
Pupils in exam years were less motivated to learn (year 11: 61% and year 13: 47%) than pupils not in exam years (year 12: 69% and year 7-10: 75%) in the late October wave. Year 13 pupils were also the least likely to say they were able to concentrate well in class (58%). This was a continuation of the year group differences found in the September/October wave where pupils in exams years were least likely to say they were able to concentrate well (year 11: 78% and year 13: 79%) compared to other year groups (year 12: 88% and year 7-10: 85%).

In late October, other differences amongst pupils included male pupils reporting being more motivated to learn (76%) and able to concentrate in the classroom (80%) than female pupils (64% and 72% respectively). Pupils physically attending school every day (79%) were more likely to feel able to concentrate in the classroom compared with those attending most weekdays (64%) or some weekdays (63%).

In mid-September 2020 over three-quarters of parents (78%) thought their child had been much (48%) or a bit more (30%) motivated to learn since physically returning to school. Just 5% reported decreased motivation - 16% reported no change, as shown in Figure 42. Primary parents were more likely to report increased motivation to learn amongst their children since they returned to school compared to secondary parents (79% vs. 76%).

In September/October most pupils were either much more motivated (46%) or a bit more motivated (32%) to learn now they were at school compared to when they were learning at home.

Figure 42. Change in motivation to learn since return to school



Source: PPP September 2020 Wave 1/ Late Sept/Oct Wave 2, L18A /L38D: “How motivated, if at all, would you say you are to learn?” Parents whose child has been physically attending school; (n=3,965, primary parents; (n=1,974), secondary parents; (n=1,991), parents of FSM child; (n=750), parents of SEN child; (n=522). Pupils attending school in autumn term 2020; (n=1,733).

Year 12 pupils were the year group most likely to feel more motivated to learn than they were at home (83% vs. 78% overall), while year 13 pupils were the most likely to say they felt less motivated (14% vs. 9% overall).

Female pupils were less likely than their male counterparts to have improved motivation (77% vs. 85%).

Parents with a child who is eligible for FSM were less likely to report improved motivation (72% vs. 78% of all parents), as were parents with a child they considered to have SEND (70%).

Pupils who attended school before the summer holidays were more likely than those who had not to feel motivated to learn in September/October than when they were learning from home (83% vs. 74%).

Pupil happiness following their return to school appears to be linked to an improved motivation to learn. Pupils who rated their happiness seven or above out of ten were more likely than those with medium (five or six) and low happiness (zero to four) to say they were more motivated to learn now they were at school (84%, 71% and 63% respectively).

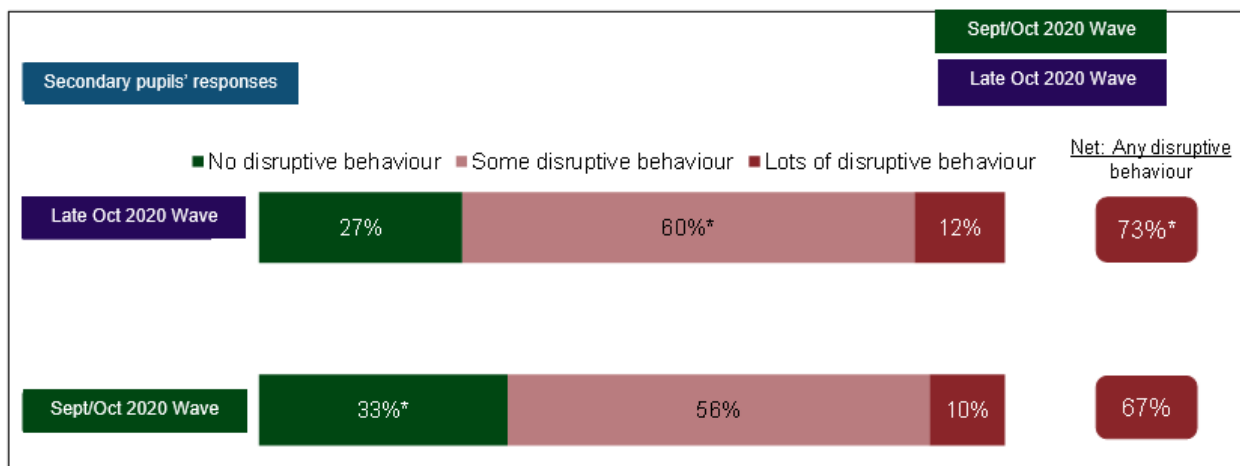
Pupil behaviour

Good behaviour in schools is crucial if children are to learn and reach their full potential. As well as delivering excellent teaching, schools should be calm and disciplined environments free from the low-level disruption that prevents teachers from teaching, and pupils from studying. This section explores pupil reporting of the levels of disruptive behaviour in classes in the September/October and late October wave as well as parents and pupils' views on school strictness.

Disruptive behaviour

Pupils were asked about other students' behaviour in class in both the September/October and the late October wave. In late October almost three-quarters of pupils (73%) reported at least some disruptive behaviour in class on the most recent day they attended school or college, statistically significantly higher than the two-thirds (67%) that said this in September/October.

Figure 43. Pupils’ views of disruptive behaviour from other students in class



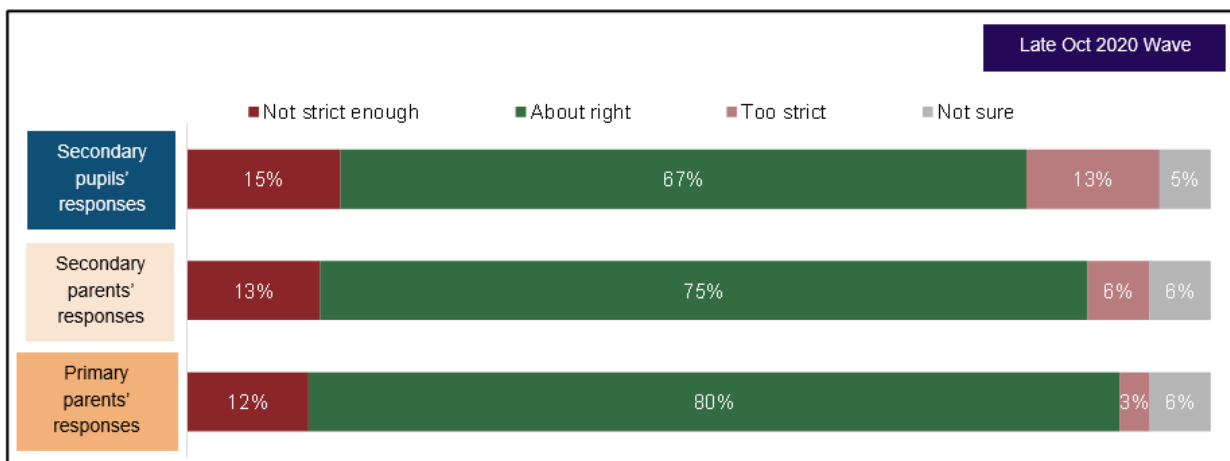
Source: PPP Late Oct Wave L47: “Thinking about other students’ behaviour in class, would you say there was ...”. Pupils who attended at all in the two weeks before October half term (n=1,608). September /October Wave: L47 Pupils attending school at all (n=1,733) * Indicates a statistically significant difference between Sept/Oct and late Oct.

In late October, younger pupils (year 7-10: 83%) were more likely than older pupils (year 11-13: 54%) to say there had been at least some disruptive behaviour in class.

School strictness

In late October, most parents and pupils felt their school was about right in how strict they were in enforcing rules on students’ behaviour (78% and 67% respectively). For both groups, the remainder were more likely to think their school was not strict enough than that they were too strict.

Figure 44. How strict parents and pupils perceive their school’s enforcement of rules on student behaviour



Source: PPP Late October Wave, L62: “Thinking about how strict [PUPILNAME]’s/your school is at enforcing rules on student’s behaviour, would you say that the school is...” All parents of children not permanently home schooled; Primary (n=1,767), Secondary (n=1,765) L62: All pupils except those being home schooled (n=1,658);

Differences reported amongst different pupils included:

- Parents of pupils eligible for FSM were less likely to report the school was about right (70%) in how strict they were compared with parents of pupils not eligible for FSM (79%), and more likely to report the school was not strict enough (16% vs 12%) and too strict (6% vs 4%). These differences were not seen among pupils, as FSM and non-FSM pupils were broadly in line with their views on how strict their school was at enforcing the rules.
- Parents of pupils considered to have SEND were more likely than those of pupils not considered to have SEND to report that schools were about right in how strict they were (79% vs 71%), they were also more likely to say they were not sure (10% vs 5%) how strict the school was in enforcing the rules. These differences were not found among pupils, as SEND and non-SEND pupils were broadly in line with their views on how strict their school was at enforcing the rules.
- Year 11 pupils (22%) were the most likely to report their school was not strict enough, with year 12 pupils (8%) least likely to think this. Year 7-10 pupils were the most likely to report their school was too strict (14%) with year 12 Pupils (6%) least likely to do so.
- Pupils reporting high levels of anxiousness were twice as likely as those reporting low anxiety to feel that schools were not strict enough in how they were enforcing the rules (22% vs 11%).
- Pupils reporting low levels of happiness were more likely than those reporting high levels to say that their school was not strict enough (20% vs 13%).

- Pupils physically attending school or college every weekday in the last two weeks were less likely than those attending most weekdays, or not at all, to report the school was not strict enough (13% vs 20% and 31%).

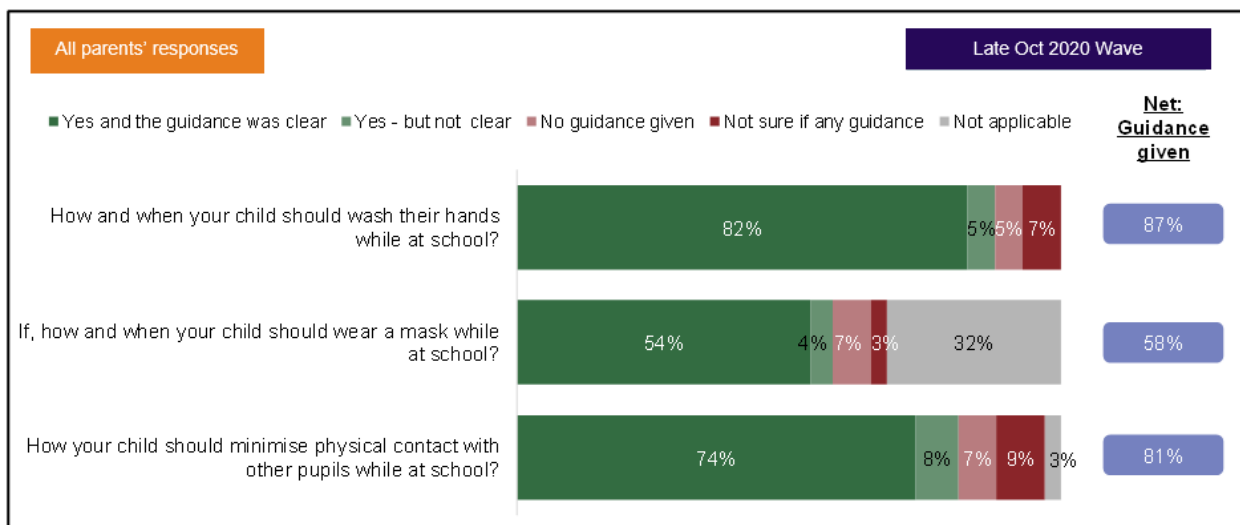
Schools rules and behaviours

In September 2020, DfE published advice for school leaders to support the re-engagement of pupils and the return of orderly and calm environments in which all pupils can achieve and thrive. The guidance made it clear that schools should consider updating their behaviour policy, and clearly communicate expectations or procedures to staff, pupils and parents, especially when considering restrictions on movement within school and new hygiene rules. The guidance also discussed schools identifying pupils who had additional needs, were reluctant or anxious about returning, or at risk of disengagement, and develop plans – including with other agencies – to support their return. The disciplinary powers that schools currently have, including expulsion and suspension, remained in place. Schools and colleges had the discretion to require face coverings in communal areas if they believed that it was right in their particular circumstances. If there were concerns about a child or young person behaving contrary to the behaviour policy, schools' disciplinary powers remained in place to address this. Pupils and parents have been asked a series of questions relating to new COVID-19 rules and guidance since physically returning to school. This chapter examines these questions, looking at: which new rules pupils had been asked to follow; the ease with which pupils were following them; how strict parents and pupils felt schools had been at enforcing them; and pupil frustration at following them. These questions were asked at three points: September; September/October; and late October. The section below focusses primarily on the late October wave, with comparison to the previous two waves wherever relevant.

New rules

Overall, parents were typically aware of new rules and felt they had received clear guidance on these. In late October, the majority of parents had received guidance in relation to each of the areas of new COVID-19 rules and guidance. As shown in Figure 45, guidance was most common regarding how and when their child should wash their hands while at school (87%) and least common for if, how and when their child should wear a mask while at school (58%).

Figure 45. Whether schools have informed parents or their children of any new rules or guidance



Source: PPP Late October Wave, H21: ““Has your child's school informed either you or your child about any new rules or advice in relation to...?” All parents of children not permanently home schooled (n=3,542)

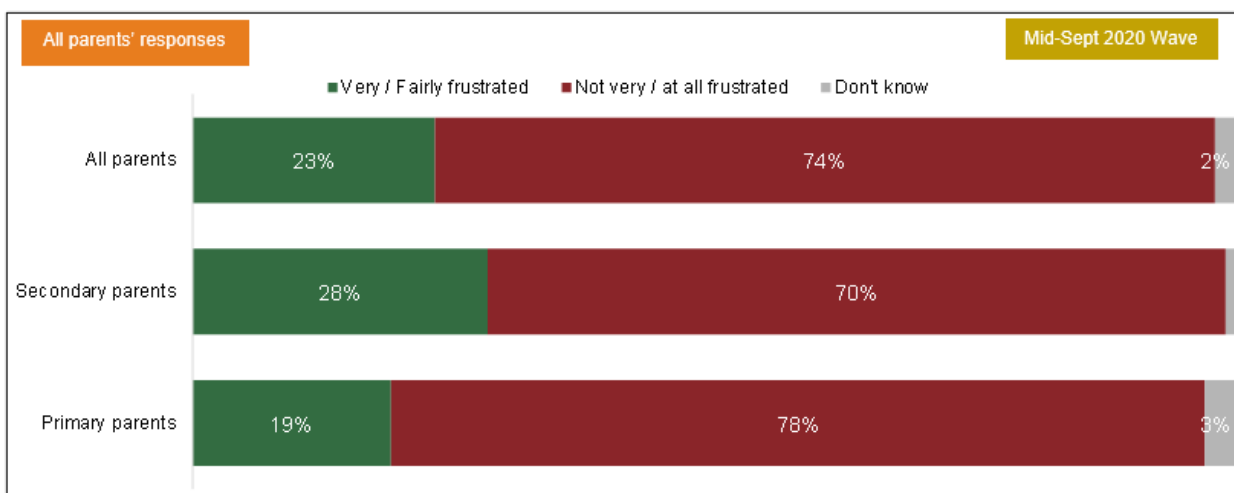
Compared with the September wave, parents in late October were less likely to report having received clear guidance on:

- How their child should minimise physical contact with other pupils while at school (74% vs 81%).
- If how and when their child should wear a mask while at school (54% vs 68%).
- How and when their child should wash their hands while at school (82% vs 86%).

Pupil frustration with the new rules

A sizeable minority of parents reported frustration from their child about having to follow the new COVID-19 -19 related rules at school. In the September wave, a quarter of parents (23%) said their child had been very or fairly frustrated with having to follow the new COVID-19 related rules since returning to school in September 2020.

Figure 46. How frustrated parents feel their child is about having to follow new COVID-19 related rules at school



Source: PPP September Wave: L19A: “How frustrated, if at all, is your child about having to follow the new COVID-19 related rules at school?” Parents with a child physically attending school (n=3,965). Primary (n=1,974) and Secondary parents (n=1,991).

The following parents were more likely to say their child had been frustrated by the new rules:

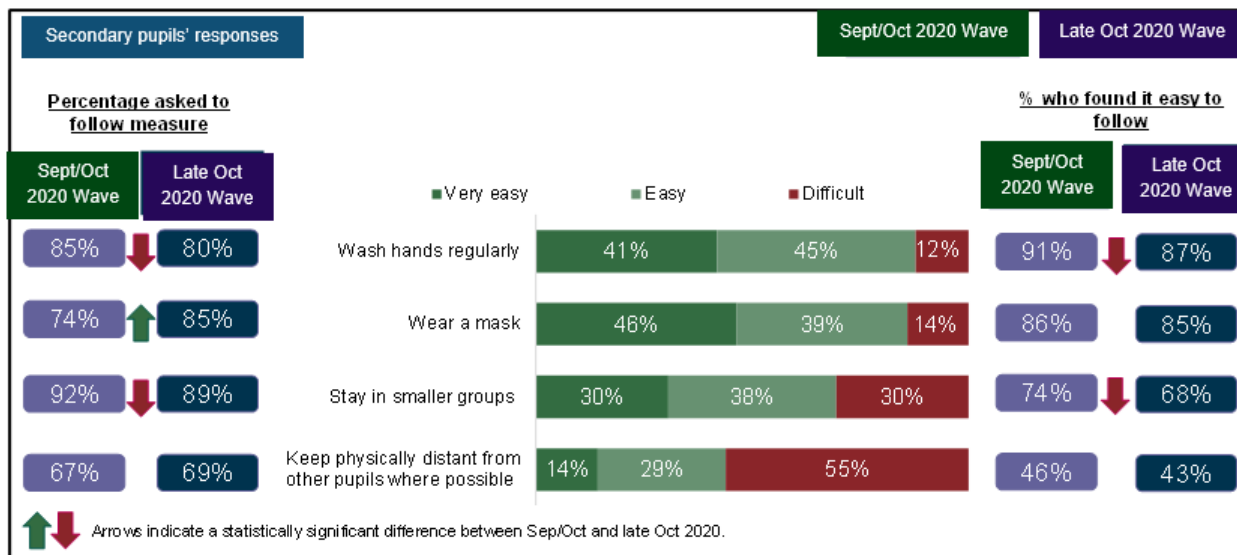
- Secondary parents (28% vs 19% among primary parents).
- FSM parents (29% vs 22% among non-FSM parents).
- BAME parents (30% vs 20% among White parents).
- Parents with a child they consider to have SEND (31% vs 22% among parents of pupils without SEND).

Ease of following rules

In the late October wave, the majority of pupils found all measures easy to follow, as shown in Figure 47. Ease of following measures among secondary pupils More than four-in-five pupils reported that it was easy or very easy to follow the rules of washing their hands regularly (87%) and wearing a mask (85%). About two-thirds of pupils (68%) reported that it was easy or very easy to stay in smaller groups. However less than half (43%) found it easy or very easy to keep physically distant from other pupils, a similar proportion to September/October (46%) suggesting that pupils have found it challenging to socially distance throughout October.

Pupils in the late October wave were less likely to have been asked to wash their hands regularly or stay in smaller groups compared to September/October, measures that fewer found it easy or very easy to follow by the later wave.

Figure 47. Ease of following measures among secondary pupils



Source: PPP Late October Wave 4, L43 / L45: “How easy or difficult are you finding it to follow these measures...?” All pupils who have attended school this term (n=1,652) Late Sept/Early Oct Wave, L43/45; Pupils attending school (n=1,733)

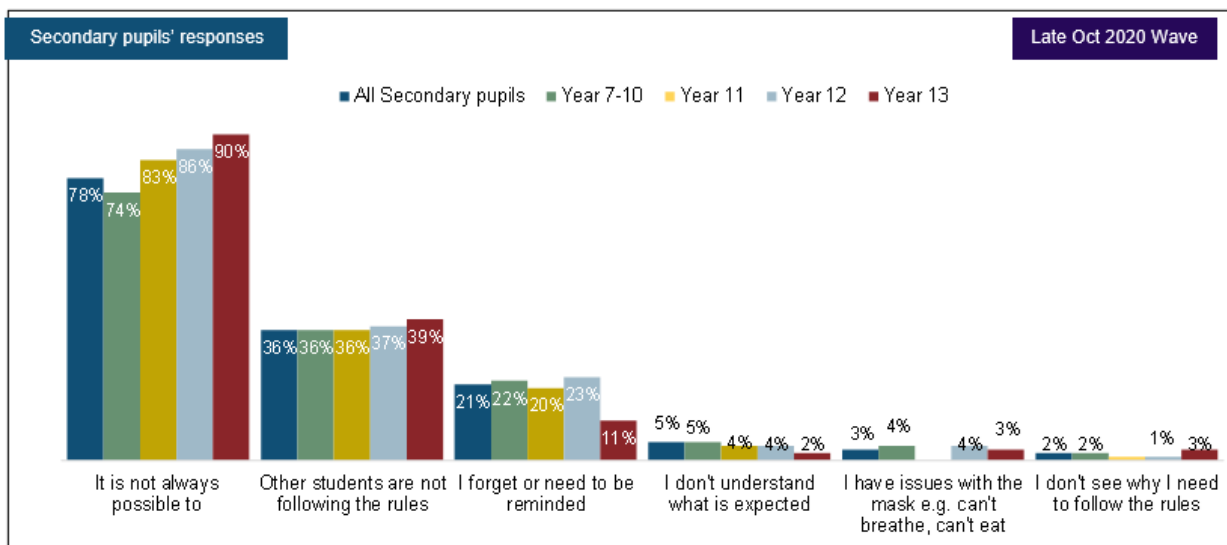
Some groups of pupils were more likely than others to report finding following the new rules difficult.

- BAME pupils were more likely than White pupils to find it difficult follow rules to wear a mask. This was the case in both the late October wave (21% vs. 11%) and the September/October wave (16% vs 11%), when BAME pupils were also more likely to report finding washing their hands regularly difficult (13% vs 7%). BAME pupils who found the rules difficult to follow most commonly struggled because it was not always possible to, for example because of lack of space or the actions of others (72%).
- FSM pupils were more likely to find it difficult to follow rules to wear a mask than non-FSM (21% vs. 12%) in late October, consistent with the September/October wave. FSM pupils who struggled to follow the rules were more likely than non-FSM to report having issues with masks, such as not being able to breath or eat (9% vs 2%). FSM pupils who found it difficult to follow the rules most commonly struggled because it was not always possible to, for example because of lack of space or the actions of others (67%).
- In late October, year 12 pupils (71%) were the year group most likely to find it easy to follow rules to stay in smaller groups (it was lowest for year 13 pupils (53%). Year 13 pupils were also the year group least likely to find it easy to follow

rules keep physically distant from other pupils (21%). These year group differences were similar to those found in September/October, when year 13 pupils were most likely to say they have found staying in smaller groups (23%) and keeping physically distant from other pupils (51%) 'difficult' or 'very difficult.

Just under four-in-five (78%) pupils who found it difficult to follow the rules in late October said this was because it was not always possible to do so (e.g. not enough space, actions of others), with citing this reason at the same levels to in September/October (78%). Pupils often also found it difficult to follow the rules because other students were not following the rules (36% in late October and 36% in September/October).

Figure 48. Why pupils find it difficult to follow rules and guidance



Source: PPP Late October Wave, L46: "Why are you finding this difficult?" Pupils who found it difficult to follow COVID-19 measures (n=937)

Year 13 pupils (90%) were more likely than younger pupils in years 7-10 (74%) to say the reason they found it difficult to follow a rule was that it was not always possible but were relatively less likely to say it was because they forget or needed to be reminded of the rules (11%). Year group differences were consistent with those found in September/October.

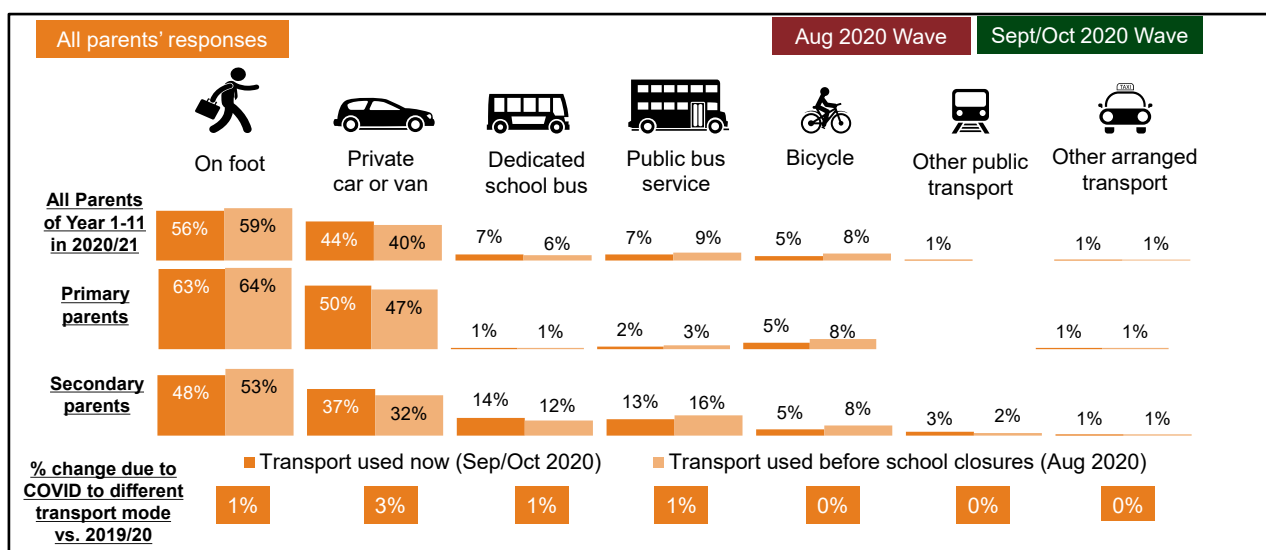
Travel to place of learning

DfE worked with the Department for Transport and others across government to assess the extent to which public and home-to-school transport was a potential constraint to a full re-opening and return to school in the Autumn. The reduced capacity of public transport due to social distancing requirements was a particular concern and it was recognised that a wider return to work would also increase pressure on public transport. Additional funding was allocated to local authorities in line with estimated need to allow them to procure additional transport capacity for dedicated home to school and college transport; whilst guidance for local authorities on operating home to school and college transport was also published.

Changes in mode of transport to school

Parents were asked in August about what mode of transport their child had used to get to school prior to school closures and about current travel in late September/October 2020. As shown in Figure 49, in late September/October, around half of parents (56%) said their child was travelling to school for at least part of their journey on foot, with just under half (44%) saying that they used a private car or van.

Figure 49. Mode of travel for parents of pupils attending school August compared to late September/October



Source: PPP Late Sept/Early Oct Wave, H18: "Since schools opened to all pupils in September 2020, how does [PUPILNAME] travel to school" Parents of pupils attending school at all. (n=3,431) Phase 1 Parents of pupils using the same transport since school closures (6,321)

In August 2020, all parents and year 11 to 13 pupils were asked about how they had travelled to school prior to school closures and also about how they anticipated travelling to school for the start of the autumn term. Those reporting changes in their mode of travel were asked whether the change was due to COVID-19.

The information collected from parents about anticipated transport at this point aligned closely with the actual changes reported above for late September/October (91% anticipated that pupils would use the same mode of transport, 4% expected a change due to COVID-19, and 5% expected a change due to moving home or school).

At an overall level, the proportion that said the mode of transport their child used would change due to COVID-19 was relatively small, with the proportion travelling by car increasing by 3 percentage points and relatively small changes in other modes.

Primary parents were more likely than secondary parents to say that their child travelled to school on foot (63% vs. 48%) or by private car or van (50% vs. 37%) but were less likely to say their child used a school bus (1% vs. 14%) or a public bus (2% vs. 13%).

The vast majority of year 11 to 13 pupils in the 2019/20 academic year that were continuing school in the 2020/21 academic year said that the way they expected to travel to school was unchanged from before the COVID-19 school closures (86%) and 7% expected the mode of travel to change.

Parents of secondary pupils were more likely than those of primary pupils to say that they expected that the way their child travelled to school would change due to COVID-19 (7% vs 2%).

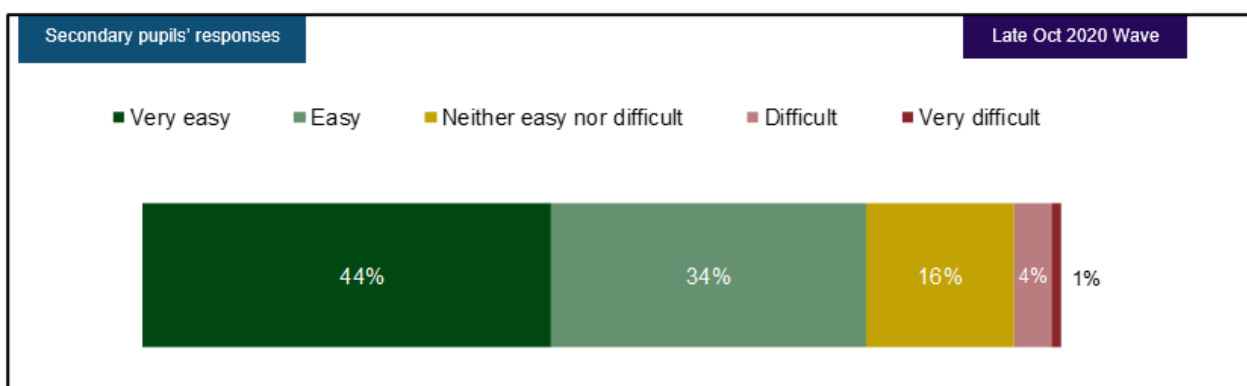
Parents of pupils in London were more likely than other areas to say that the way their child travelled to school would change due to COVID-19 (6% vs. 4%), a finding supported by pupils in year 11 to 13 in London themselves (10% vs. 7%).

The mode of transport which pupils used before the school closures due to COVID-19 was compared to reported difficulty of travel. This showed that parents of pupils who had been using a different mode of transport to what they used in the 2019/20 academic year were significantly more likely to say that their child found travelling to school difficult, compared to parents of pupils who were using the same mode of transport (11% vs. 4% using same mode of transport). In short, those that changed transport mode due to COVID-19 were more likely to find travel to school difficult.

Experience of travelling to school

In late October 2020, pupils were asked how easy or difficult they had found travelling to school. As shown in Figure 50, three-quarters (75%) of pupils said that they found travelling to school since it reopened in September 'easy' or 'very easy', while only 5% said that it was 'difficult' or 'very difficult'.

Figure 50. How easy pupils found travelling to school



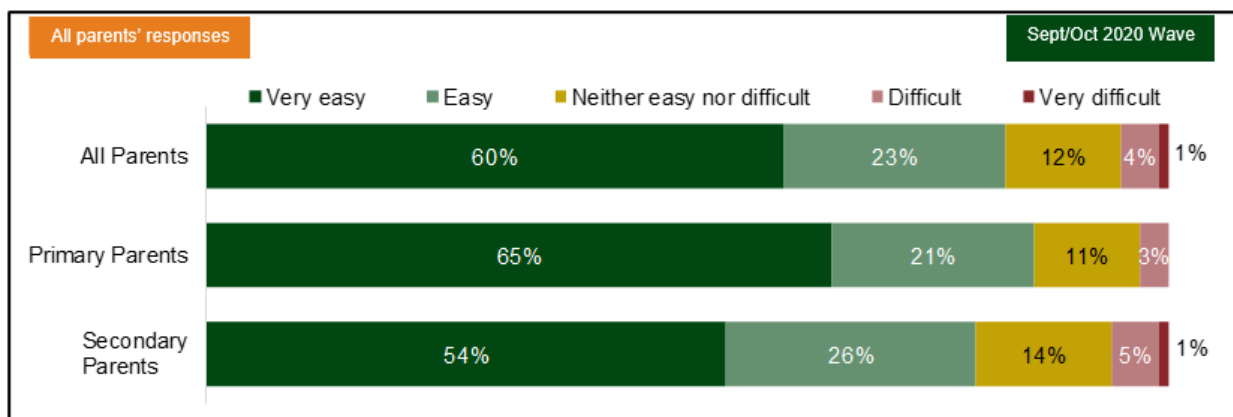
Source: PPP Late Oct Wave R1A: "Since schools opened to all pupils in September 2020, how easy or difficult have you found travelling to school?" All pupils who have attended school this term (n=1,652)

Some groups of pupils reported more difficulties with travel than others:

- Pupils in year 12 and 13 were more likely to report difficulties (14% and 16% respectively compared with 2% of pupils in years 7-10).
- Pupils eligible for FSM were less likely to say that travel to school was easy (66% compared to 80% of non-FSM pupils).

In late September/October, parents were also asked about how easy or difficult their child found travelling to school. As shown in Figure 51 over 4 in 5 parents (83%) said that their child found it easy or very easy to travel to school. Primary parents were more likely to say this than secondary parents (86% vs. 80%).

Figure 51. Parents' views on children's experiences of travelling to school

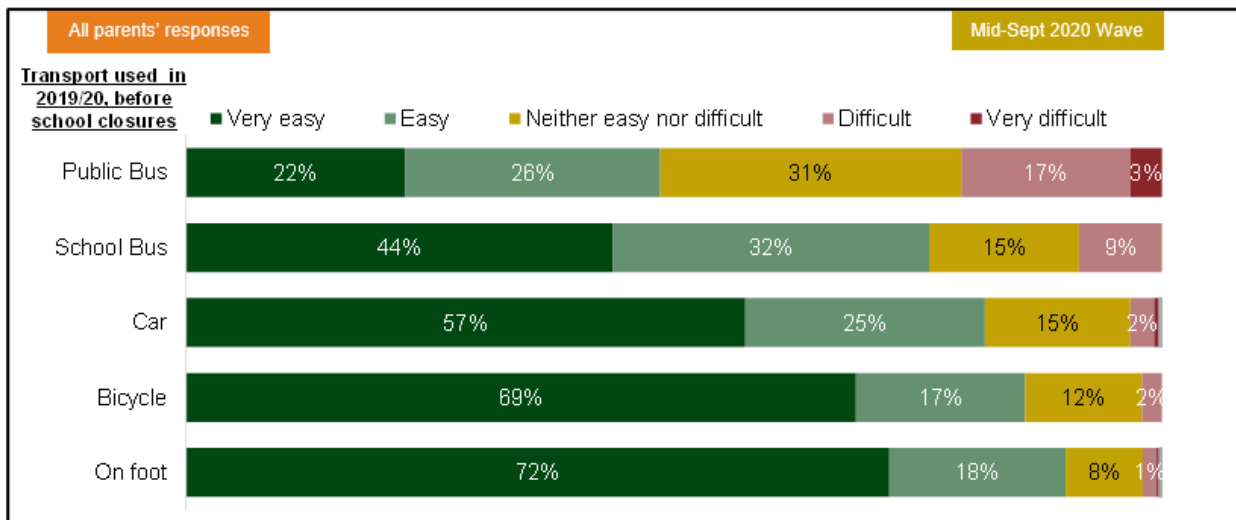


Source: Parent and Pupil Panel Late Sept/Early Oct Wave R1: “Since schools opened to all pupils in September 2020, how easy or difficult has your child found travelling to school?” Parents (n=3,431)

Pupils were also asked about the nature and impacts of their travelling difficulties. The majority (82%) of pupils who had experienced difficulty travelling to school said this had been a continuing (rather than temporary) problem since schools opened to the majority of pupils, corresponding to 4% of all pupils. Difficulties were more likely to affect the pupil’s ability to get to school on time (3% of all pupils) rather than their ability to attend school at all (1% of all pupils).

As shown in Figure 52, parents of pupils that used a public bus to travel to school in the 2019/20 academic year were most likely to say that travelling to school in September 2020 was difficult or very difficult for their child (20%), while parents of pupils who travelled on foot previously were least likely to say this (2%).

Figure 52. Parents' views on childrens' experience of travelling to school for each travel mode



Source: PPP Recruitment Wave. P1 H18/ H19 crossed by W2 R1. Parents that said mode of transport used before school closures not changed due to closures (in 2019/20 academic year): (n=3122) parents, multi-code: On foot (n=1858), bicycle (n=240), car (n=1,348), school bus (n=178), public bus (n=223). Late Sept/Early Oct 2020 R1. "Since schools opened to all pupils in September 2020, how easy or difficult has your child found travelling to school?" Parents (n=3431).

School lunches

The Department published guidance for schools on providing school lunches during the coronavirus outbreak. In guidance, the Department was clear that schools should provide meal options for all pupils who are in school, including vulnerable children and the children of critical workers.

Meals should be available free of charge to:

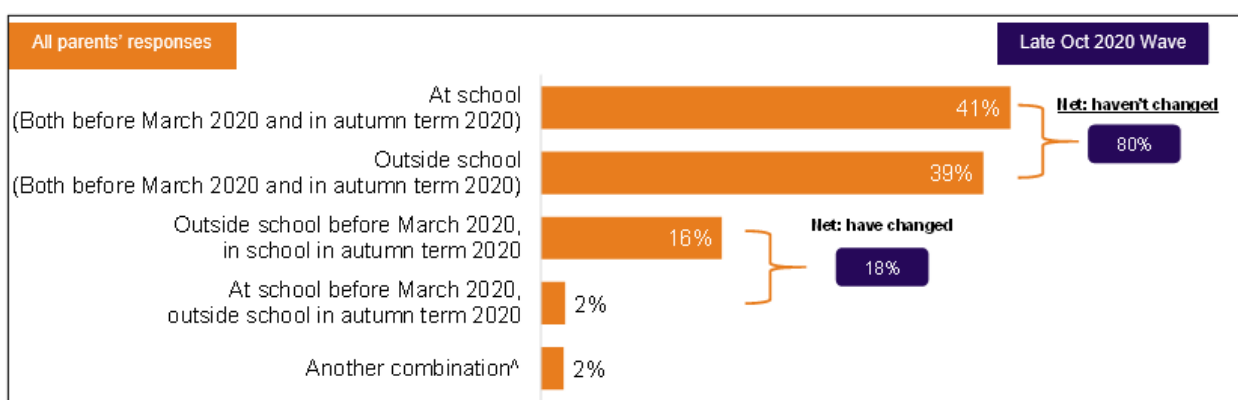
- all infant pupils
- pupils who meet the benefits-related free school meals eligibility criteria

In late October, parents were asked about what pupils had been doing for lunches at school during the autumn term (academic year 2020/2021), and whether this had changed from the previous academic year.

More parents (55%) reported that since September their child most often got their lunch from outside of school (e.g. packed lunches or from a supermarket at lunchtime) than from school (such as from the school canteen) (43%).

As shown in Figure 53, a majority of parents (80%) reported their child doing the same thing for lunches before March 2020 and during the autumn term 2020. Sixteen percent of parents said their child used to get lunch outside school but now has lunch in school, with only 2% reporting a change in the opposite direction.

Figure 53. Where did pupils mostly get their lunches from in both summer and autumn term



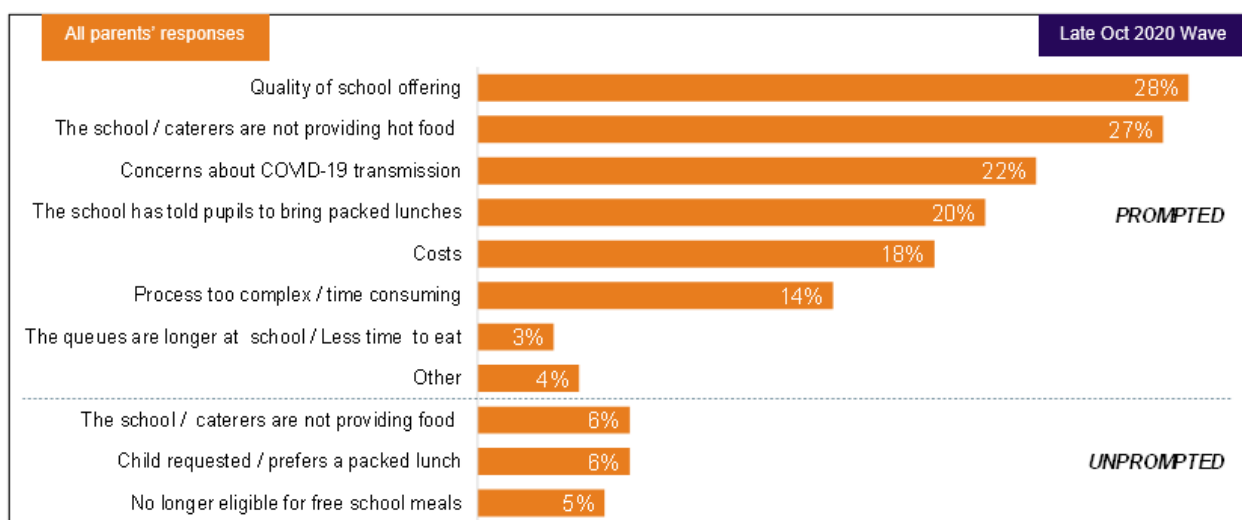
Source: PPP Late October Wave, U1/U3: "What does your child mostly do for school lunches? Do they mostly get lunch..." All parents (n=3,542) ^Other combination include parents who said their child got lunch from both or doesn't eat at school.

Parents of secondary pupils were more likely to report their child mostly got lunch from outside of school compared to primary parents (58% vs. 53%).

As one might expect, parents of FSM pupils were more likely than parents of non-FSM pupils to say their child has got their lunch at school since September (69% vs. 38%) and were less likely to report that their child had changed the way they got their lunch between the summer (academic year 2019/2020) and autumn terms (academic year 2020/2021) (17% vs. 22%).

The 16% of parents whose child used to get lunch at school and no longer does were also asked why this change had occurred. The most common reasons for the change were the quality of the school’s offering (28%), school / school caterers not providing hot food at the time (27%), concerns about COVID-19 transmission (22%) and being told by the school to bring packed lunches (20%).

Figure 54. Reasons why pupils (who used to have lunches from school and now do not) were not getting their food for lunch from school



Source: PPP Late October Wave, U4: “Why is your child not getting their food for lunch from school now?” Parents whose child used to have lunches from school and now does not (n=592)

There were some differences in reasons given across parents from different groups:

- Primary parents were more likely than secondary parents to report their child no longer gets lunch from school because the school / caterers were not offering hot meals (33% vs 20%).
- Secondary parents were more likely than primary parents to report that this change was due to concerns about COVID-19 transmission (29% vs 17%), or the process for getting lunch at school being too complex/time consuming (29% vs. 4%).

- Parents of BAME pupils were far more likely than parents of White pupils to report their child no longer get meals from school due to concerns about COVID-19 transmission (33% vs 19%).

Pupils who physically attended school in the two weeks before October half-term were asked about the availability of hot food at their schools. Three-quarters (76%) of pupils reported that students have been able to buy hot food at their school for lunch. The remainder were equally split between those who saying hot food is not available or were unsure (11% respectively). Pupils were less likely to report hot lunches being available if they were:

- Attending an urban school (75% vs. 82% in rural schools)
- In the North West (67%) or London (70%) (compared to the East Midlands: 80%, East of England: 83%, North East: 84%, South East: 79% or South West 80%).

Remote education

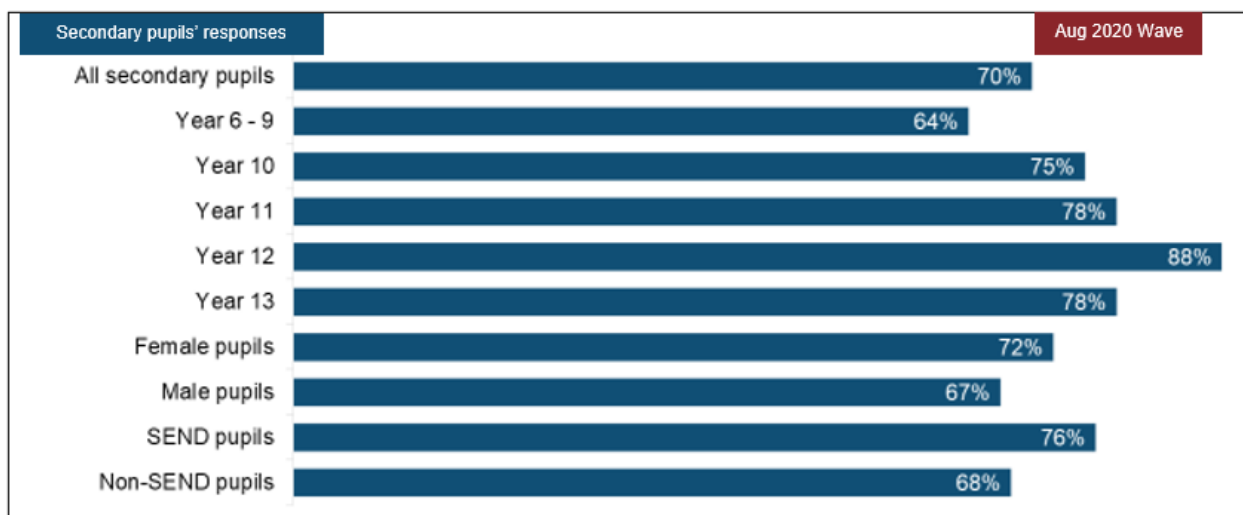
Schools have been delivering remote education to pupils who cannot physically attend school to ensure continuation of learning during the pandemic. Remote education is vital to ensure pupils continue to learn when they cannot attend school physically.

A large proportion of the COVID-19 Parent and Pupil surveys have focused on pupil's experiences of remote education. Parents and pupils have been asked about motivation whilst learning remotely, the volume and types of remote working pupils have done during the pandemic, as well as what schools' expectations and monitoring of remote working has been.

Motivation to do home learning

In August 2020, secondary pupils were asked about whether or not they had struggled to stay motivated to do remote learning during the period when schools were closed to the majority of pupils. Most secondary pupils said that they had struggled to stay motivated (70%), with this being particularly high among year 12 pupils (88%), though affecting at least three-quarters of those in each year group in years 10 and over. As shown in Figure 55, female pupils and those with SEND were also more likely to have struggled to stay motivated to do home learning during the period of school closures.

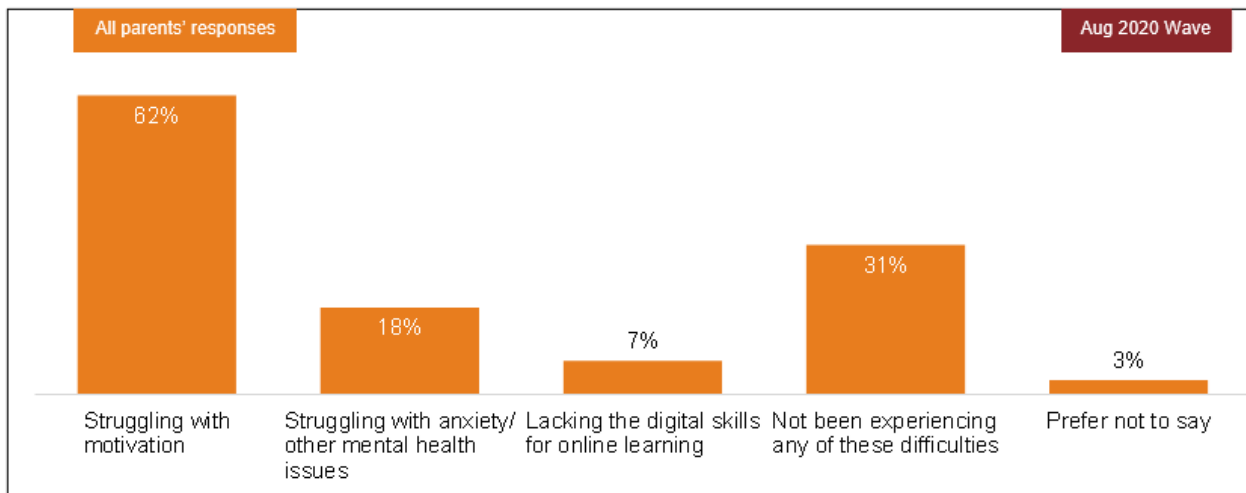
Figure 55. Percentage of secondary pupils who said they had struggled to stay motivated to do remote learning



Source: PPP Recruitment Wave, C4: "Would you say you have been struggling to stay motivated to do home learning?" Secondary school pupils who have been home learning, (n=4,750) year 6-9 pupils (n=1605), year 10 pupils (n=666), year 11 pupils (n=570), year 12 pupils (n=658), year 13 pupils (1,251), female pupils (n=2,586), male pupils (n=2,103), SEND pupils (n=699) and non-SEND pupils (4,051).

In the August survey, parents whose child had not been attending school were also asked about their child’s motivation to learn at home alongside other experiences they may have had during this period. Just over three-fifths of parents (62%) felt their child had been struggling with motivation in relation to remote learning. Almost a fifth of parents (18%) felt their child had been struggling with anxiety or other mental health issues.

Figure 56. Experiences pupils had during school closures, as reported by parents



Source: PPP Recruitment Wave, P4: “Which of the following, if any, has your child been experiencing?” Parents (Cohort B) whose child has not been attending school (n=3,036)

The experiences reported by parents varied across different groups of pupils:

- Parents of male pupils were more likely to say their child had struggled with motivation (65% vs 60% of parents of female pupils), though findings from pupils showed female pupils struggled more with motivation. Parents of female pupils were more likely to say their child had struggled with anxiety or other mental health issues (20% vs 17%).
- Parents of FSM pupils were more likely to say that their child had experienced anxiety or other mental health issues (22% vs 18% for non-FSM pupils) or lacked the digital skills for online learning (10% vs 7%).
- Two-thirds of parents of White pupils (66%) said their child had struggled with motivation, compared to half of parents of BAME pupils (50%), which was similar to responses provided by pupils themselves.

How pupils spent their time when not physically attending school

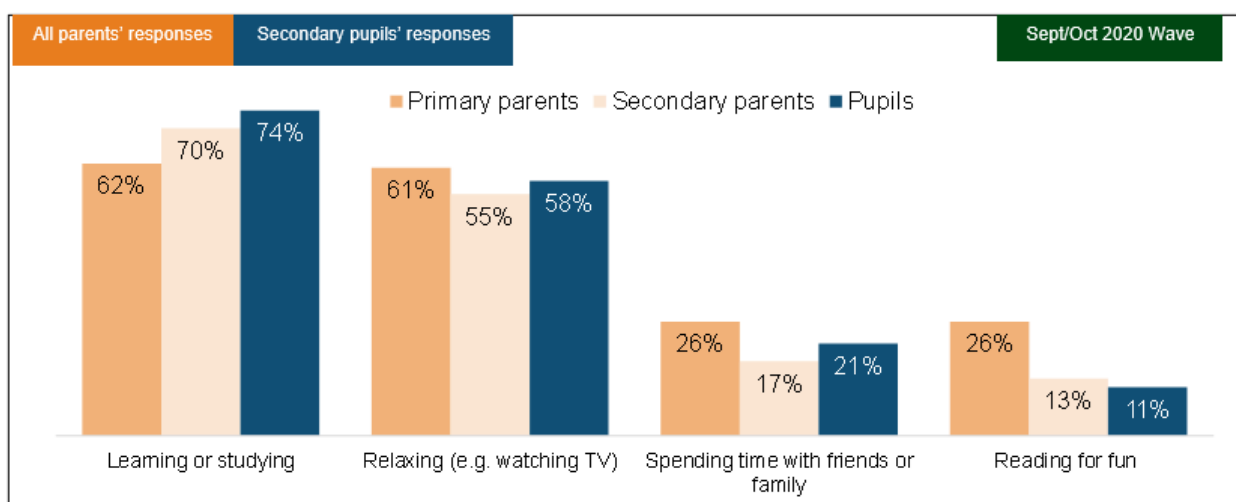
Due to the pandemic, some pupils have not been physically attending school. It is important to understand what pupils are doing in the time they would otherwise be attending school and how much time they are spending learning or studying.

Parents and secondary pupils who were not physically attending school full-time (excluding those who had been ill or home-schooled) were asked in the September/October 2020 survey how their child / they had been spending their time. Results are shown in Figure 57. The most common responses were that the time has been used for studying, followed by relaxing – though among primary parents roughly equal proportions mentioned each (62% and 61% respectively).

Secondary parents were more likely to say pupils spent the time away from school learning or studying than primary parents (70% vs. 62%, although this finding was not statistically significant hence only indicative). Primary parents were more likely than secondary parents to say their child spent the time reading for fun (26% vs. 13%).

In addition to these differences, male secondary pupils were more likely than female pupils to say they spent the time away from school studying (79% vs. 68%), while pupils with SEND were far less likely than those without SEND to have spent the time learning or studying (80% vs. 52%).

Figure 57. How pupils spent their time when not physically attending school (September/October 2020)



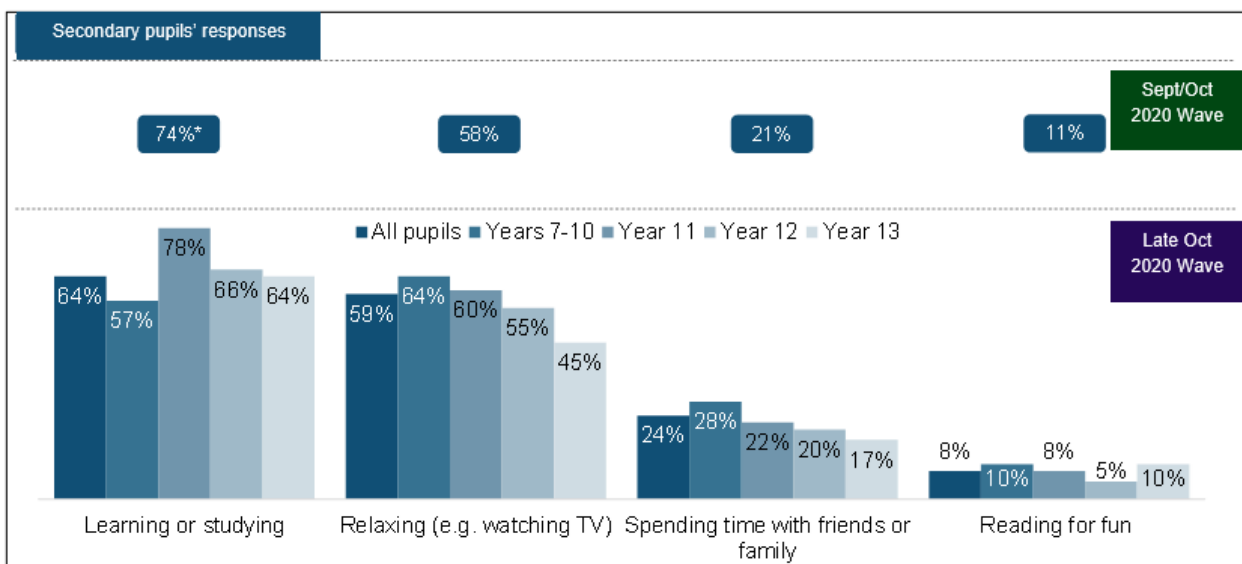
Source: PPP Late Sept/Early Oct Wave: L32/L30: “On the days when you were not/ [PUPILNAME] was not physically attending school, how did they typically spend their time?”

Pupils not attending school full-time excluding home-school/ill (n=276) Secondary (n=190) Primary (n=151) parents of pupils not attending school full-time excluding home-schooled/ill.

Similar questions were asked in the late October 2020 survey. At this time, around two-thirds of secondary pupils (64%) not attending school full time (excluding those who had been ill²⁷ or home-schooled) said they spent the time they would have been in school learning or studying, a significant reduction from the three-quarters (74%) reporting this in September. In addition to learning and studying, over half of pupils (59%) in late October 2020 said they spent this time relaxing, around a quarter (24%) spent this time with friends or family and less than one-in-ten (8%) spent time reading for fun – these figures were little changed from September.

As shown in Figure 58, pupils in years 7-10 were less likely than average to say they spent this time studying (57% vs. 64%) and more likely to say they spent time relaxing (64% vs. 59%), while year 11 pupils were more likely to have spent this time studying (78% vs. the 64% average).

Figure 58. How pupils spent their time when not physically attending school



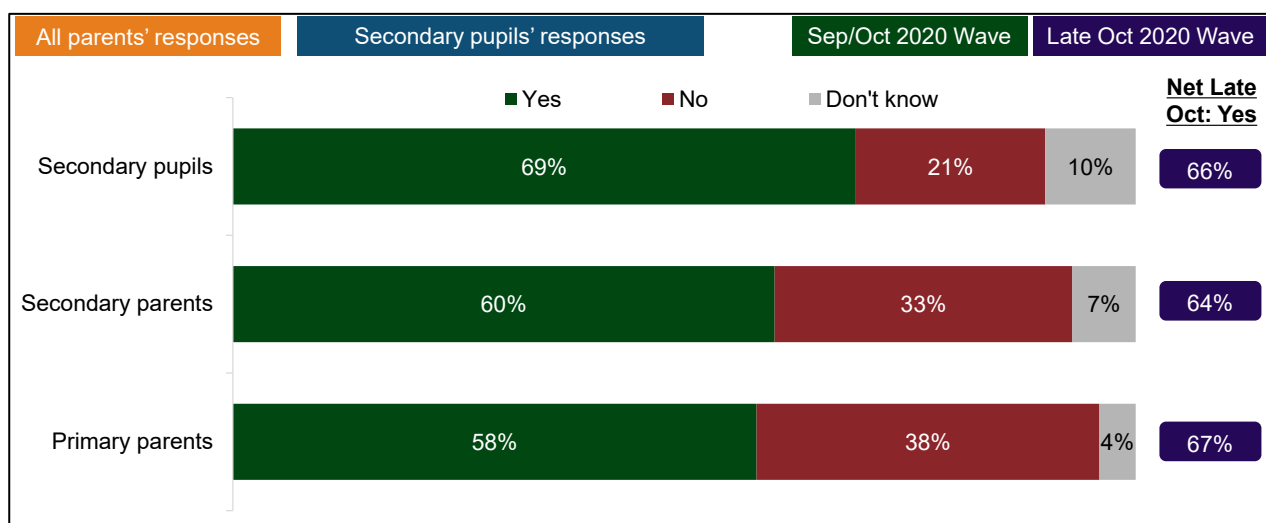
Source: PPP Late October Wave L30: “On the days when you have not physically attended school, how have you typically spent your time?” Pupils not attending school full-time but excluding home schooled, ill or other (n=311). Year 7-10 (n=86). Year 11 (n=52) Year 12 (n=114) Year 13 (n=59). *Indicates a statistically significant difference between Sep/Oct and late Oct 2020. Due to low base sizes these findings need to be interpreted with caution.

²⁷ Unrelated to COVID-19

Remote lessons and other ways of catching up offered by schools

In September/October, pupils (and parents of pupils) who had not physically attended school every day in the past two weeks, were asked if schools had offered remote lessons or other ways for pupils to catch up on these days. Over two-thirds of secondary pupils (69%) had been offered remote lessons, compared to 60% reported by parents of secondary pupils. Parents of primary pupils were less likely to say their child had been offered remote lessons, or similar, when they had not physically attended school (58%).

Figure 59. Whether or not schools had offered remote lessons or other ways to catch up on days pupils where not physically attending school



Source: PPP Late Sept/Early Oct 2020 Wave 2 L31A/L34: “Has your school or college offered you any remote lessons or other ways of catching up on the days when you are not physically attending school?” Pupils not attending school full-time (excluding ill or home schooled) (n=276) / Parents of pupils not attending school (excluding ill or home schooled) (n=341). Due to small base sizes, findings not statistically significant, indicative only.

In September/October, pupils claiming FSM were less likely to report being offered remote learning than non-FSM (58% vs. 71%), as were pupils with SEND compared to those without (55% vs. 72%).

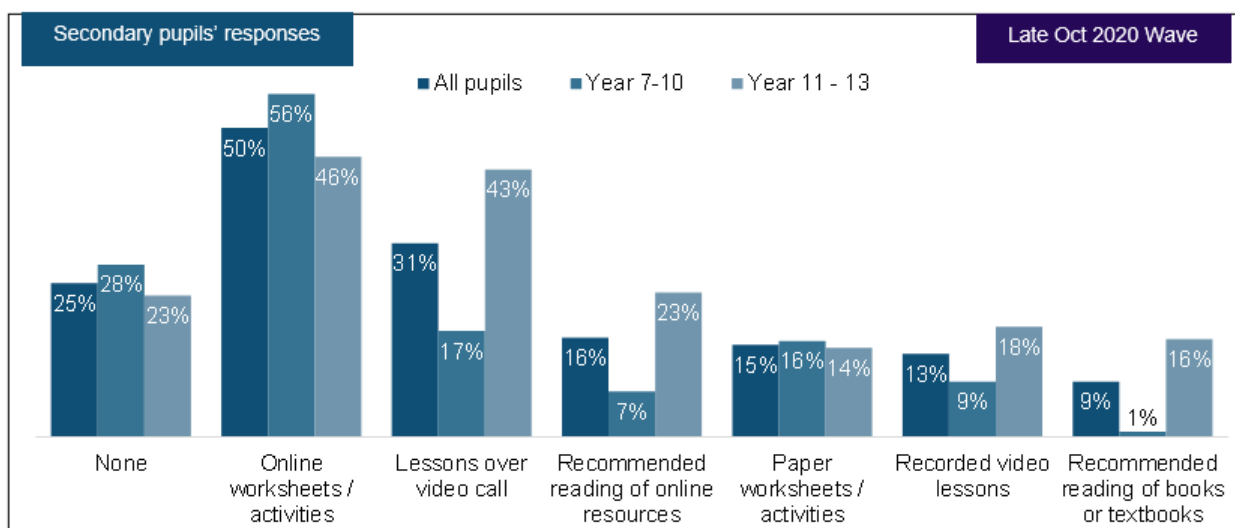
When pupils and parents were asked this question again in late October 2020 (in reference to the two weeks before half-term), a similar proportion of pupils (66%), parents of primary pupils (67%) and parents of secondary pupils (64%) said schools had been offering remote lessons, or other ways to catch up. The proportion of parents reporting remote lessons and other ways of learning being offered to pupils varied across different groups, and was lower among:

- All parents compared to BAME parents (65% vs. 79%)

- Parents of pupils eligible for FSM (48% vs. 71% among non-FSM)
- Parents of pupils with SEND (46% vs. 70% among parents of pupils without SEND).

In late October 2020, pupils (and parents of pupils) who had not physically attended school every day in the two weeks before October half-term were also asked what *types* of remote lessons, or other ways of learning, schools had offered them. As shown in Figure 60, pupils most commonly reported being offered online worksheets or activities (50%), followed by lessons over video call (31%) and recommended reading online (16%).

Figure 60. Types of remote lessons / other ways of learning schools have offered secondary pupils when they cannot physically attend school (as reported by pupils)



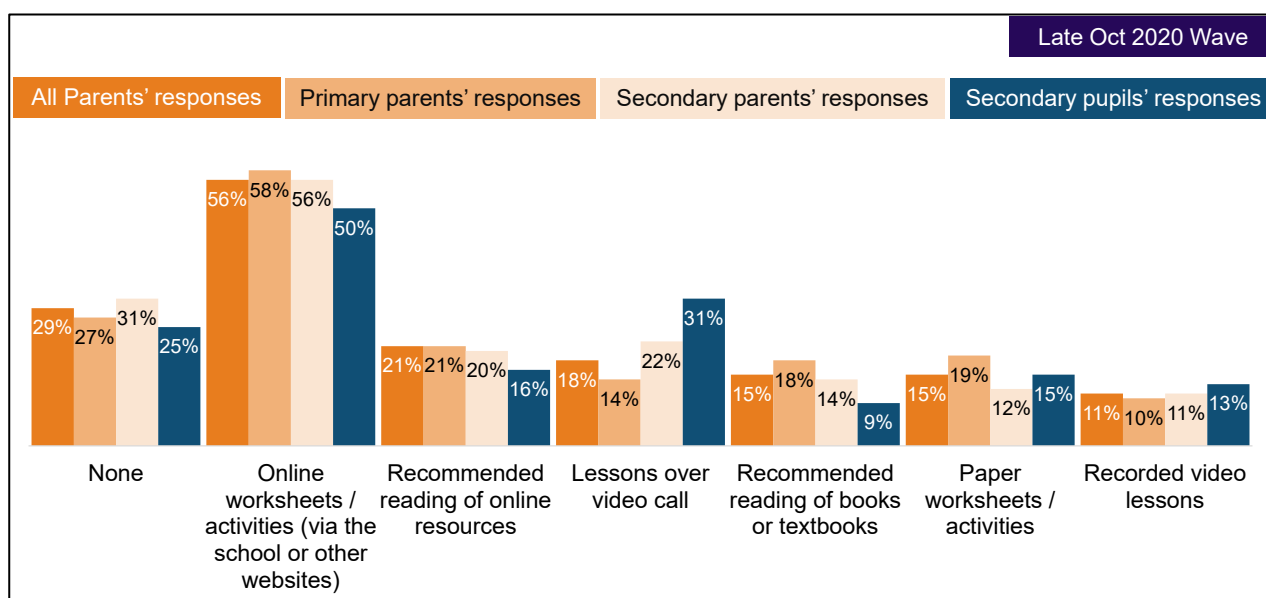
Source: PPP Late October Wave L49: “In the last two weeks before half term, what type of remote lessons or other ways of learning has your school offered when pupils can't physically attend school?” Pupils that were not attending every day (except home-schooled/ill/other). (n= 311) Year 7-10(n=86), Year 11-13 (n=225)

Younger pupils (those in years 7-10) were less likely than those in years 11-13 to say that they were:

- Offered lessons over video call (17% vs. 43%);
- Recommended reading of online resources (7% vs. 23%);
- Recommended reading of books or textbooks (1% vs. 16%).

The most common way of learning offered to pupils, as reported by parents, was also online worksheets or activities (56%), followed by recommended reading online (21%) and lessons by video call (18%). Secondary parents were more likely to report that their child had been offered lessons over video call than parents of primary pupils (22% vs. 14%).

Figure 61. Types of remote lessons / other ways of learning schools have offered pupils when they cannot physically attend school (as reported by parents)

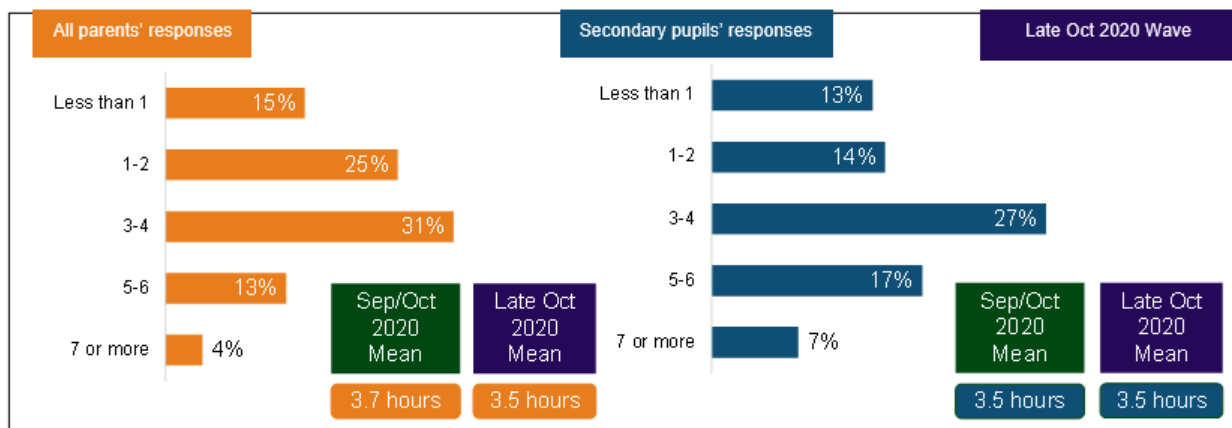


Source: PPP Late October Wave 4, L34B: "In the two weeks before half term, what type of remote lessons or other ways of catching up has [PUPILNAME]'s school offered?" Parents of pupils not attending every day (excluding ill/home-schooled/other): (n=400), and secondary pupils who were offered remote lessons: (n= 209). Primary (n=176), Secondary (n=213)

Hours pupils spent studying when learning remotely

In late October 2020, pupils who had not been attending school full-time reported spending on average 3.5 hours per day learning or studying, the same amount of time reported by parents (3.5 hours). Similar results were found in September/October as shown in Figure 62.

Figure 62. Hours spent learning or studying when pupils were not physically attending school



Source: PPP Late October Wave 4, L33/L31: “On the days when [PUPILNAME]/you was not physically attending school, how many hours per day did they typically spend learning or studying_BANDED?” Parents whose child has not attended every day excluding illness/home-school/’other’: (n=400), Pupils not attending school full-time but excluding home schooled, ill or other: (n=311)

Parents of the following groups of pupils were more likely to report that their child spent more than 4 hours studying per day when not in school:

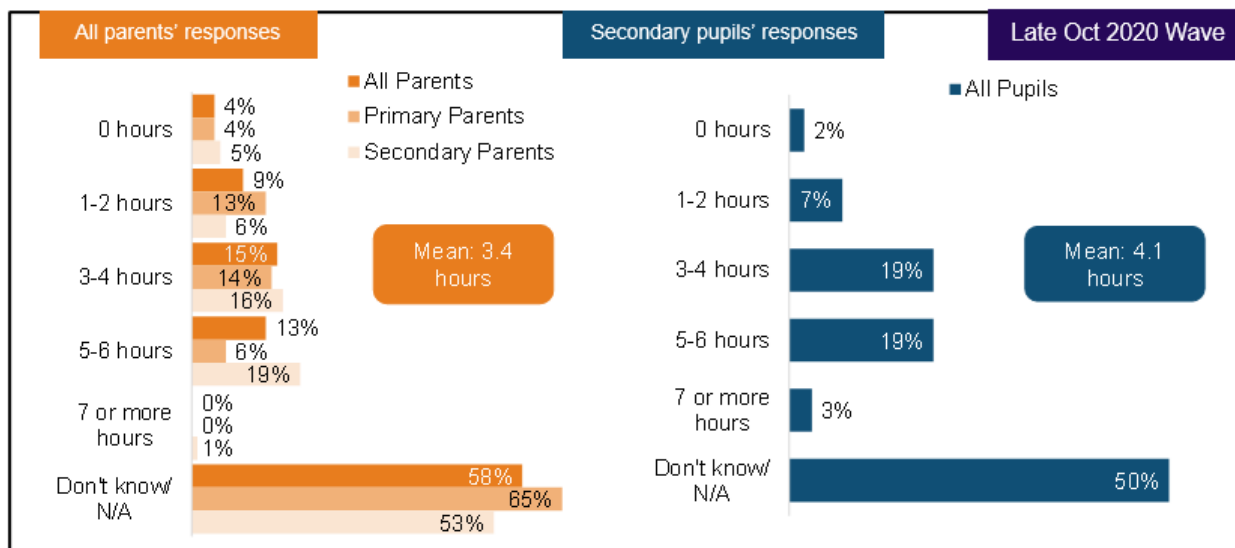
- Secondary pupils compared to primary pupils (23% vs. 10%), with an average of 4.0 hours reported by secondary parents and 3.0 hours by primary parents.
- Female pupils compared to male pupils (22% vs. 13%).
- Pupils without SEND compared to pupils with SEND (20% vs. 6%).

Looking at the responses from pupils, FSM pupils reported a lower mean average study time than non-FSM pupils (2.7 vs 3.6).

School expectations when pupils were learning remotely

In late October 2020, parents and pupils were asked how many hours schools had expected pupils to spend learning on days when they were not physically attending school (excluding those who had not physically attended school due to being ill / or home-schooled). As shown in Figure 63, the majority of parents (58%) did not know how many hours their child was expected to study when not in school or the school had not set an expectation. Similarly, half of secondary pupils (50%) in this situation were unsure of the expected hours.

Figure 63. School expectations of hours spent studying on days where pupils were not physically attending school



Source: PPP Late October Wave 4, L59/L56: “And how many hours, if any, does your school expect you to spend learning on days that you are not physically attending school?” Parents whose child has not attended every day excluding illness/home-school/’other’: (n=400), Pupils who had not attended every day excluding illness/home-school/’other’: (n=311)

Secondary pupils who were not attending school full-time and did know what their school expected, reported that their schools expected them to study for an average of 4.2 hours per day.

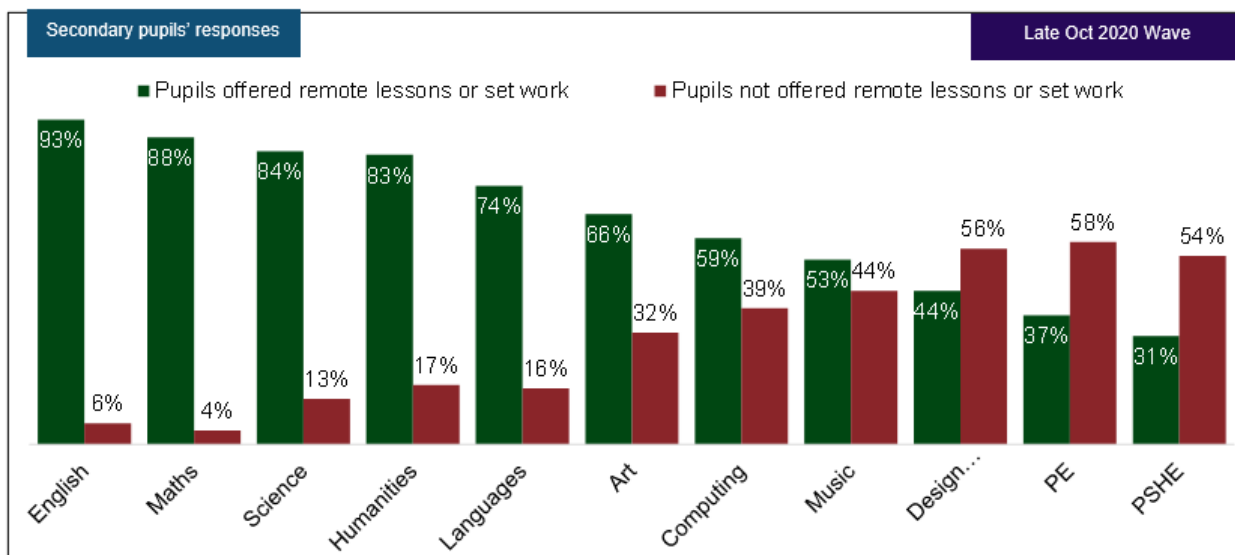
Parents of pupils who had not physically attended school every day and knew what their child’s school expected, reported that their children were expected to study 3.4 hours a day. A fifth of parents of pupils in secondary school said their child’s school expected more than four hours of studying per day, compared to only six percent of parents of pupils in primary school.

Attendance and work set in different subjects when pupils were not physically attending school

Over half of secondary pupils (55%) that were offered remote lessons were unable to attend at least one subject lesson in the two weeks before October half-term, with pupils in year 12 much less likely to have missed at least one lesson (37% vs. 55%). For all pupils offered remote lessons, the most common subjects missed were English (40%), Science (39%) and Maths (39%). However, as shown in Figure 64, secondary pupils unable to physically attend these lessons (in the two weeks before October half-term) were most likely to have been offered remote lessons or set work in these subjects

(English: 93%, Maths 88%, Science 84%). Remote lessons were least likely to be set for pupils not able to physically attend Design and Technology (44%), PE (37%), and PSHE (31%).²⁸

Figure 64. Subjects secondary pupils were offered remote lessons in or set work for when they were unable to physically attend lesson.



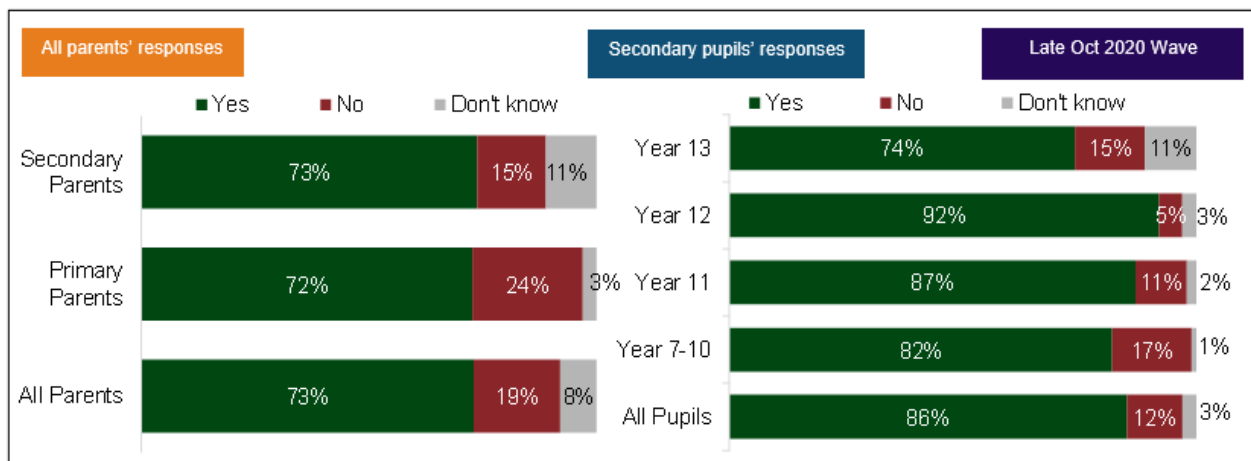
Source PPP Late October Wave 4 L50: “For those lessons you were unable to physically attend, did your school provide remote lessons or set work in...” Pupils unable to attend lesson listed: (n= 109), English (n= 70), Science (n= 69), Maths (n= 68), Humanities (n= 58), PE (n= 57), Languages (n= 43), Art (n= 44), Computing (n= 44), PSHE(n= 35), Design and Technology (n= 36), Music (n= 32). Due to low base sizes these findings need to be interpreted with caution.

Submitting work when working remotely and how much of this work is completed

In late October 2020, parents and secondary pupils were asked whether pupils have been asked to submit or return work to their teachers whilst learning from home. Almost nine-in-ten pupils (86%) who were offered remote lessons had been asked to submit work to their teachers, whereas around three-quarters (73%) of parents of pupils said their child had been asked to submit work in this scenario (with 8% unsure).

²⁸ Due to low base sizes these findings need to be interpreted with caution.

Figure 65. Whether pupils had been asked to submit or return work to teachers whilst learning at home



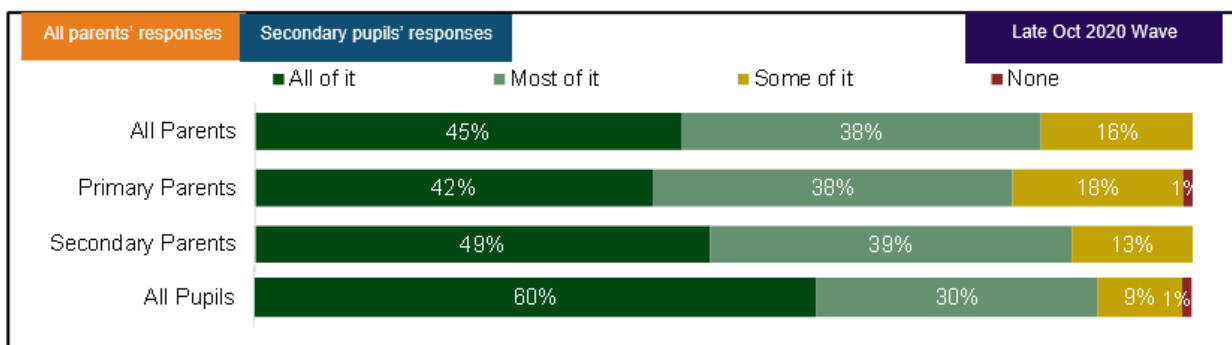
Source: PPP Late October Wave 4, L51/58: “Whilst you have been learning from home during school hours, have you been asked to submit or return any work to your teachers?” Pupils that were offered remote lessons: (n= 209), Year 7-10: (n= 52), Year 11: (n= 35), Year 12: (n= 85), Year 13: (n= 37). Parents whose child has been offered remote lessons: (n=259), Due to low base sizes these findings need to be interpreted with caution.

There were some differences in the proportion of pupils asked to submit work amongst different groups of pupils and parents:

- Pupils with SEND were less likely than those without SEND to have been asked to submit work whilst learning from home (73% vs. 88%). Similarly, parents of pupils with SEND were less likely than those without SEND to say their child had been asked to submit work (57% vs. 75%).
- Parents of pupils eligible for FSM were less likely than parents of non-FSM pupils to say they had been asked to submit work (61% vs. 75%).

Parents and pupils were also asked how much of the work they were asked to submit they did complete. Of parents whose child had been asked to submit work, less than half (45%) said that their child had completed all of the work they were asked to submit. This was significantly lower than the proportion of pupils who said they completed all the work that they were asked to submit (60%), as shown in Figure 66. Pupils in year 12 were more likely than average to say they had submitted all of the work required (71%).

Figure 66. How much of the work needing to be submitted whilst learning from home was completed



Source PPP Late October Wave 4, L57A/L52: “How much of this work have you typically completed?” Parents that look at work child has been set and they need to submit (n= 146), pupils that were asked to submit work (n= 182)

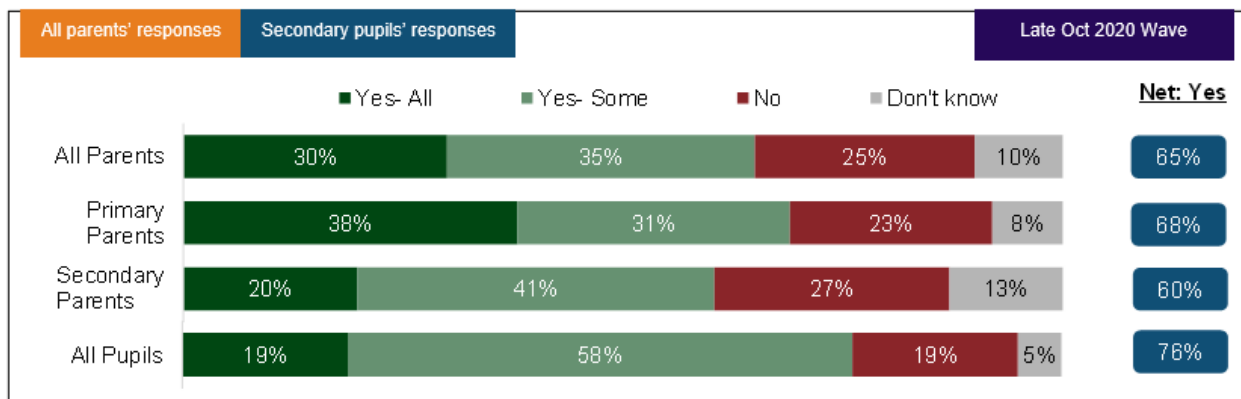
Parents were also asked whether they had reviewed the work their child had done remotely. It was much more common for parents of primary school pupils to have looked at the work their child was asked to submit than those of secondary pupils (93% vs. 61%). Parents of pupils with SEND were also more likely to look at their child's work (93% vs. 73% among those without SEND).

Feedback received on work completed whilst learning remotely

About a third of parents (30%) that had looked at their child’s completed work reported that all this work was marked. Parents of primary pupils were almost twice as likely than secondary parents to say that all of their child's work was marked (38% vs. 20%). As shown in , significantly fewer pupils than parents said that all of the work they had submitted had been marked (19%).

Figure 67, significantly fewer pupils than parents said that all of the work they had submitted had been marked (19%).

Figure 67. Whether or not the work set whilst pupils have learnt at home has been marked and / or had feedback provided

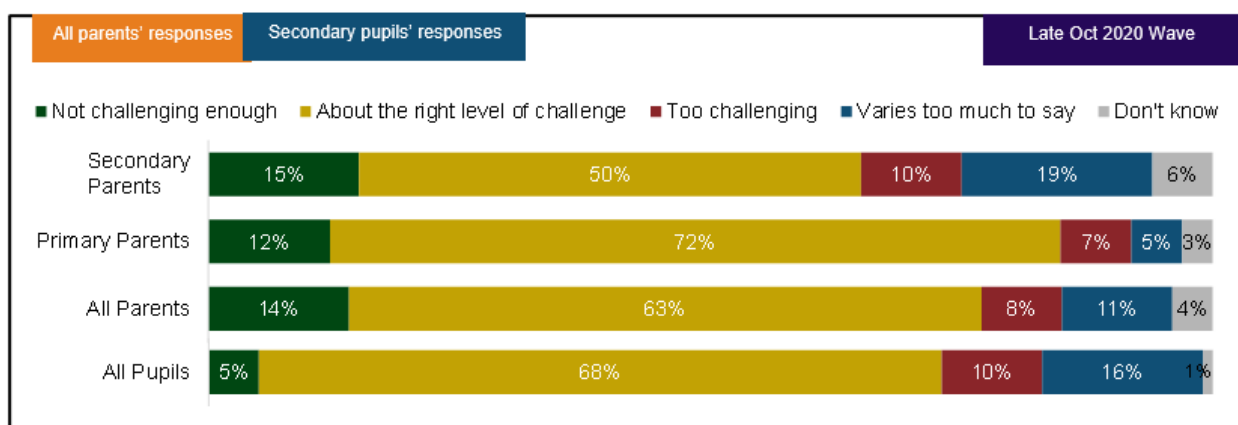


Source PPP Late October Wave 4, L60/L54: “Has your teacher or someone at your school marked and / or provided feedback on the quality of this work?”, Parents that look at work where the pupil has completed at least some of it: (n= 145), Pupils asked to submit work and did any: (n= 180)

Difficulty of work set whilst learning remotely

Around two-thirds of pupils (68%) and parents (63%) felt that the work that they or their child had been asked to submit whilst learning from home was at the right level of challenge. Pupils were more likely to think the work was too challenging (10%) than not challenging enough (5%), whereas the reverse was true for parents (8% vs 15%).

Figure 68. The level of work set whilst pupils have learnt at home has been too challenging or not challenging enough



Source: PPP Late October Wave, L61/L55: “Continuing to think about the last 2 weeks before half term, do you think the work you have been set is...” Parent that look at work child has been set: (n= 191) Pupils that were asked to submit work: (n= 182)

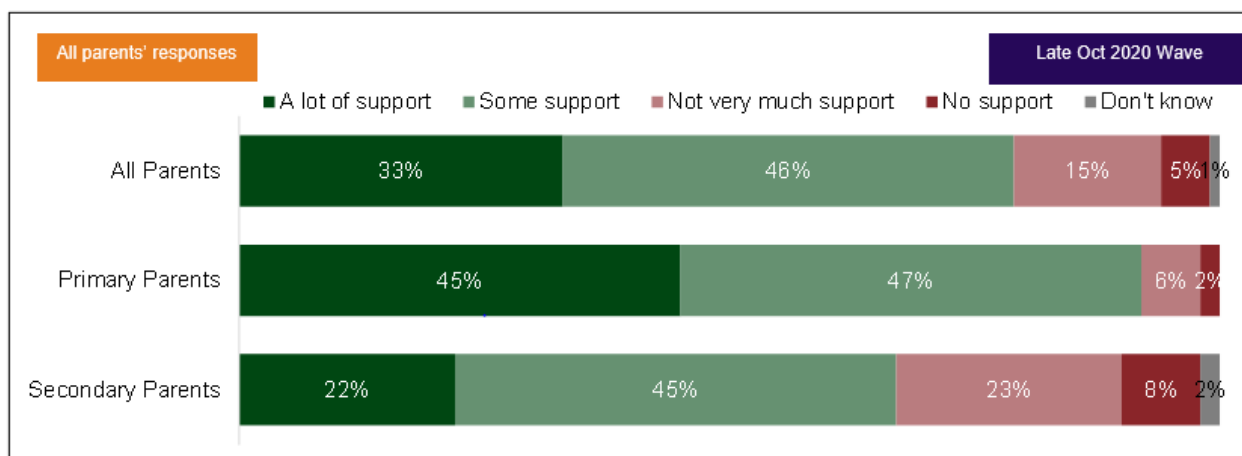
There were some differences in how difficult pupils or parents thought the work set had been:

- Parents of pupils with SEND were less likely than parents of pupils without SEND to say that the work was not challenging enough (2% vs. 16%).
- BAME pupils were more likely than White pupils to say that the work was not challenging enough (17% vs. 3%).

Parental support for remote studies

Almost four-in-five parents (78%) of pupils who had been offered remote lessons gave their child at least some support with their remote studies, with one-in-three parents (33%) saying that they had given their child a lot of support.

Figure 69. Level of support provided by parents for pupils' remote studies



Source PPP Late October Wave, L34C: "How much support do you provide to [PUPILNAME] with their remote studies?" Parents whose child has been offered remote lessons (n=259)

Significant differences in the level of support provided for pupils by different groups of parents included:

- Parents of primary pupils were more likely than those of secondary pupils to report having given their child a lot of support with their remote studies (45% vs. 22%).
- Parents of pupils with SEND were more likely than those without SEND to have given a lot of support (48% vs. 30%).
- Parents of pupils eligible for FSM were more likely than non-FSM parents to have given a lot of support (50% vs. 29%).

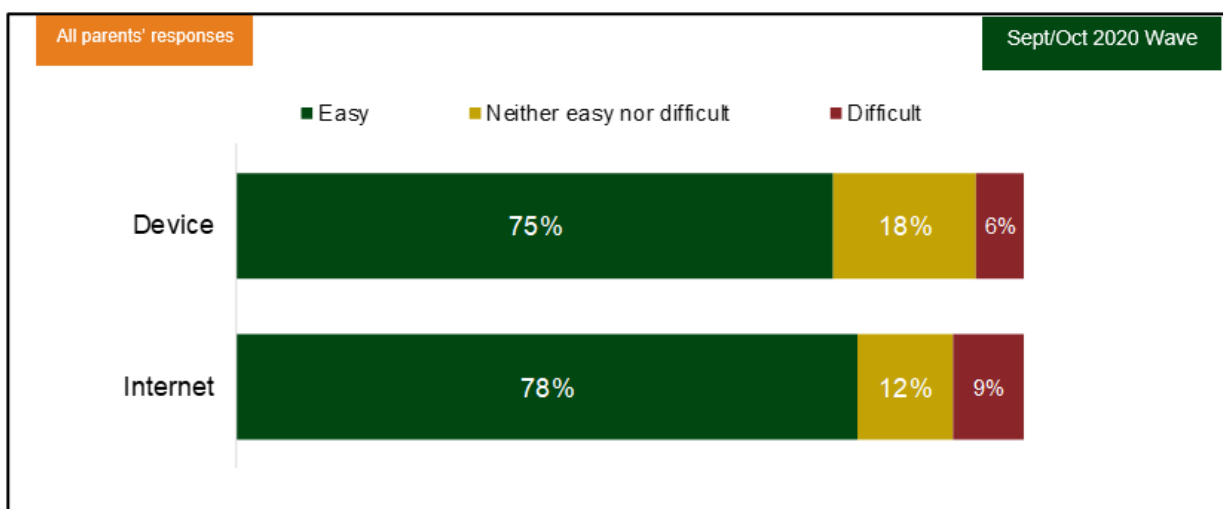
Access to technology for home learning

Since March 2020 schools, local authorities and social workers have been trying to help pupils learn from home by providing them with devices (such as laptops or iPads) or tools to access the internet (such as 4G wireless routers, mobile network data uplifts or Wi-Fi codes).

Parents were asked about their child's access to technology for home learning in September and again in late October. In September 2020, 7% of parents said their child had received a device (laptop or tablet), and of these parents 93% said their child had been able to use the device. Furthermore, one-in-twenty parents (5%) said their child had received help to access the internet for home learning, and of these parents 91% said their child had been able to successfully use this internet service.

As shown in Figure 70, of parents whose child had been able to use the device/internet provided, over three-quarters (75% and 78%) said that their children had found it easy to do so.

Figure 70. Parent's views on how easy their child found using the device/internet access they had been provided



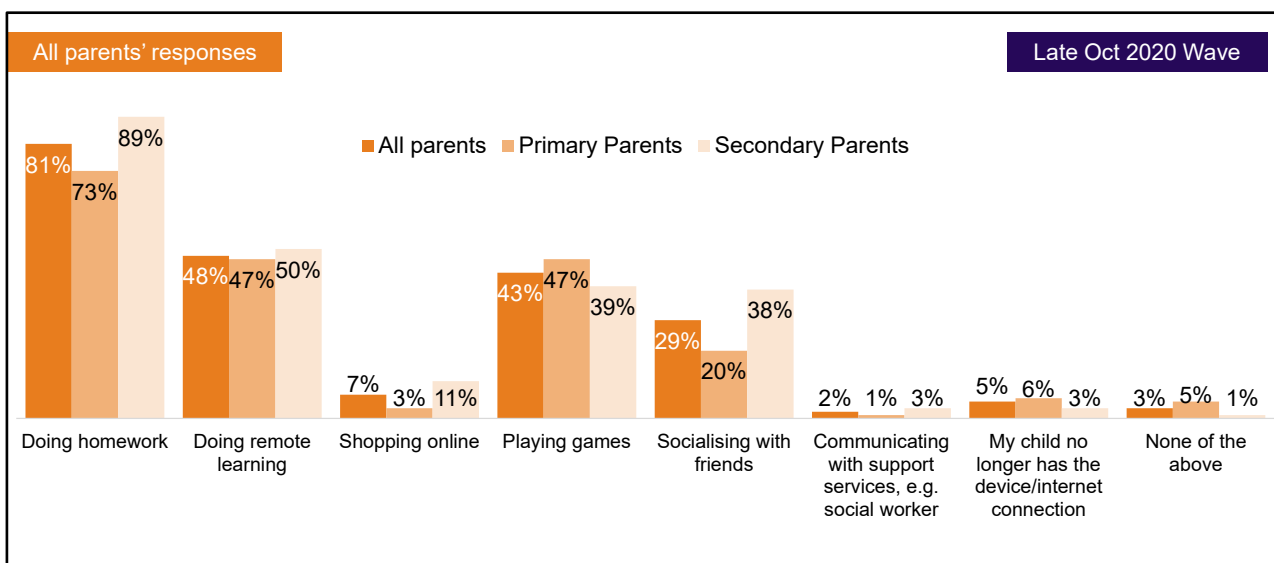
Source: Parent and Pupil Panel September 2020 Wave 1. C17/C19: "How easy or difficult have they found using this device for their home learning?" Parents of children who have been able to use their received a device: (n= 246), Parents of children who have been able to use the internet they have been helped to access: (n= 191)

In late October 2020, parents were again asked about their child's access to devices and the internet. At this point, over nine-in-ten parents (92%) reported that their child had access to a device that they could use for at least three hours a day, significantly more than the 88% of parents that said this when asked in September. Furthermore, almost

one-in-ten parents (9%) reported that their child had been given help to access the internet, significantly more than the 7% that said this in September. A further 8% reported that their child had been given a device to help their learning, which was significantly more than the 5% that said this in September.

As shown in Figure 71, over four fifths parents (81%) of pupils that were given a device or internet said that their child used it for homework, and a further 48% for remote learning. Over two-fifths (43%) also used the device or internet connection for playing games.

Figure 71. Parent's views on how their child used the device or internet they were given



Source: PPP Late October Wave 4, C20: "Has [PUPILNAME] used the device or internet connection for any of the following?" Parents of pupils given a device or internet access (n= 517)

According to their parents, some pupils were more likely to have access to, or have been given, devices or internet access than others:

- Secondary parents were more likely than primary parents to say their child had been given a device (10% vs. 6%).
- Parents of primary pupils were more likely than secondary parents to say their child did not have access to a device (11% vs. 3%).
- Parents of secondary pupils were more likely than primary parents to say their child used the device/internet for doing homework (89% vs. 73%), shopping online (11% vs. 3%), or socialising with friends (38% vs. 20%).
- Parents of pupils eligible for FSM were more likely than parents of non-FSM pupils

to say their child did not have access to a device (18% vs. 5%).

- Parents of BAME pupils were more likely than parents of White pupils to say their child had been given a device (15% vs. 6%) or access to the internet (12% vs. 8%).

Use and usefulness of devices

In both late September and late October, parents of pupils who had received devices or internet access were also asked whether their child had used these for home learning, and also about how useful they were for supporting their education and staying connected with friends.

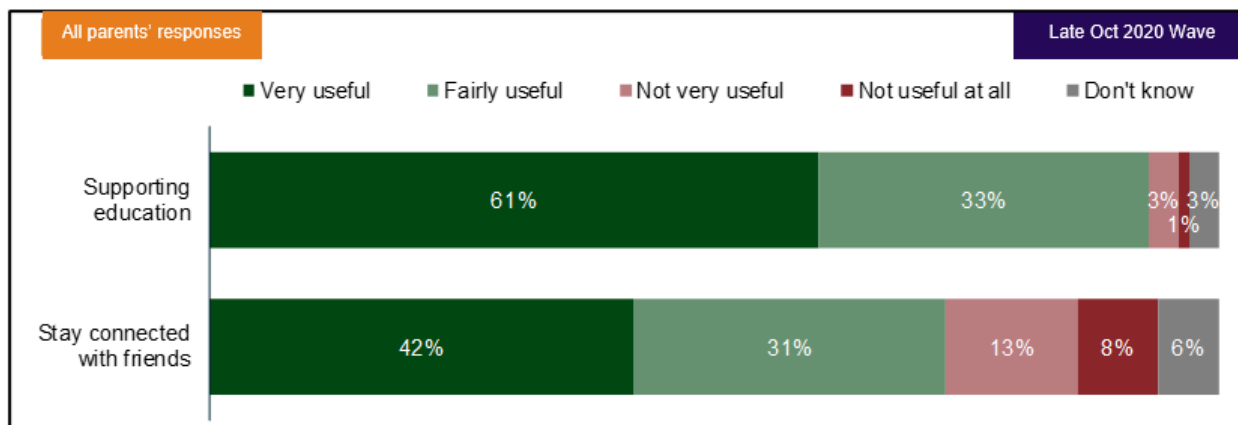
In late October, over nine-in-ten (92%) parents of pupils who were given a device said it had been used to help with home learning. This had not changed significantly since September.

Almost all parents (96%) of pupils who were given access to the internet said that their child had used this to help with their home learning. This was a significant increase compared to the 91% that said this in September. However, parents of pupils eligible for FSM were more likely than parents of non-FSM pupils to say that they had not been able to use the internet for home learning (7% vs. 2%).

Over nine-in-ten (94%) parents of pupils given internet access said this was either very or fairly useful for supporting their child's education, and almost three-quarters (73%) felt that it was useful in helping them stay connected with friends. Some groups were less likely than others to say access to the internet was useful:

- Parents of pupils with SEND were less likely than parents of pupils without SEND to say that internet access was useful for supporting their child's education (84% vs. 96%).
- Parents of primary pupils were less likely than parents of secondary pupils to say that internet access was useful for helping their child stay connected with friends (65% vs. 81%).

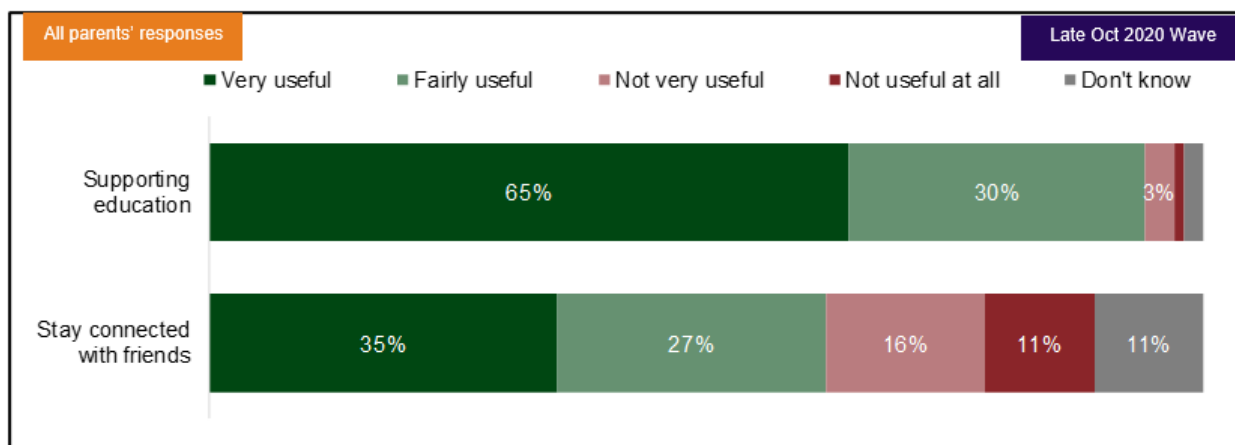
Figure 72. Parent's views on usefulness of internet access provided



Source: PPP Late October Wave 4, C19-C19B: “How useful do you think this internet service has been to support [PUPILNAME]’s education/ has been to help [PUPILNAME] stay connected with friends” Parents of pupils given a device (n= 288)

As shown in Figure 73, almost all (95%) parents of pupils given a device said that the device was useful for supporting their child’s education, and 62% felt that it was useful in helping them stay connected with friends.

Figure 73. Parent's views on usefulness of device provided



Source PPP Late October Wave 4, C17C-B: “How useful do you think this device has been to support [PUPILNAME]’s education? / has been to help [PUPILNAME] stay connected with friends?” Parents of pupils given a device (n= 233)

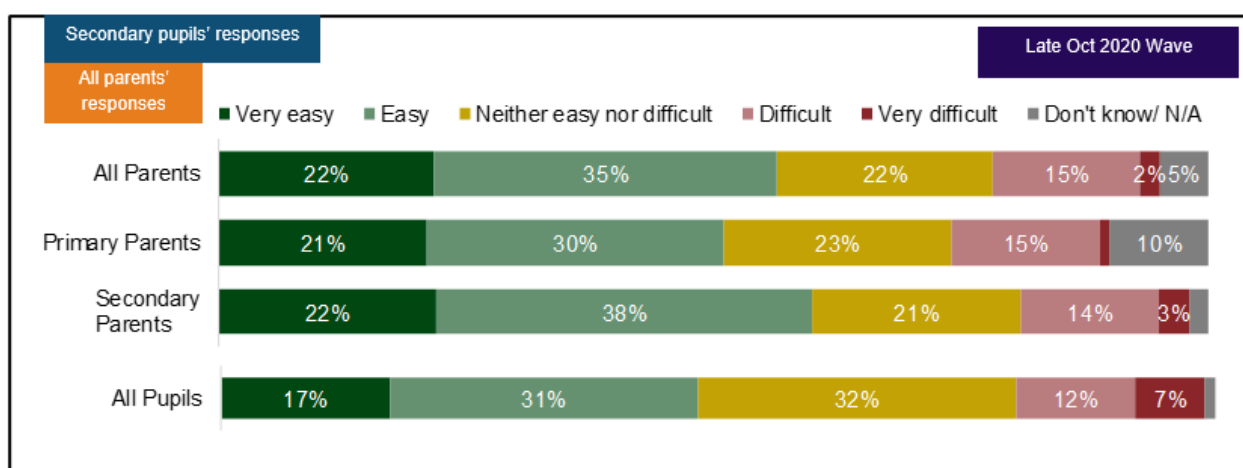
Some groups were more likely to find the device they were provided useful:

- Parents of BAME pupils were more likely to say it was useful for staying connected with friends (70% vs. 56% White).

- Parents of pupils eligible for FSM were more likely to say it was not useful for staying connected with friends than non-FSM pupils (37% vs. 23%).

In late October, parents and secondary pupils were also asked about their child’s experiences of accessing online learning resources. As shown in Figure 74, over half of parents (56%) of pupils that were offered remote lessons thought that their child found online resources easy to use. However, a smaller proportion of pupils offered remote lessons (48%) said that it was easy to use online resources for home learning (19% found it difficult).

Figure 74. Parent and pupil views on ease of using online resources



Source PPP Late October Wave 4, L62A/L57: “How easy or difficult have you found using online resources for home learning in the last two weeks before half term?”, Parents of pupils that have done remote learning (n= 291), pupils that were offered remote lessons (n= 209)

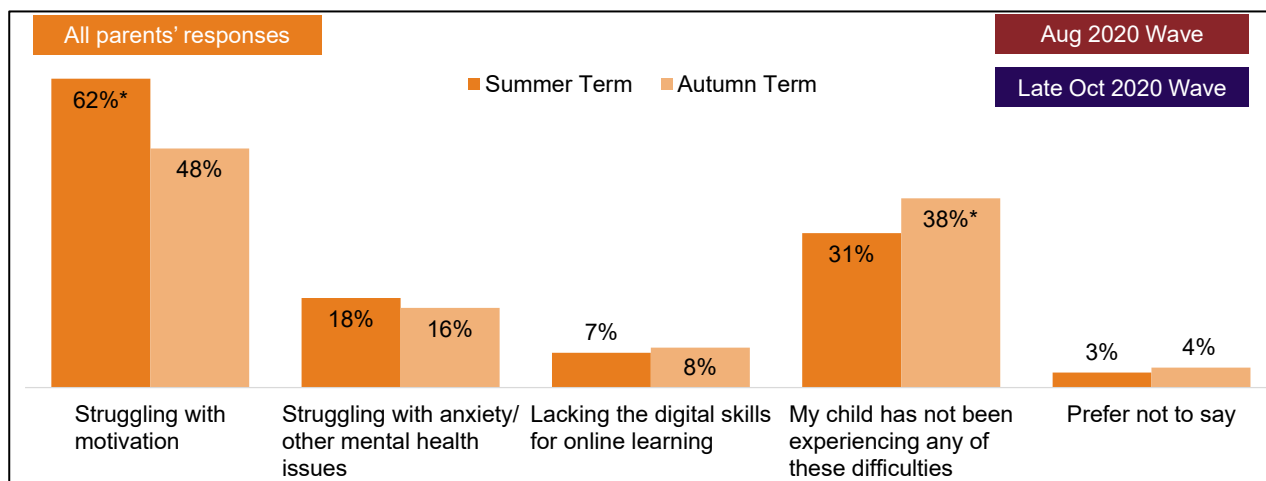
Parents of pupils that had done any remote learning in the following groups were more likely to say that their child had found using online resources difficult:

- Pupils eligible for FSM (32% vs. 14% among parents of non-FSM pupils).
- Pupils with SEND (32% vs. 14% of parents of pupils without SEND).

In August 2020, parents were also asked about whether their child needed assistive technology to help them use IT, such as using a screen reader or speech-to-text software. Around one-in-twenty (6%) parents said that their child needed assistive technology, though only a third of these parents (33%) said their child had access to this assistive technology at home all the time. As shown in Figure 75, this was for a range of reasons, but most commonly that it was too expensive (61%).

Parents of pupils with SEND were more likely to say their child needed assistive technology (15% vs 6%) but were also more likely to say they do not have access to this technology (47% vs 27%).

Figure 75. Reasons that pupil cannot access the assistive technology they need



Source: Parent and Pupil Panel Recruitment Wave, P7: “Which of the following barriers, if any, do you face accessing the assistive technology [PUPIL NAME] needs at home?”, *Parents who considered pupil to have SEND significantly more likely to face barrier than all parents. Parents whose child needs and can’t access assistive technology (n= 122), Pupil considered to have SEND (n= 67)

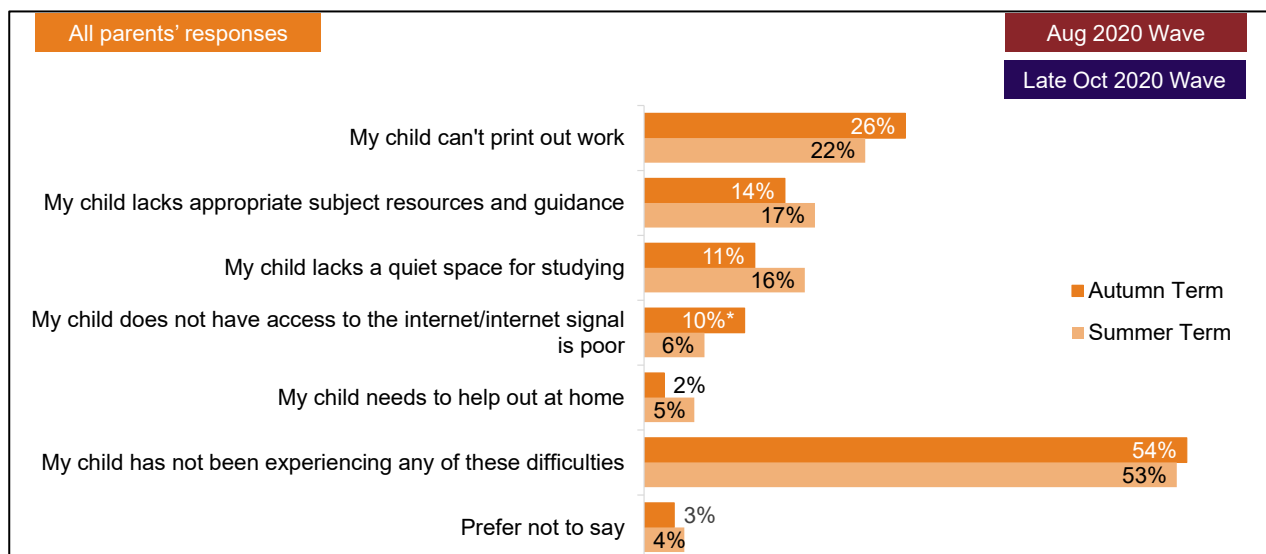
Difficulties with home learning

In August 2020, parents were asked about barriers to working from home for their children. In late October, this question was also asked, but only to parents whose children had experienced at least some remote learning in the two weeks before October half-term.

As shown in Figure 76, more than half (54%) of parents whose child had done some remote learning in the two weeks before the October half-term (the autumn term) reported that their child had not experienced any practical barriers to make learning from home difficult such as lacking a quiet space to study. This was very similar to findings in August 2020 on practical barriers to home learning in the summer term (53%).

As in the summer term, the most common barriers to working from home in the autumn term were lack of access to a printer (26%) and lack of appropriate resources (14%). More reported access to the internet/ poor internet as an issue (10% vs. 6% in the summer term), while fewer reported lack of a quiet space for study as a barrier (11% vs. 16% in the summer term).

Figure 76. Parents' views on barriers to learning for their children (prompted)



Source: PPP Recruitment Wave, P3; Late October Wave 4: “Which of the following barriers, if any, have made it difficult for Pupil to learn at home?”, Parents (Cohort B) whose child has not been attending school: (n= 3,036), Parents whose child has done remote learning: (n= 291).

^The Autumn term refers to the last 2 weeks before the October half term. *Indicates a statistically significant difference between August 2020 and late October 2020.

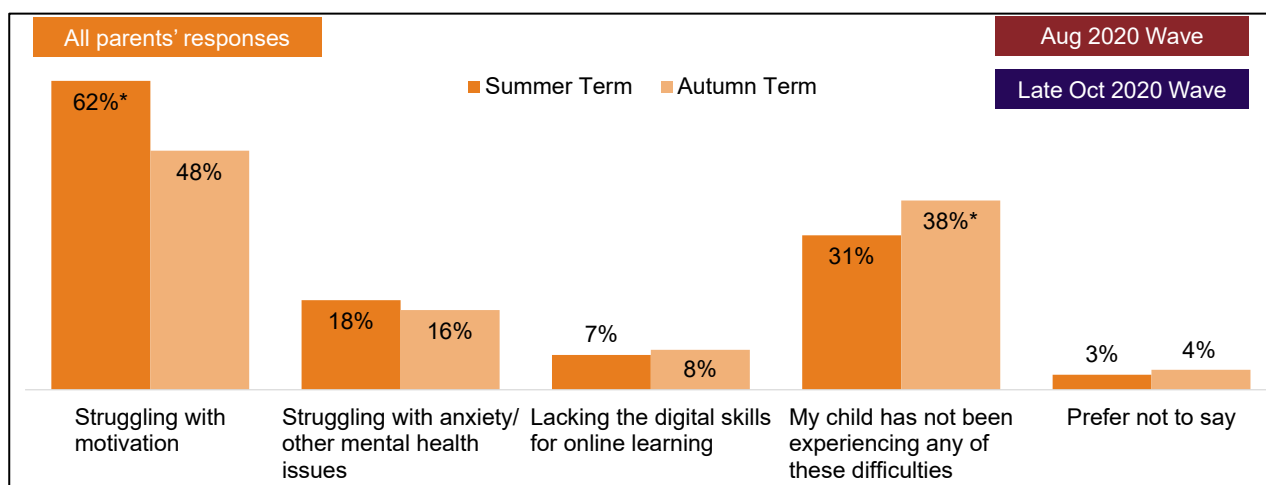
In the summer term parents of FSM pupils were more likely to report facing all of the barriers listed in Figure 76 compared to their non-FSM pupil counterparts. For example, not having access to the internet / internet signal being poor was reported by 30% of parents of FSM pupils, compared to 7% of parents of non-FSM pupils. However, this was no longer the case by the autumn term, though access to printing continued to be more likely to be reported by parents of FSM pupils than non-FSM pupils (35% vs. 16%).

In late October, the following groups were also more like to report facing any barriers:

- Parents of pupils with SEND compared to parents of pupils without SEND (58% vs 40%)
- Parents of BAME children compared to those of White (49% vs 41%)
- Almost a quarter of parents with 3+ children in the household (24%) said their child lacks a quiet space to study compared to zero parents with one child.

Parents were also asked whether their child had been experiencing any personal difficulties with or barriers to home learning, as shown in Figure 77. In the autumn term, a significantly smaller proportion of parents reported that their child struggled with motivation compared to the summer term (48% vs. 62%), while a greater proportion reported that their child did not experience any difficulties (38% vs. 31%).

Figure 77. Parent's views of their child's experience of home learning



Source: PPP Recruitment Wave, P4; Late October Wave 4, “Which of the following, if any, has [PUPIL NAME] been experiencing?”, Parents (Cohort B) whose child has not been attending school: (n= 3,036), Parents whose child has done remote learning: (n= 291)

^The Autumn term refers to the last 2 weeks before the October half term. *Indicates a statistically significant difference between August 2020 and late October 2020.

In the summer term, parents of male pupils were more likely to say their child was struggling with motivation compared to parents of female pupils (65% vs 60%). In the autumn term, however, the reverse was true; parents of female pupils doing any remote learning were more likely to report their child struggling with motivation than parents of male pupils (52% vs 31%).

In the autumn term parents of FSM pupils were more likely to say that their child had experienced anxiety or mental health issues (29% vs 14%) or lacked the digital skills for online learning (16% vs 6%), compared to parents of non-FSM pupils, continuing the pattern found in the summer term.

In the autumn term, secondary parents were more likely than primary parents to report struggles with anxiety or mental health (21% vs. 11%), whereas primary parents were more likely than secondary to report issues with digital skills (12% vs. 4%).

Parents whose children had experienced at least some remote learning in the autumn term were asked a follow up about whether there was anything else that made home learning difficult. A third (33%) of parents who were asked this said they did not know of any other difficulties, and a further 15% said that there were no difficulties. The most common difficulty, identified by 14% of parents, was a lack of support from their child’s

teacher or school, for example in terms of materials provided, lack of response from teachers, or the level of challenge of work set.

A further 8% of parents said that their child had difficulty concentrating in a non-structured home environment, with such issues as distraction from younger siblings, lack of access to a quiet study space and an inability to replicate the school structure at home.

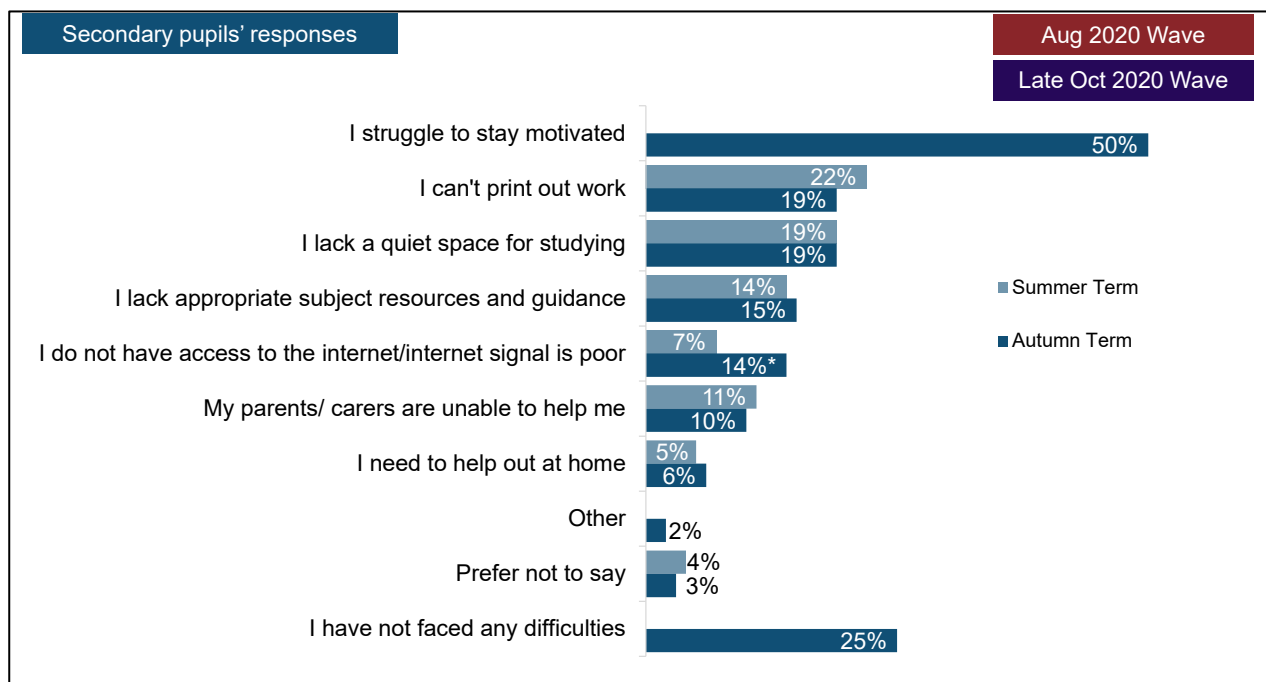
Another difficulty mentioned by 7% of parents was that they were unable to help with home learning, for example due to working at home while having to support their child's learning or working full-time and trying to help around their working hours. A handful of parents also mentioned difficulties with a lack of access devices, poor internet connection, children struggling to stay motivated or concentrate for long periods at home and children's mental health problems.

Pupils views'

Pupils were also asked about barriers to learning in both August and late October 2020, though in October this was only asked of those who had actually received remote lessons.

As shown in Figure 78, around four-in-five (79%) of the pupils who had done some home learning in the two weeks before October half-term had experienced at least one barrier to learning. Half of these pupils struggled to stay motivated learning at home (50%), whilst around one-in-five could not print work (19%) or lacked quiet study space (19%).

Figure 78. Barriers to learning reported by pupils (prompted)



Source: PPP Recruitment Wave, C3; Late October Wave 4: “Which of the following external barriers, if any, have made it difficult for you to learn at home?”, All Secondary school pupils: (n=5,327), Pupils who were offered remote lessons (n= 209)

^The Autumn term refers to the last 2 weeks before the October half term. *Indicates a statistically significant difference between Aug 2020 and Oct/Nov 2020. Some codes changed between August and October waves.

In the summer term, before schools opened to the majority of pupils, year 12 pupils were the most likely to say they had experienced barriers to learning, including lacking a quiet place for studying (32% vs the 19% average) and that their parents/carers were unable to help them (25% vs 11%).

Furthermore, BAME pupils were more likely to say they had experienced several barriers to home learning compared to White pupils. They were more likely to have struggled to print at home (24% vs 21%), lack a quiet place to work (22% vs 18%, the figure was 24% among Black pupils specifically), lack appropriate subject resources (15% vs 13%) and to need to help at home (7% vs 4%). In late October, BAME pupils were more likely than White pupils to say that they lacked a quiet space to work (33% vs. 16%), although the other barriers were not significantly different.

Childcare during the term

Ahead of schools returning for the 2020 autumn term, DfE updated the protective measures guidance for wraparound childcare and out-of-school activity providers to ensure they could minimise the number of different children mixing together in their settings.

We advised both wraparound childcare providers and out-of-school settings to work with schools to ensure that the children and young people attending their settings could be kept with other children from the same bubbles they were in during the school day, as far as possible. However, where this was not possible, for example if children from multiple schools attended the setting, then children could be kept in small, consistent groups of up to 15 children and at least one staff member.

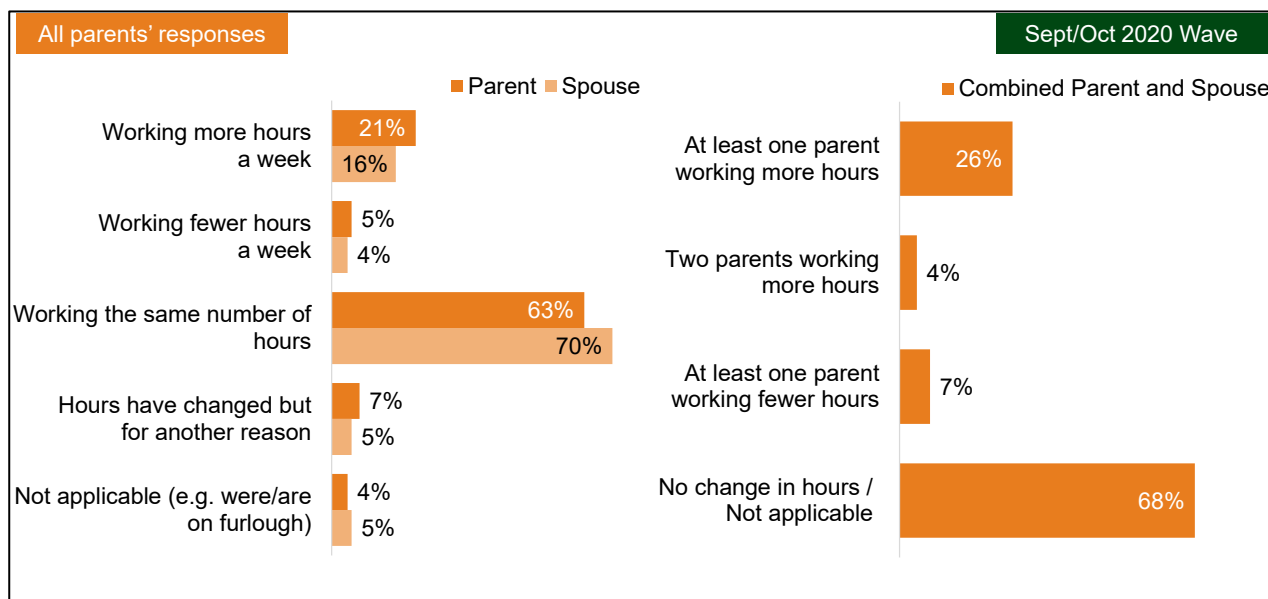
Schools were also encouraged to resume all before and after-school childcare provision, such as breakfast clubs, and DfE provided them with guidance on full school opening to support them to do so. The guidance also made clear that schools could hire out their premises to external childcare providers and out-of-school settings provided that they could align with the schools' wider protective measures.

The published advice for parents and carers was also updated to reflect that all children and young people could continue to attend these settings when schools returned in the autumn term. However, parents were still encouraged to send their child to the same wraparound childcare or out-of-school setting consistently to reduce the numbers of different children mixing outside of school.

Parental working hours

In September/October 2020, parents were asked how the re-opening of schools at the beginning of September had impacted their working hours. As shown in Figure 79, the majority of employed parents said that they (63%) or their spouse (70%) had been working the same number of hours when schools were re-opened to all pupils, compared to during the summer term (when schools were mostly closed). Over one-in-five parents (21%) said they were now working more hours per week, with around one-in-six (16%) also saying this of their partner.

Figure 79. Impact of school re-opening on parents' working hours



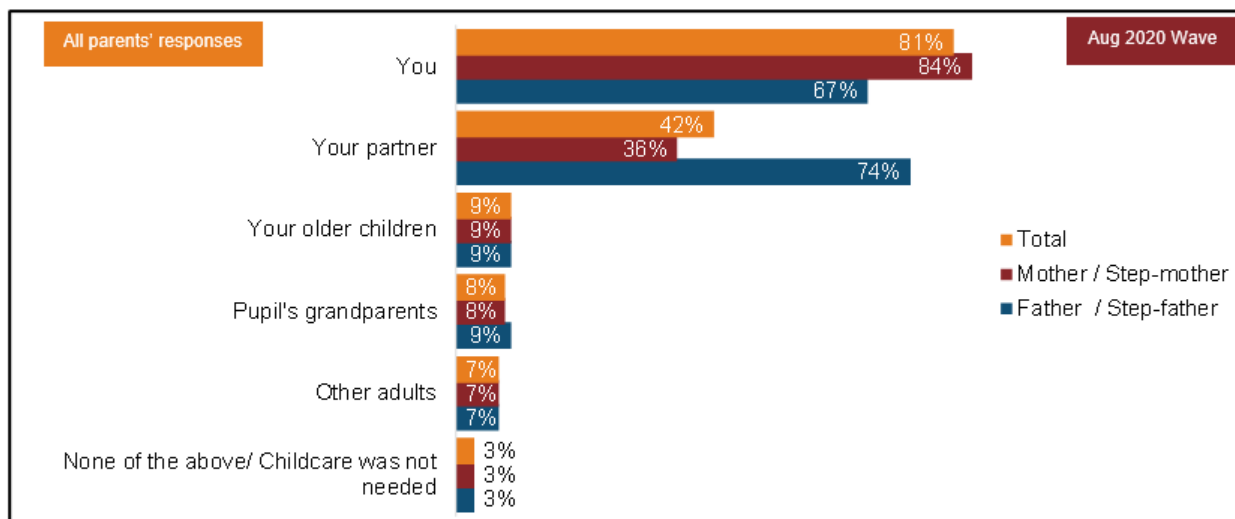
Source: PPP September 2020 Wave, L23/L25: “How school opening has impacted the number of hours you work each week?”, Parents who are employed and child physically attending school: (n= 2,821); Parents who are living as a couple and partner is employed: (n= 2,661) *Base too low to show value

Parents of primary school pupils were more likely to say that at least one parent in the household was now working more hours (29% vs 21%). On the other hand, parents with Key Worker status were more likely to say that their hours had stayed the same, compared to those without Key Worker status (70% vs 56%).

In August 2020, almost half (46%) of employed or self-employed parents were working some or all of their hours from home, while a further 13% of this group were furloughed or not working. Parents were asked about who cared for their children during this time, and how this affected their work.

As shown in Figure 80, the vast majority (90%) said that they or their partner had been caring for their child in the daytime whilst schools were closed. Fathers/step-fathers were more likely to say their partner looked after their child than mothers/step-mothers (74% vs. 36%).

Figure 80. Who cared for children during school closures



Source: PPP Recruitment Wave, L8: “Whilst schools have been closed, who has cared for your children in the daytime?”, All parents: (n= 7,191), All mothers/Step-mothers: (n= 5,977), All fathers/Step-fathers: (n= 1,125)

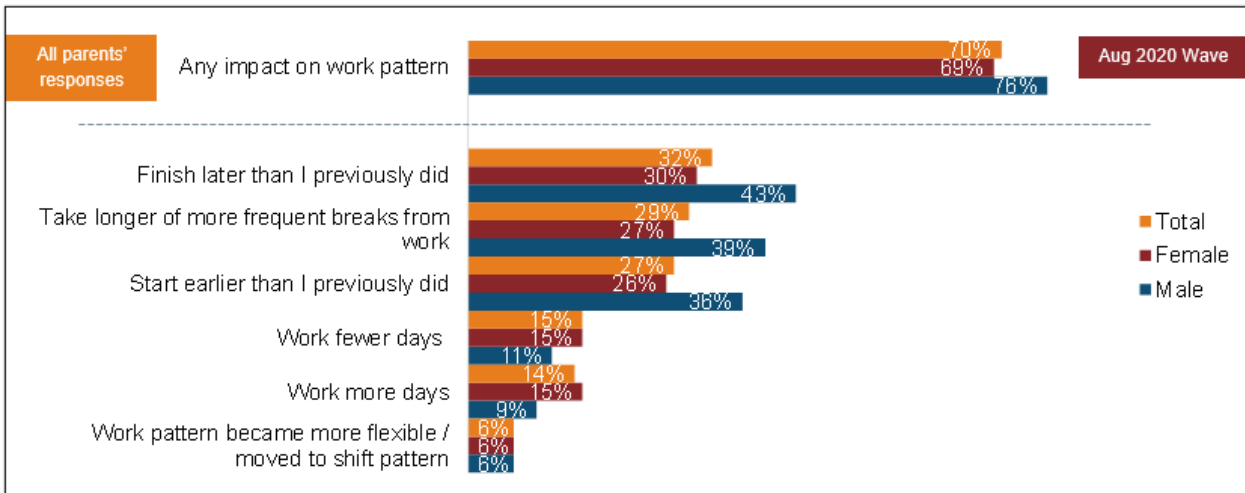
As shown in Figure 81, seven-in-ten (70%) working respondents looking after children in daytime said that their work pattern had been impacted by school closures.

Almost a third of working parents that were looking after children (29%) reported that school closures during term time, since March, had reduced the hours they worked during school term time; the same percentage (29%) reported no impact on the total number of hours worked.

Parents of primary school pupils were more likely to report an impact on working pattern (73% vs 62%) and more likely to have been working reduced hours (31% vs 25%). This may be related to the fact that primary parents were more likely than secondary parents to want childcare during the summer (26% vs. 10%). Men were also more likely to have adjusted their work pattern than women (76% vs 69%), such as starting earlier or finishing later.²⁹

²⁹ This does not account for gender differences in working patterns between parents before school closures to the majority of pupils.

Figure 81. How school closures affected ways of working in term time

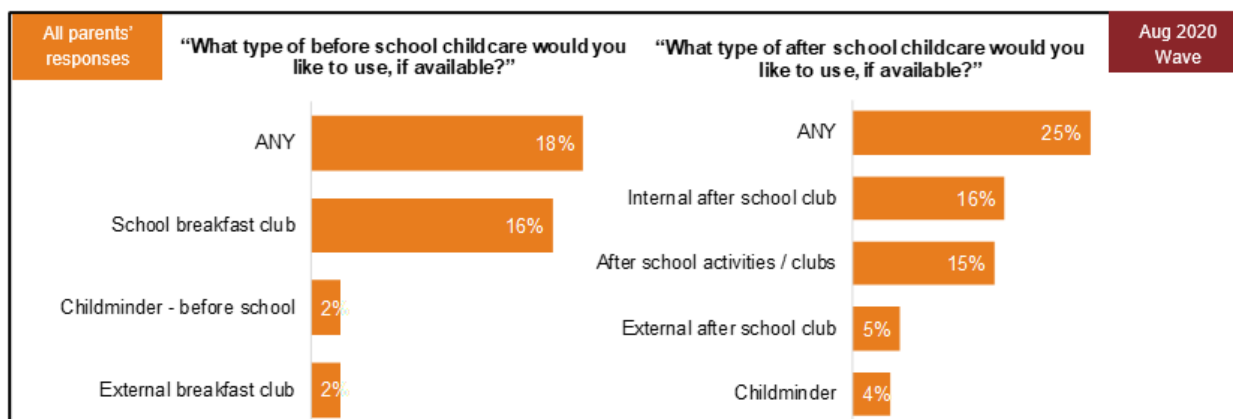


Source: PPP Recruitment Wave, L9:” How, if at all, has this affected the way that you worked in school term time? By this we mean your work pattern...”, All parents: (n= 7,191), all females: (n= 5,624), all males: (1,033)

Childcare needs and availability

In August 2020, parents were asked about what childcare they would like to use if it were available when schools started again in September. Just under a third (30%) of parents indicated they would like to use some form of wraparound childcare (either before school, after school, or both) when schools reopened. As shown in Figure 82, 18% of parents indicated they would like to use before school childcare and a quarter (25%) would like to use after school childcare.

Figure 82. What type of childcare parents wanted, August 2020



Source: PPP Recruitment Wave, M2; “What type of before school childcare would you like to use, if available?” All parents (Cohort A) who would like to use before school childcare (n= 489) / M3; “What type of after school childcare would you like to use, if available?” All parents (Cohort A) who would like to use after school childcare (n= 810).

One group of parents who were more likely to say they wanted to use wraparound childcare were:

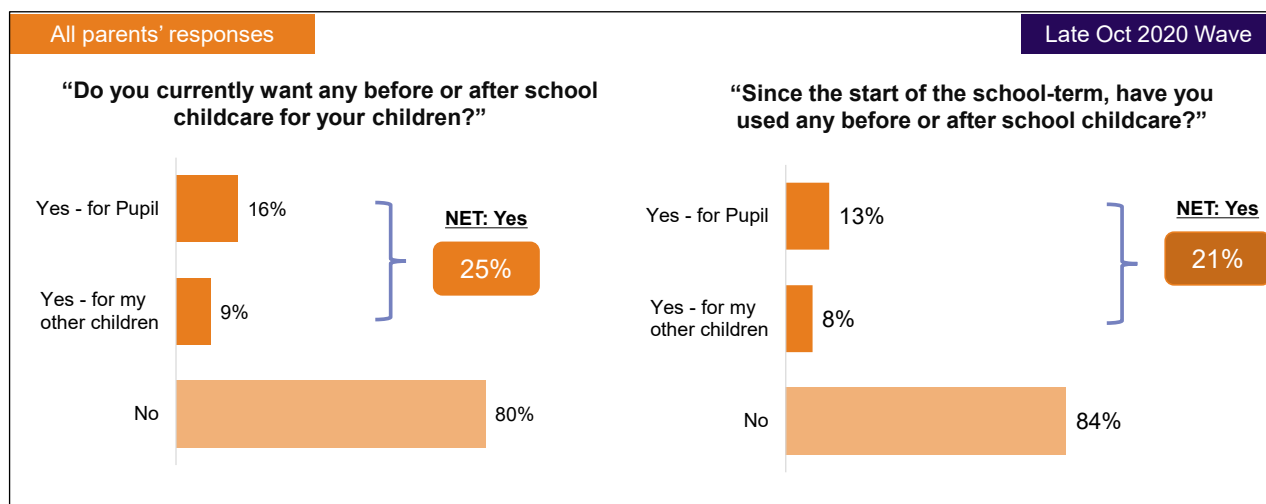
- Parents who were key workers compared to parents who were non-key workers (39% vs 25%).

In both September/October and late October, parents were asked a similar question about their current needs and use of childcare.

As shown in Figure 83, by late October a fifth of parents (20%) wanted before or after school childcare for their children, a smaller proportion than the 24% that said they wanted childcare in late September/ October. In late October around one-in-six (16%) had used any childcare since the start of the school term.³⁰ As was the case in the late September / early October wave, around three-in-ten parents (28% September/October; 30% late October) said they would like them to attend more if it was available.

³⁰ A similar question about use of childcare was asked in September/October wave but to a different base, therefore meaningful comparisons cannot be made here.

Figure 83. Use and need of before and after school childcare



Source: PPP Late October Wave, M6 / M7: "Do you currently want any before or after school childcare for your children?" All parents (n= 3,542), M16 "Since the start of the school-term, have you used any before or after school childcare?" All parents using childcare for your child (n= 423)

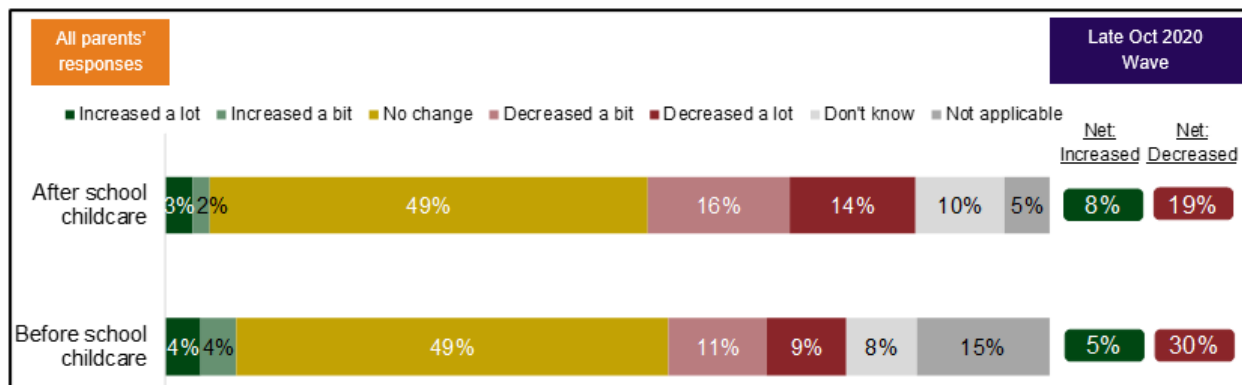
Primary parents were more likely than secondary parents to want childcare (28% vs 9%) and to use childcare (24% vs 7%), again similar to September/October. However, by late October, both sets of parents were less likely to have used childcare than in September/October (primary parents: 38% and secondary parents: 16%). In both September/October and late October, parents of FSM pupils were less likely than those of non-FSM pupils to have used or wanted childcare in any of these incidences. Key workers were also more likely than non-key workers to say they wanted childcare (26% vs. 16%) or used childcare (23% vs. 12%). In late October, parents employed full time (36%) were more likely than those employed part time (19%) to use childcare daily.

Parents were also asked about the availability of childcare, in both September/October and late October.³¹ In September/October, most parents using childcare said that both before (86%) and after (82%) school childcare had been available since the start of term. However, of parents that used these services, 44% said before school childcare was running at reduced capacity, and 40% said this of after school childcare.

In late October, just under half (49%) of parents using childcare said that there had been no change in either before or after school childcare availability since the start of the school term. However, as shown in Figure 84, parents using childcare were more likely to say that the availability of it had decreased than increased since the start of the school term; three-in-ten (30%) said that the availability of before school childcare had decreased and just under one-in-five (19%) that after school childcare had decreased.

³¹ The questions were similar but not the same, therefore no direct comparisons are made here.

Figure 84. Availability of before and after school childcare

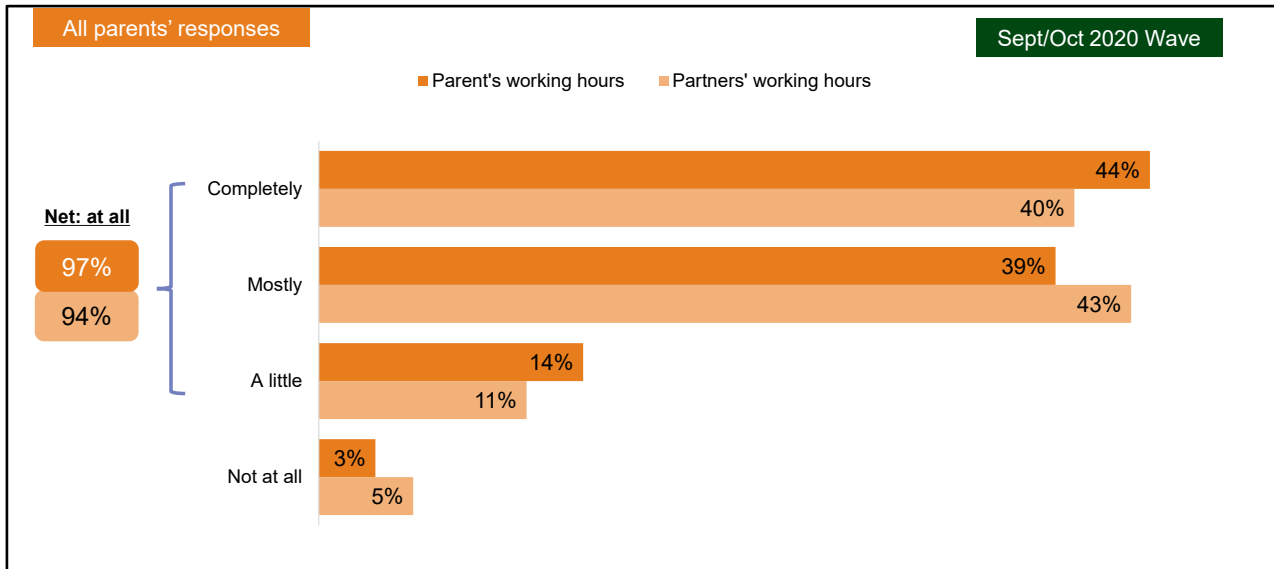


Source: PPP Late October Wave, M18A / M 18B: “Has the availability of before / after school childcare increased, decreased or stayed the same since the start of the school term?” Parents using childcare (n= 545); M18 Parents using childcare for your child (n= 423)

Parents of FSM pupils (16% and 13%) were more likely than parents of non-FSM pupils (7% and 4%) to say that the availability of before and after school childcare had increased since the start of the school term.

In September/October, parents were also asked about how available childcare fitted with their working hours. As shown in Figure 85, most parents said that the before and after school childcare available to them fit with their (97%) or their partners (94%) working hours in some way.

Figure 85. How childcare fits with working hours



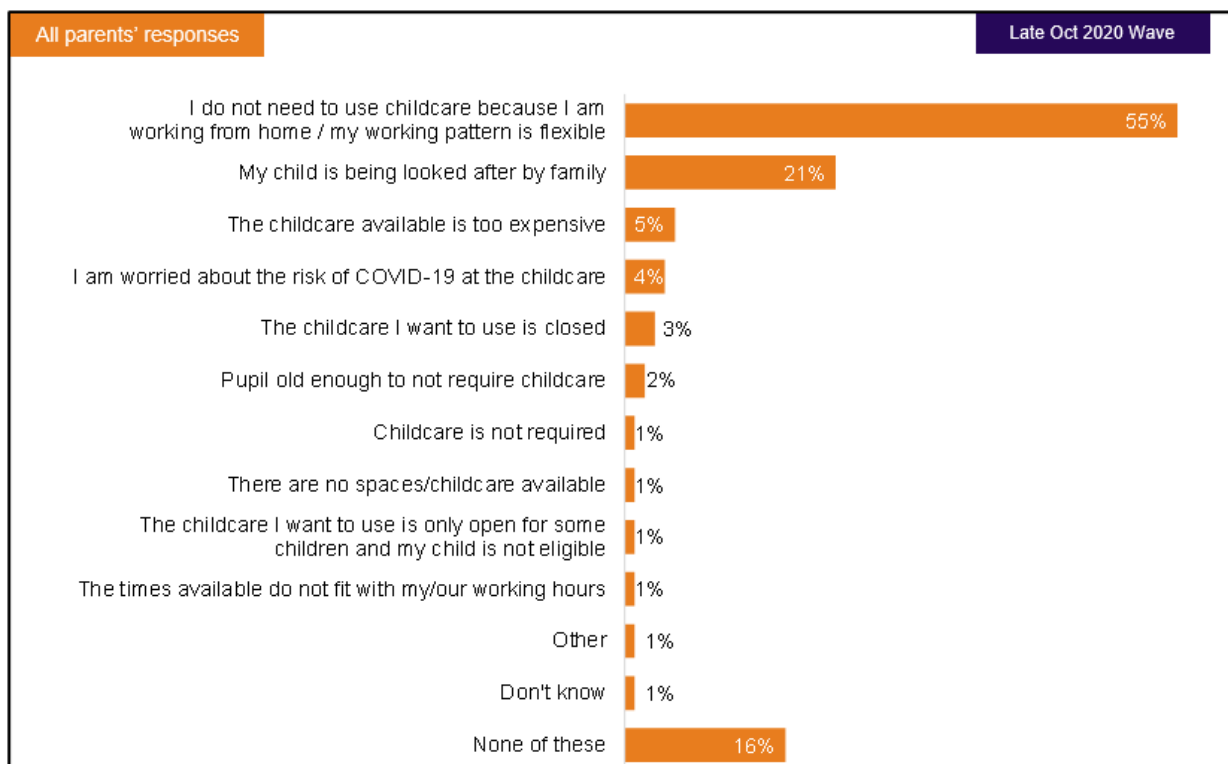
Source: PPP Late Sept/Early Oct Wave, M10/M11: “To what extent, if at all, has the before or after school childcare available fit with your/your partner’s working hours? Parents that require childcare to be able to work themselves (n= 359) and that require childcare for their partner to be able to work (n= 242).

Parents in a household with three or more children were less likely to say that the before or after school childcare available completely fit around their working hours (32% vs 44% of all parents) or their partners (22% vs 40% of all parents).

Reasons childcare not used

In late October 2020, the most common reasons for parents not using childcare during term time related to a lack of need, namely because they were working from home or working flexibly (55%) or because a family member was able to look after their child (21%). The next most common reason, mentioned by 5%, was childcare being too expensive.

Figure 86. Parents reasons for why their child has not used before or after school childcare during the term time (prompted)



Source: PPP Late October Wave, M17: “Why has your child not used before or after school childcare during term time?” Parents not using childcare (n= 3,104)

Parents of White pupils (59%) were more likely than those of BAME pupils (43%) to say they did not need childcare as they were working from home, whereas parents of BAME pupils were significantly more likely to say that they were not using childcare because their child is being looked after by family (28% vs. 19%), childcare is too expensive (7% vs. 4%) or because they were worried about the risk of COVID-19 in childcare (7% vs. 3%).

Single parents were less likely not to be using childcare because they were working from home (32% vs. 57% among non-single parent households) but were more likely to say they did not need childcare because a family member was looking after their child (25% vs. 20% non-single parents).

October half-term childcare and activities

In the late October survey, parents were asked about their use of childcare during the October half-term break. As schools in different regions schedule their half-terms on slightly different dates, in the late October survey parents were asked what childcare they had used / were planning to use during their October half-term so the questions would be

relevant to parents across all of England. For simplicity, this section uses past tense wording which assumes that parents who expressed what they were planning to do in the October half-term did follow through with the specified action.³² Similarities and differences between childcare use during the October half-term and the summer holidays are highlighted in this section where relevant, but more detail on the use of childcare during the summer holidays are discussed in the 'summer holidays activities' section of this report.

During October half-term, out-of-school settings and childcare providers were able to continue to care for all children and young people, with protective measures in place to reduce the risk of infection and transmission of the virus. Therefore, the types of clubs and activities that parents could access for their children over the half-term included holiday clubs, tuition centres, private tutors, extra-curricular sports clubs, and music and performing arts classes.

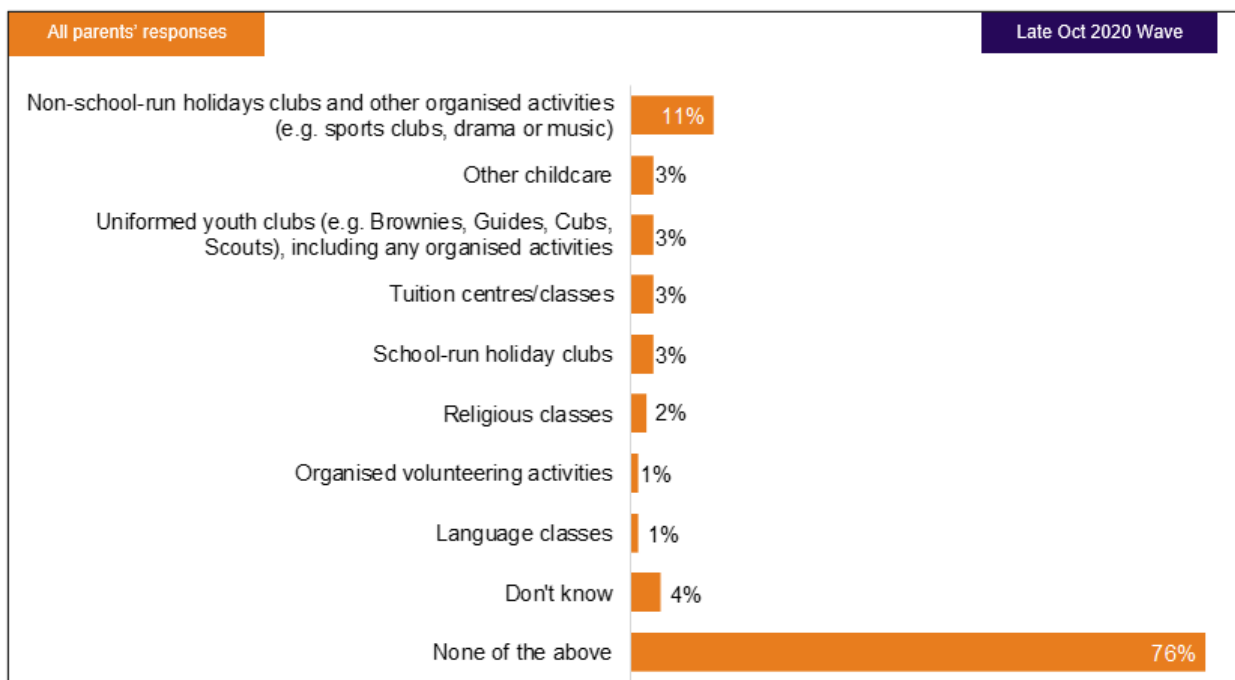
DfE guidance allowed for schools to continue to make their premises available to these providers over the half-term holidays, but we did not make it compulsory for schools to do so.

Types of childcare used

As with the summer holidays, about a fifth of parents (21%) reported they had used childcare or out-of-school activities during the October half-term compared with 20% of parents who wished to access childcare during the summer holidays. The most common type of childcare used remained non-school run holiday clubs, mentioned by 11% of all parents (compared with 18% in the summer holidays).

³² I.e. this section refers to activities that were used or not used and this includes responses where the parent may have been planning to use the activity during their half-term.

Figure 87. Types of childcare or out-of-school activities used during the October half-term



Source: PPP Late October Wave, M19: “Types of childcare or out-of-school activities used over October half-term”. All parents (n= 3,542).

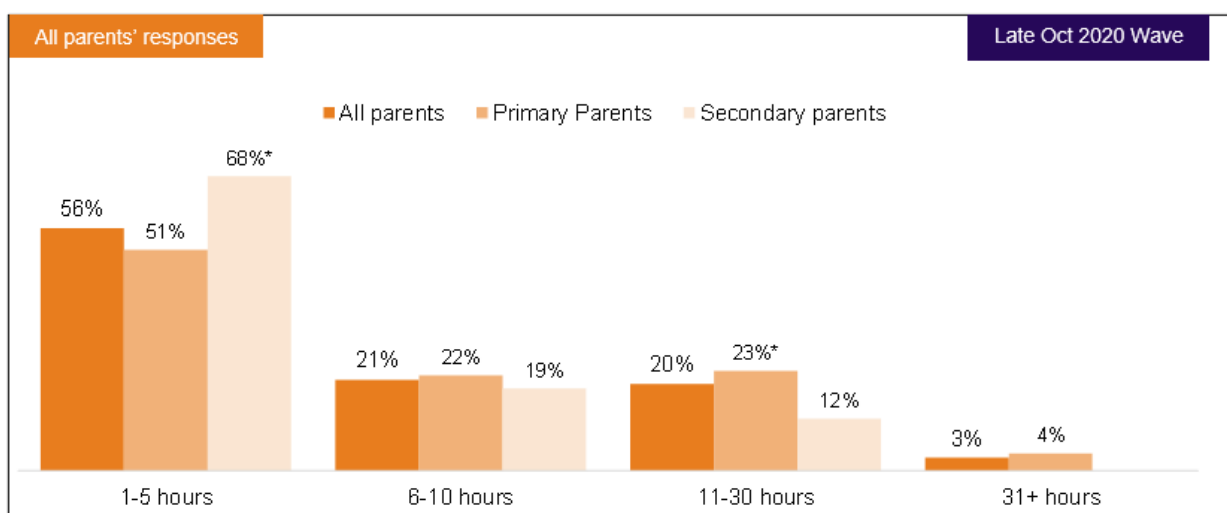
Unsurprisingly, primary parents (14%) were more likely than secondary parents (7%) to have used non-school-run holiday clubs and other organised activities. Secondary parents (81%) were more likely than primary parents (72%) to have not used any childcare or out of school activities.

Parents of pupils eligible for FSM were significantly less likely to report that their child attended a non-school run holiday club in the October half-term (8% vs. 12% of parents of non-FSM pupils). However, in the October half-term there were no significant differences in the attendance of non-school run holiday clubs by gender or ethnicity like there were during the summer holidays.

Frequency of childcare used

Two-thirds of secondary parents using childcare (68%) reported using one to five hours during a single week in the October half-term compared to half of primary parents (51%).³³ This many hours were the most common volume of childcare used by both sets of parents. Primary parents were significantly more likely to have used 11-30 hours of childcare a week compared to secondary parents (23% vs 12%) as shown on Figure 88.

Figure 88. Hours per week that pupil spent in childcare or out-of-school activities during the October half-term



Source: PPP Late October Wave, M20: “How many hours during half-term, did/will your child spend in childcare/doing out-of-school activities?” All parents (n= 3,542), primary parents (n=1,771) and secondary parents (n=1,771).

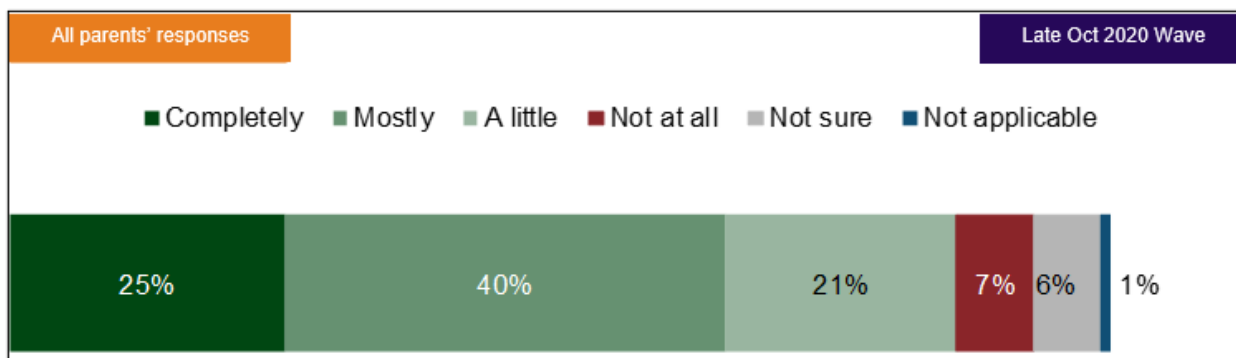
Childcare fitting in with parents working hours

Of the couples that used childcare in the October 2020 half-term, just less than a third of parents relied on this childcare to allow them (31%) or their partner (28%) to work.

Of the 135 couples who did rely on childcare to allow them or their partner to work in the October half-term, a quarter (25%) reported the childcare or activities completely fitted in with their own or their partners working hours, a further 40% reported that this was mostly the case, and just three three-in-ten considered that it fitted in either a little (21%) or not at all (7%).

³³ This question has been rebased to exclude parents who after saying they had used certain childcare activities, then said they had used zero hours during October half-term.

Figure 89. Extent childcare or out-of-school activities used during the October half-term fit with parent’s or their partner’s working hours?



Source: PPP Late October Wave, M22; “Extent to which the childcare/ activities during half term fit with partner’s working hours” All couples who relied on childcare to allow them to work (n= 135).

Among parents in couples, primary parents were more likely than secondary parents to report relying on childcare in the October half-term that so either themselves (37% vs. 15% among secondary couples) or their partner (35% vs. 9% among secondary couples) could work.

Parents who reported being a ‘Key Worker’ in August 2020 were more likely to say that childcare in October half-term fit with their or their partner’s working hours ‘a little’ (35% vs 21% of all adults).³⁴

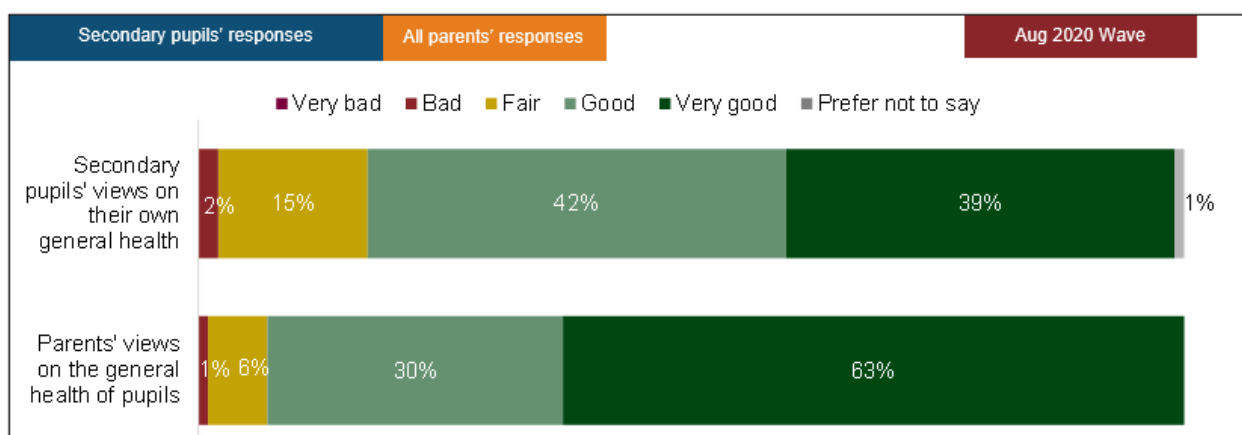
³⁴ The base size for parents with Key Worker status is relatively small (52) and so findings should be interpreted with caution.

Health and wellbeing

It is important to understand how parents and pupils are coping with their health and wellbeing and to ensure that they are adequately supported during the pandemic.

In August 2020 pupils and parents were asked about their health in general. Four-fifths of secondary pupils considered their general health to be good or very good (81%), while 2% felt their general health was bad. Parents were typically more positive about the general health of pupils, 93% said it was good or very good and 1% said it was bad. When asked about their own personal health, parents had similar views to pupils: four-fifths said their general health was good (79%) and a small minority said that their general health was bad (4%).

Figure 90. Pupils' general health



Source: PPP Recruitment Wave, B1/B13b: "How good is your health in general? Is it..." Year 6-10 pupils and Year 11-13 pupils continuing at school (n= 5327), Parents (n= 7191).

Personal wellbeing

Children and young people's wellbeing is important, it can indicate broader difficulties in their lives and can, over the longer term, be an indication of their mental health. We know that the pandemic and associated measures are affecting children and young people's mental health and wellbeing in a variety of ways. This section reports on measures of children and young people's subjective wellbeing which includes how well they think their life is going and how they feel on a day-to-day basis, based on their own report and the views of their parents.

At each wave of the PPP, parents and pupils were asked a series of ONS-validated questions about personal wellbeing, including how happy they felt yesterday, their life satisfaction, the extent to which they feel the things they do in life were worthwhile, and

their feelings of anxiety. DfE is tracking these questions over time to understand how young people and their families were coping with the pandemic.

The questions in this series are asked in a similar way, using a scale of 0 to 10, where 0 is not at all and 10 is 'completely'. The questions ask pupils 'overall, how happy did you feel yesterday?', 'overall, how satisfied are you with your life?', 'overall, to what extent do you feel that the things you do in your life are worthwhile?' and 'overall how anxious did you feel yesterday?'. Parents are asked the same questions in relation to their child.

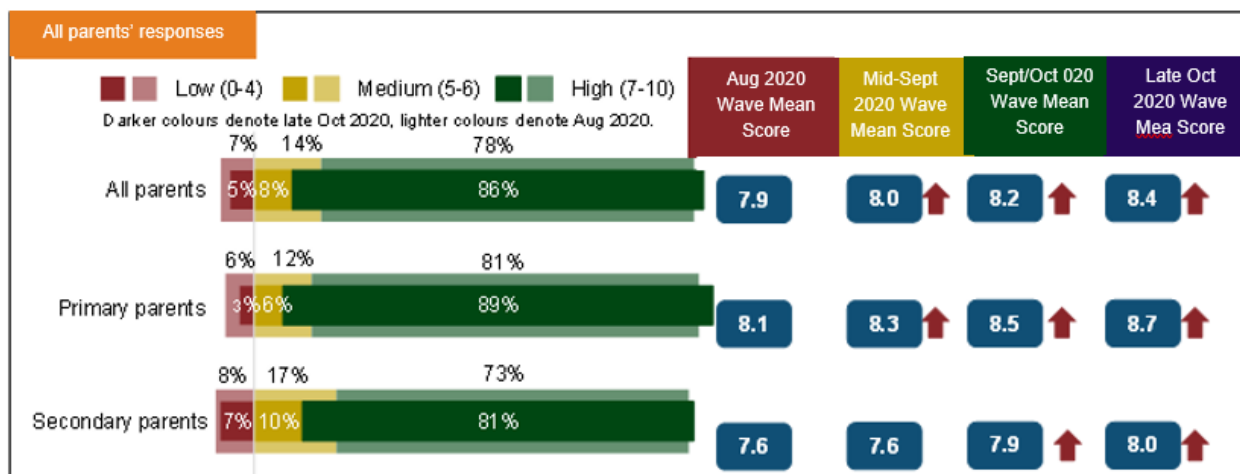
It is important to note that for the first three measures, a high score of 7-10 is a positive score as it suggests high levels of happiness, life satisfaction and worthwhileness, whereas for the anxiety measure a low score of 0-3 is a positive score as it represents low levels of feeling anxious and a high score (6-10) is a negative score for those who were considered anxious.

Pupil wellbeing

Parents' views on pupil happiness and feelings of anxiousness

In late October, 86% of parents gave a high score (7-10) for their child's happiness. Parents scores of pupil happiness have increased in each wave, from a mean average of 7.9 in August to 8.4 in late October 2020.

Figure 91. Parents' views on pupil's happiness³⁵



Source: PPP Late October Wave; Aug 2020 Recruitment Wave. O1 Overall, how happy did Pupil appear yesterday, where 0 is 'not at all happy' and 10 is 'completely happy'? All parents (n= 3,542, n= 7,191). Primary parents (n= 1,771, n= 4,203). Secondary parents (n= 1,771, n= 2,988).

³⁵ Darker colour bars denote late October 2020, with lighter colour bars denoting August 2020

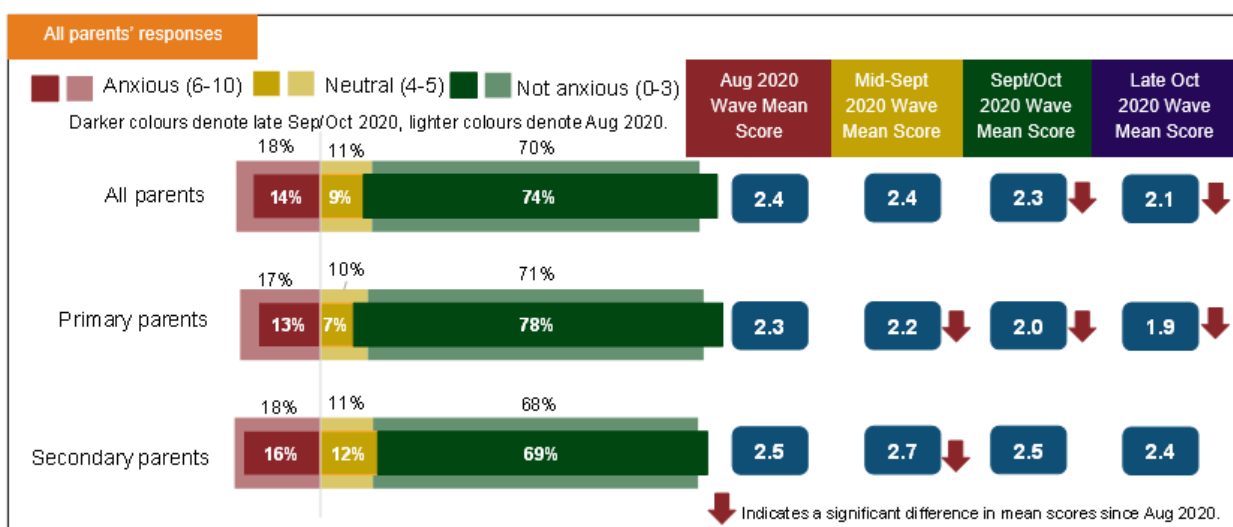
Consistent with earlier waves, lower happiness scores for their children in late October were more likely amongst:

- Secondary parents than primary parents (8.0 vs. 8.7).
- Parents whose child is eligible for FSM (8.1 vs. 8.4)
- Parents whose child has SEND (7.8 vs. 8.5).
- Parents of pupils who had not been physically attending school in the last two weeks (7.8 vs. 8.5 amongst those who had attended every day).

As the results in Figure 92 show, looking at mean scores, the levels of perceived anxiety fell in the September/October wave from the previous two waves, and fell again in the late October wave. In the August 2020 wave 18% of parents felt their child was anxious (a score of 6-10). In the late October wave this had fallen to 14%.

Primary parents were significantly less likely to report that their child was anxious (providing a 6-10 score) in late October (13%) than when schools were closed to the majority of pupils in August (17%). However, results have remained largely unchanged for secondary parents considering their child’s feelings of anxiety.

Figure 92. Parents’ views on pupil’s feelings of anxiety³⁶



Source: PPP, O2 Late October Wave; Aug 2020 Recruitment Wave: “On a scale where 0 is 'not at all anxious' and 10 is 'completely anxious', overall, how anxious did Pupil appear yesterday?” All parents (n= 3,542, n= 7,191). Primary parents (n= 1,771, n= 4,203). Secondary parents (n= 1,771, n= 2,988).

³⁶ Darker colour bars denote late October 2020, with lighter colour bars denoting August 2020

Broadly consistent with the findings of previous survey waves, in late October higher mean scores of anxiousness for their children were more likely amongst the following groups:

- Parents of secondary school pupils (2.4 vs. 1.9). Parents of year 7, 10 and 11 pupils gave the highest anxiousness scores (2.4, 2.5 and 2.8 respectively).
- Parents whose child is eligible for FSM (2.4 vs 2.0)
- Parents whose child has SEND (2.8 vs. 1.9).
- Parents of pupils who had not been physically attending school in the last two weeks (2.7 vs 2.0 amongst those who attended every day).

Pupils' views on their own wellbeing

Secondary pupils were also asked about their own levels of happiness, life satisfaction, the extent to which they feel the things they do in life were worthwhile, and their feelings of anxiety.

In late October 2020, close to three-quarters (69%) of secondary pupils gave positive scores (7-10) for their own happiness, and about three-fifths gave positive scores for life satisfaction (59%), worthwhileness (60%) and feelings of anxiety (63%) (scores 0-3).

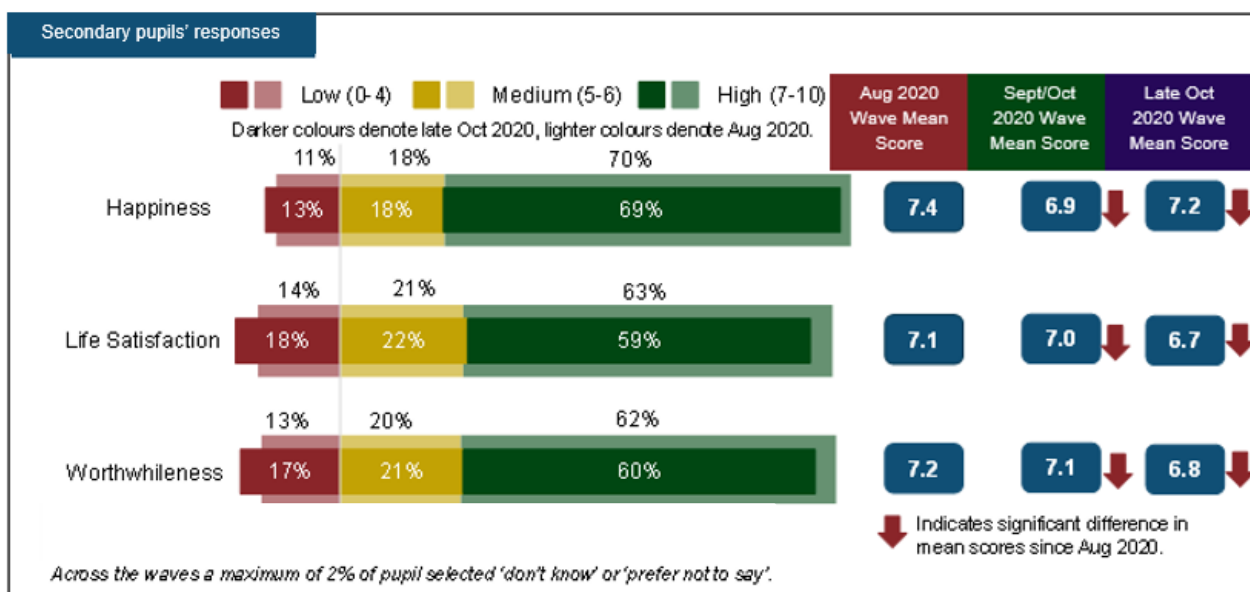
Among secondary pupils there has been a significant shift towards more negative scores across each of the four wellbeing measures since August 2020.

- Self-reported scores for happiness (7.4 to 7.2), life satisfaction (7.1 to 6.7) and worthwhileness (7.2 to 6.8) have significantly declined between August and late October.
- Following a similar trend, self-reported feelings of anxiety have increased over this time period (from 2.6 to 2.9).

This general negative trend contradicts secondary parent's views of their child's improved happiness (7.6 to 8.0) and unchanged feelings of anxiety (2.5 to 2.4).³⁷

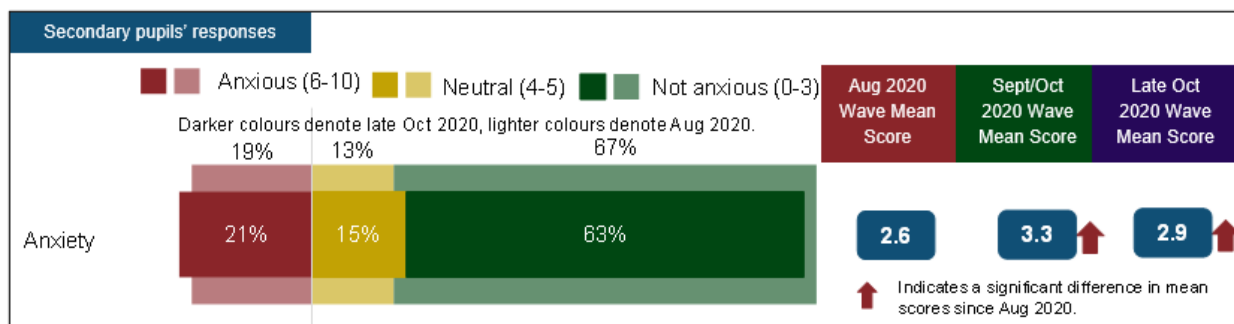
³⁷ The DfE does not currently have data which tracks how children and young people's wellbeing scores typically change between summer holidays and school term times. It is possible that the changes between August 2020 wave and the late October 2020 wave is a result of natural fluctuation between terms.

Figure 93. Pupils' views of their own happiness, life satisfaction and worthwhileness³⁸



Source: PPP, B5. Late Oct wave: "Rating of each measure on scale of 0 to 10, where 0 is "not at all" and 10 is "completely"" Year 7-13 pupils in 2020/21 academic year (n= 1,661); Recruitment Wave, Year 6-13 pupils in the 2019/20 academic year (n= 5,237).

Figure 94. Pupils' views of their own feelings of anxiety³⁹



Source: PPP, B6. Late October Wave: "Overall, how anxious did you feel yesterday, where 0 is 'not at all anxious' and 10 is 'completely anxious'?" Year 7-13 pupils in 2020/21 academic year (n= 1,661); Recruitment Wave, Year 6-13 pupils in the 2019/20 academic year (n= 5,237). NB. Recruitment phase fieldwork took place shortly after A-Level exam results which may have impacted wellbeing of this cohort.

³⁸ Darker colour bars denote late October 2020, with lighter colour bars denoting August 2020

³⁹ Darker colour bars denote late October 2020, with lighter colour bars denoting August 2020

Across all four measures older pupils (years 11-13) were significantly less likely to be doing well compared to younger pupils (years 7-10).

- Happiness: 7.6 for years 7-10 pupils vs. 6.6 for years 11-13 pupils
- Life satisfaction: 7.2 for years 7-10 pupils vs. 5.9 for years 11-13 pupils
- Worthwhileness: 7.2 for years 7-10 pupils vs. 5.9 for years 11-13 pupils
- Feelings of anxiety: 2.4 for years 7-10 pupils vs. 4.0 for years 11-13 pupils.

Year 13 pupils were the least likely to provide high scores for their happiness (40% vs. 69% average), life satisfaction (33% vs. 59% average) and worthwhileness (31% vs. 60%) and the most likely to provide a high score for their feelings of anxiety (48% vs. 21% average).

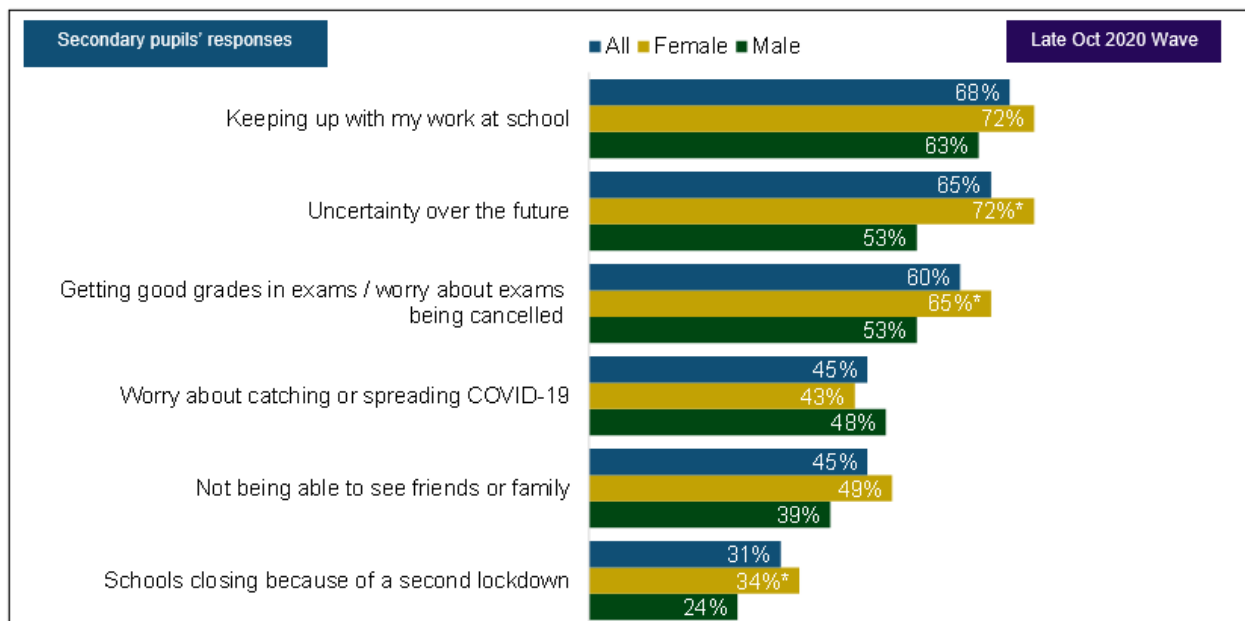
Since August, female pupils have continued to report poorer wellbeing scores than their male counterparts for all four measures. In late October female pupils had significantly lower scores of happiness (a score of 7 to 10) (60% vs. 77%), life satisfaction (45% vs. 71%) and worthwhileness (51% vs. 68%), but higher scores for feelings of anxiety (27% vs. 15%).

Also, in line with findings from the August survey, in late October pupils eligible for FSM were more likely (than those not eligible) to give lower scores for each of the wellbeing measures (happiness 60% vs. 70%; satisfaction 53% vs. 60%; worthwhileness 55% vs. 61%, but higher for feelings of anxiety 27% vs. 20%).

Reasons for feeling anxious

In the late October survey, all secondary pupils who reported high levels of feeling anxious (scores 6-10) were asked what they thought had made them anxious in the last two weeks. Across all year groups, the most commonly reported reasons were keeping up with schoolwork (68%), uncertainty over the future (65%) and getting good grades in exams or being worried that exams may be cancelled (60%). This mirrors the findings from the August survey, when pupils were asked to think about their return to school in September, and two thirds (64%) of those continuing school were concerned about having 'fallen behind or forgotten stuff'.

Figure 95. Reasons pupils gave for feeling anxious



Source: PPP Late October Wave, B24c: “Thinking about the last two weeks, what do you think has made you anxious?” All pupils with high anxiety (n= 473), female pupils (n= 341), male pupils (n= 132).

Female pupils were significantly more likely to report that they were anxious because of the uncertainty over their future (72% vs. 53% of males), they were worried about getting good grades or exams being cancelled (65% vs. 53%) and that schools might close down due to a second lockdown (34% vs. 24%).

Pupils’ loneliness

Loneliness is a key risk factor for poor mental health in children and young people. Social distancing measures and school closures for most pupils over the summer term will likely have affected their contact with friends and family.

In the August survey pupils were asked four questions relating to loneliness:

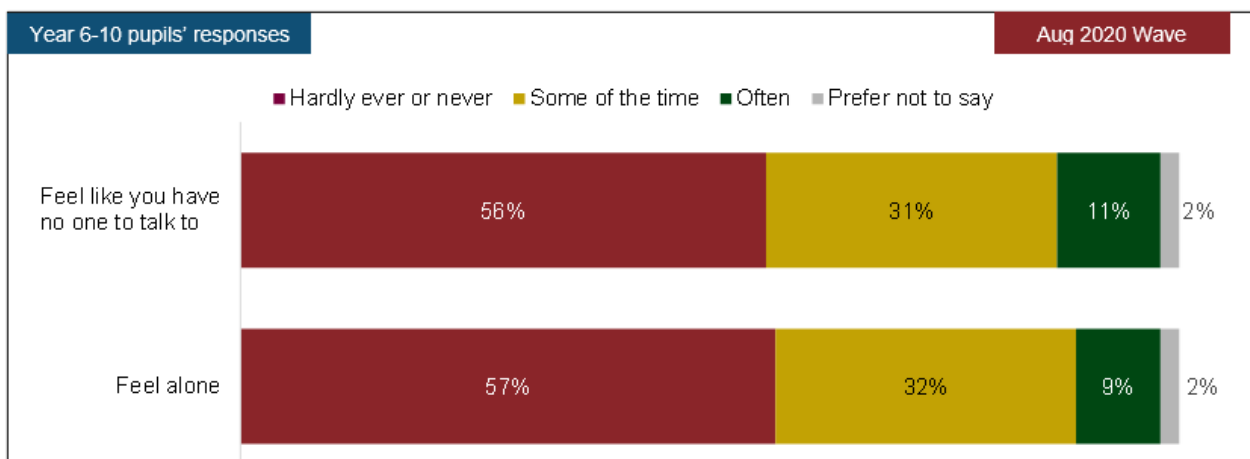
1. How often do you feel that you have no one to talk to? (year 6-10 pupils) / How often do you feel that you lack companionship? (years 11-13 pupils)
2. How often do you feel alone? (year 6-10 pupils) / How often do you feel isolated from others? (years 11-13 pupils)
3. How often do you feel left out? (All pupils)
4. How often do you feel lonely? (All pupils)

The first three questions have been combined to create a mean score using the UCLA loneliness measure, whereas the fourth question four acts as a direct loneliness measure.

In August 2020, the loneliness mean score for year 6-10 pupils was 4.6 and 5.5 for year 11-13 pupils. This compared to parents who had a loneliness mean score of 4.7.

Figure 96 shows that around one-in-ten pupils in years 6-10 during the 2019/2020 academic year said they often felt alone (9%). In addition, 42% of pupils said they at least sometimes feel like they do not have anyone to talk to (11% felt this often). FSM pupils were more likely than non-FSM pupils to often feel like they have no one to talk to (24% vs 10%). They also were less likely than non-FSM pupils to say they hardly ever or never felt alone (52% vs 58%).

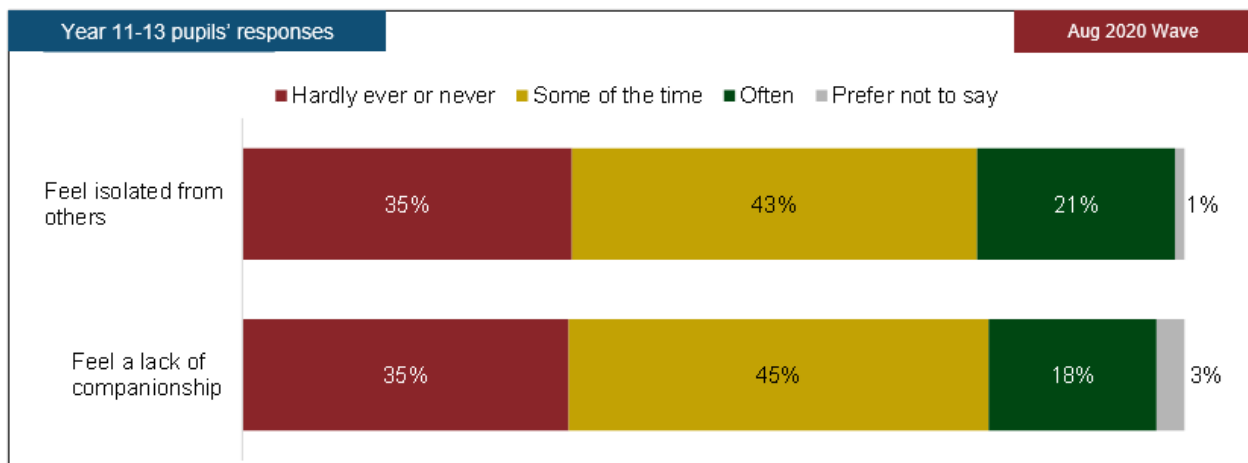
Figure 96. Percentage of year 6-10 pupils who feel like they have no one to talk to and feel alone



Source: PPP Recruitment Wave, B9/B10; “How often do you...?” Year 6-10 pupils (n= 2,421).

In comparison, around a third of pupils in years 11-13 in the 2019/2020 academic year hardly ever or never felt isolated from others or felt a lack of companionship (35% respectively). A fifth often felt isolated from others (21%) or felt a lack of companionship (18%):

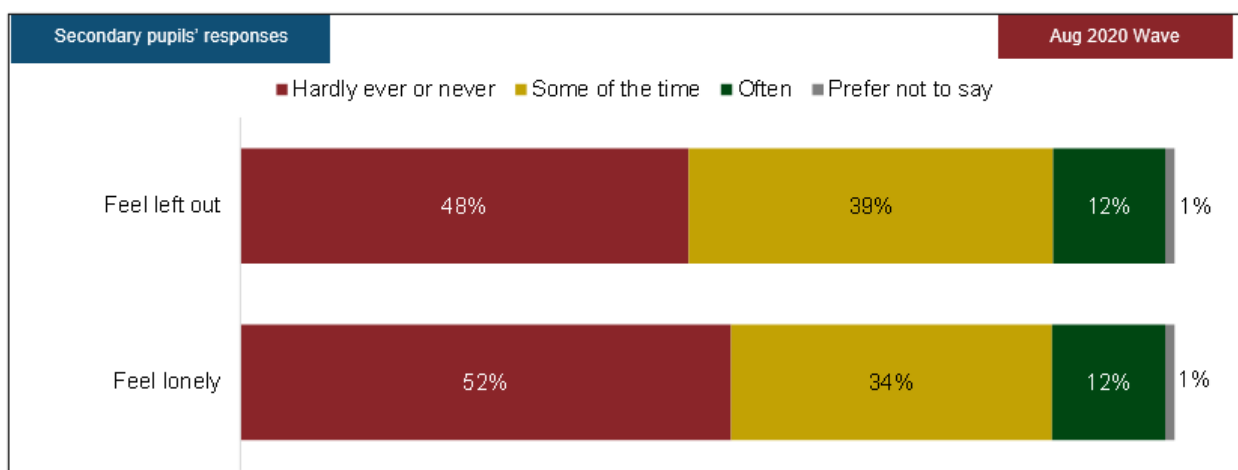
Figure 97. Percentage of year 11-13 pupils who feel isolated from others and feel a lack of companionship



Source: PPP Recruitment Wave, B7/B8; “How often do you...?” Year 11-13 pupils (n= 2,906).

As shown in Figure 98, around half of all secondary school pupils hardly ever or never felt left out (48%) and just over half hardly ever or never felt lonely (52%). Around one-in-eight often felt left out and/or lonely (each 12%). Year 11-13 pupils were more likely than average to feel left out or lonely at least some of the time, particularly year 12 pupils: 22% often felt left out compared to 12% on average, and 26% often felt lonely compared to 12% on average. Female pupils were more likely than male pupils to often feel left out (16% vs 7%) or lonely (15% vs 8%).

Figure 98. Percentage of all pupils who felt left out and lonely



Source: PPP Recruitment Wave, B11/12; “How often do you...?” Secondary school pupils (n= 5,327).

Parent wellbeing

Parent wellbeing is a key factor in children and young people's mental health and wellbeing and is also likely to be affected by the pandemic. This section reports parents' responses to questions about their subjective wellbeing which includes how well they think their life is going and how they feel on a day-to-day basis.

In the August and September surveys parents were asked the ONS wellbeing questions about their own lives. In September, the majority of parents gave high scores (7-10) for their own happiness (65%), life satisfaction (61%) and worthwhileness (73%). Exactly half (50%) reported that they were not anxious (0-3 scores).

Compared with the wellbeing scores of the general adult population in the UK in June 2020, parents in the September 2020 survey were significantly less likely to give high scores for life satisfaction (61% vs. 67%) and worthwhileness (73% vs. 75%) but they were significantly more likely to provide a high score for happiness (65% vs. 63%) and be significantly more likely to report that they were not anxious (50% vs. 42%).⁴⁰

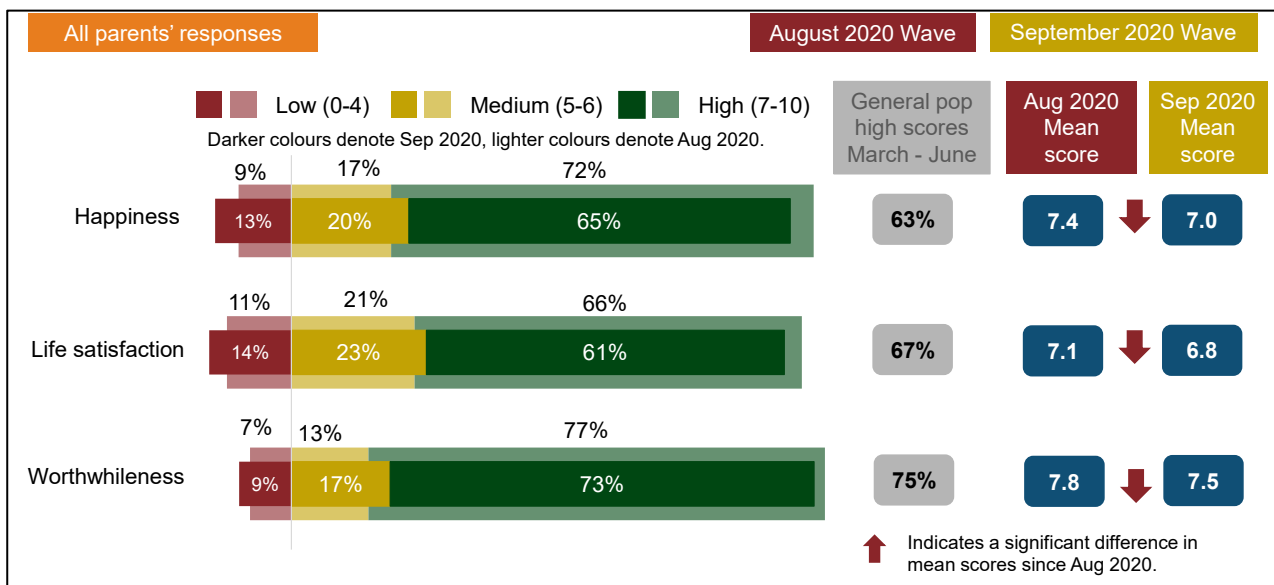
However, comparisons between the general population in June and parents in August and September need to be treated with caution as results among parents have changed over time, with a significant shift towards more negative scores across each of the four wellbeing measures between the August and September surveys:

- Self-reported scores for happiness (7.4 to 7.0), life satisfaction (7.1 to 6.8) and worthwhileness (7.8 to 7.5) have significantly declined.
- Feelings of anxiety significantly increased over this time period (from 3.3 to 3.9).

⁴⁰ In the context of the coronavirus (COVID-19) outbreak, personal wellbeing data for the general adult population has been collected through the Opinions and Lifestyle Survey (COVID-19 module). The tables, from which the figures quoted in this report are taken, can be downloaded here: <https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/datasets/coronaviruspersonalandeconomicwellbeingimpacts>

The general population figures are an average, across the period 20th March 2020 to 7th June 2020.

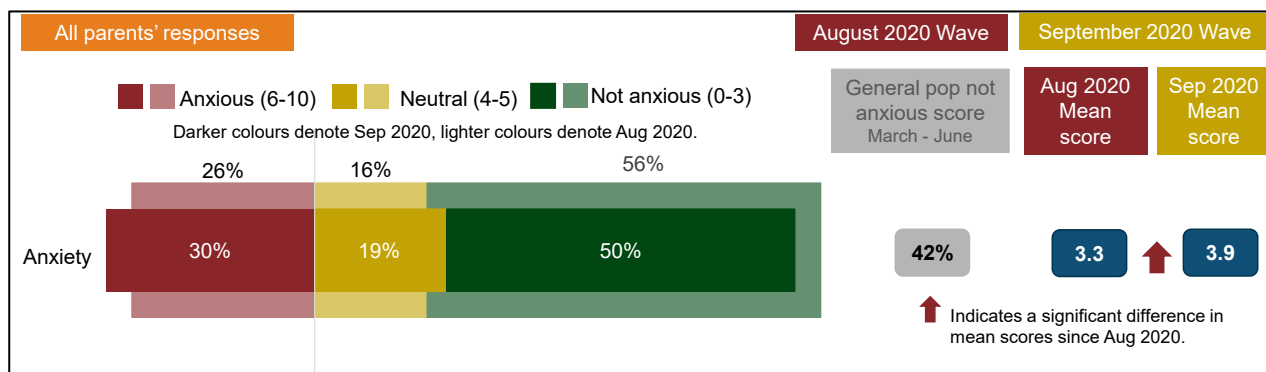
Figure 99. Parents' views of their own happiness, life satisfaction and worthwhileness⁴¹



Source: PPP September Wave, B16: “Rating of each measure on scale of 0 to 10, where 0 is “not at all” and 10 is “completely”. Overall, how happy did you feel yesterday? / Overall, how satisfied are you with your life nowadays? / Overall, to what extent do you feel that the things you do in your life are worthwhile?” Parents (n= 4,005); PPP Recruitment Wave, Parents (n=7,191). General population scores sourced from ‘Opinions and Lifestyle Survey (COVID-19 module), 20 March – 7 June 2020. In both surveys 2% of participants selected ‘prefer not to say’ for each measure.

⁴¹ Darker colour bars denote September 2020, with lighter colour bars denoting August 2020

Figure 100. Parents' views of their own feelings of anxiety⁴²



Source: PPP September Wave, B17: "Overall, how anxious did you feel yesterday, where 0 is 'not at all anxious' and 10 is 'completely anxious'?" Parents (n= 4,005); PPP Recruitment Wave, Parents (n=7,191). General population scores sourced from 'Opinions and Lifestyle Survey (COVID-19 module), 20 March – 7 June 2020. In both surveys 2% of participants selected 'prefer not to say' for each measure.

In September, parents were more likely to provide a positive score for each of the four wellbeing measures if they were employed, had children that were not eligible for FSMs and who had physically attended school.

- Employed parents gave more positive scores than unemployed parents for happiness (7.2 vs. 6.7), life satisfaction (7.0 vs. 6.5) and worthwhileness (7.6 vs. 7.1) and had lower feelings of anxiety (3.7 vs. 4.3).
- Likely linked to their employment status, parents of pupils eligible for FSM gave more negative scores for their own wellbeing than those parents whose children were not eligible for FSM: happiness (6.5 vs. 7.2), life satisfaction (6.2 vs. 7.0), worthwhileness (6.9 vs. 7.6) as well as higher feelings of anxiety (3.7 vs. 4.8 vs 3.7).
- Parents whose child had been physically attending school also gave higher scores for their own happiness (6.8 vs 5.5), life satisfaction (7.0 vs 6.3) and worthwhileness (7.5 vs 6.4). Parents whose child had been physically attending school also gave lower scores for feelings of anxiety (3.9 vs 4.6).

Parents' loneliness

As for children and young people, loneliness is a key factor in adult mental health and wellbeing.

In the August survey, as with pupils, parents were also asked four questions relating to loneliness:

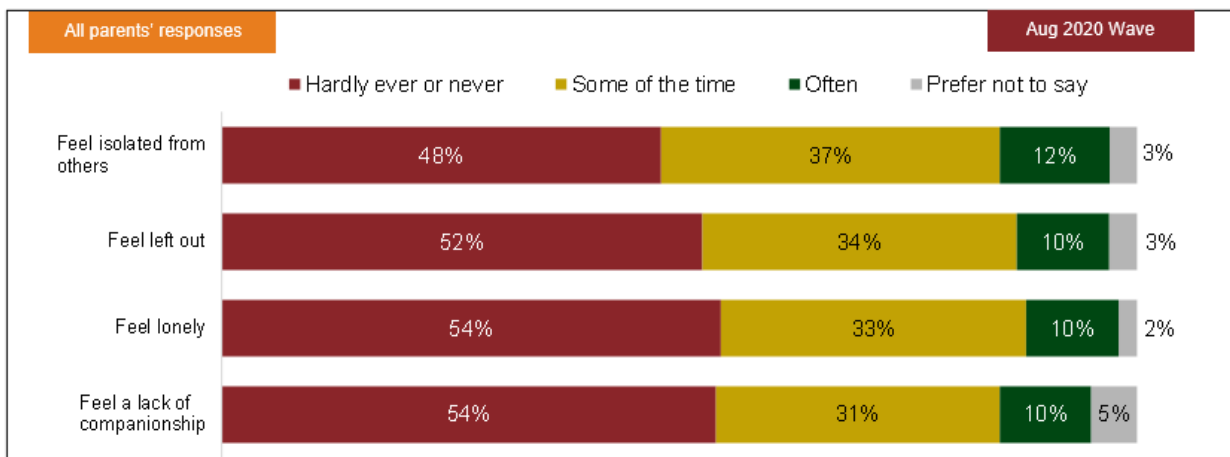
⁴² Darker colour bars denote September 2020, with lighter colour bars denoting August 2020

1. How often do you feel that you lack companionship?
2. How often do you feel isolated from others?
3. How often do you feel left out?
4. How often do you feel lonely?

Results for the first three have been combined to create a mean score using the UCLA loneliness measure, whereas question four acts as a direct loneliness measure. In August 2020, the loneliness mean score for Parents was 4.7. This compares to 4.6 for year 6-10 pupils and 5.5 for year 11-13 pupils.

Looking at the full answers from parents, just over half of parents hardly ever or never felt left out (52%), lonely (54%) or lacking companionship (54%). Just under half hardly ever or never felt isolated from others (48%). For each measure around one-in-ten felt these things often.

Figure 101. Parents' loneliness



Source: PPP Recruitment Wave, B19/20/21/22: “How often do you...?” Parents in Cohort B (n=3,714)

Parents of FSM pupils were more likely than parents of non-FSM pupils to often feel a lack of companionship (20% vs 8%), isolated from others (25% vs 9%), left out (22% vs 8%) and lonely (23% vs 8%).

Special Educational Needs and Disability (SEND)

This section of the report briefly covers any specialist support needed by children with SEND and whether they were able to access it both during the lockdown and in the first half of the 2020/21 autumn term. It also looks at whether the small number of families eligible were able to continue to have access to respite provision.

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

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

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

A pupil receives SEN Support when extra or different help is given from that provided as part of the school’s usual arrangements. A pupil has an Education, Health and Care (EHC) plan when a formal assessment has been made. A document is in place that sets out the child’s needs and the extra help they should receive.

These findings are based on the needs reported by parents who considered their child to have SEND. In August 2020 11% of parents considered their child to have SEND. Their needs and access to support was examined in August and again in September/October and late October. In the late October 2020 research, a further 97 parents (who had not considered their child to have SEND in August 2020) considered their child to have SEND, and their access to support was also examined.

Amongst parents who considered their child to have SEND in August, over a quarter (27%) indicated that their child had an Education and Health Care (EHC) plan and one-in-six (16%) that they were currently being assessed for one. Amongst parents of pupils with SEND without an EHC plan in August, by October 6% had one and a further 17% were being assessed. Overall, 22% of parents in late October 2020 who considered their child to have SEND reported they had an EHC plan.

In August, most parents with a child considered to have SEND said they had not regularly attended school since March (81%), in line with parents of pupils not considered to have SEND (82%). In the two weeks prior to October half-term 79% of parents of

pupils with SEND reported their child had attended every day, compared with 85% of parents whose child did not have SEND.

Specialist support needs

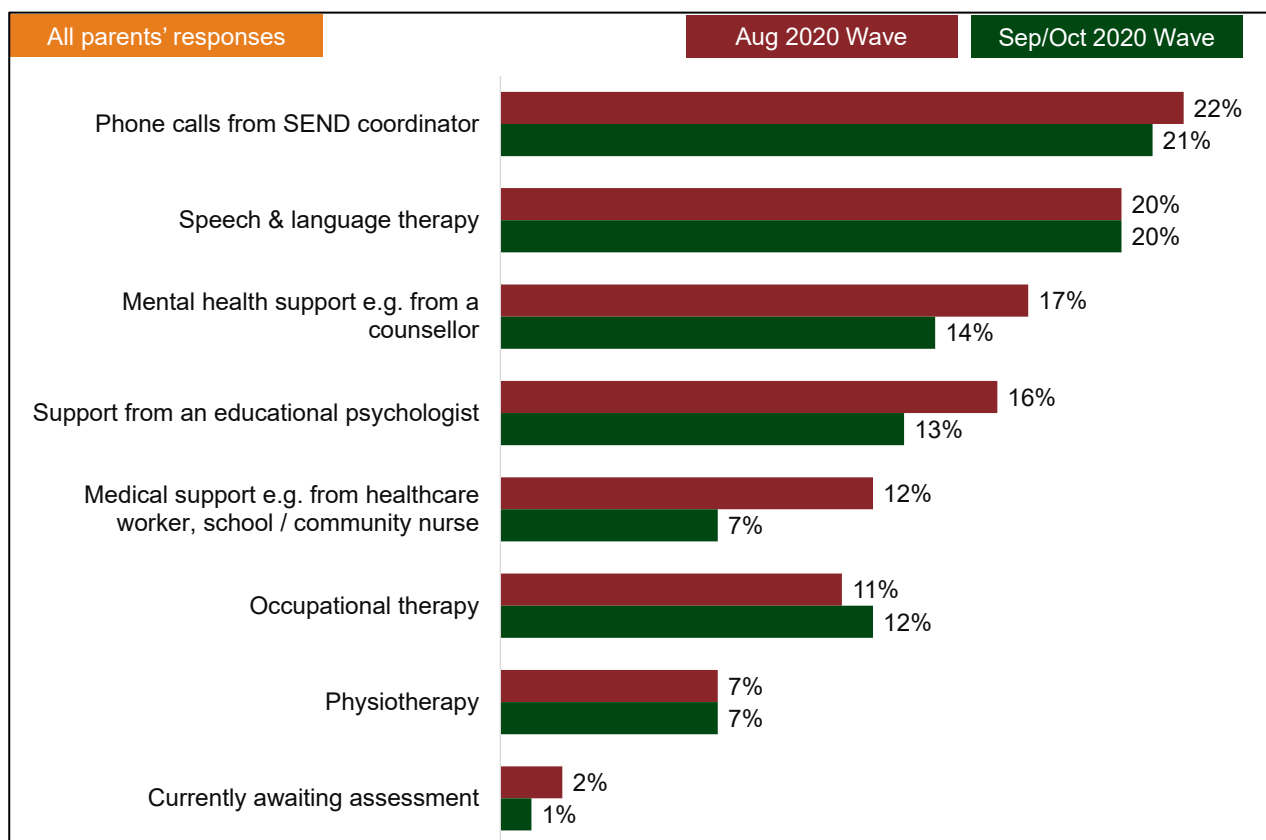
Children and young people with SEND may have specific specialist support needs, including as set out in their EHC plan. Specialist services include for example: Educational Psychologists, Child and Adolescent Mental Health Services (CAMHS), specialist teachers (e.g. with a mandatory qualification for children with hearing and vision impairment) and therapists (including speech and language therapists, occupational therapists and physiotherapists)

In August 2020 around four-fifths (79%) of parents who considered their child to have SEND indicated that their child regularly needs some form of specialist support due to their SEND. The type of support parents felt their child with SEND required are listed in Figure 102.

In August 2020 just over a fifth (22%) of parents with children they considered to have SEND reported their child required phone calls from their school's SEND coordinator. The next most common types of support required were speech and language therapy (20%), mental health support (17%) and support from an education psychologist (16%), as shown in Figure 102. These continued to be the most common forms of support mentioned by these parents in the subsequent waves of research (each mentioned by 13%-21% of parents).

In the late October wave, among parents that considered their child to have SEND who had not reported this in August, the two main specialist needs were required were speech and language therapy (20%) and phone calls from a SEND coordinator (19%). These proportions are similar to needs reported in the previous two waves, but those with 'newly identified' SEND needs were far less likely to mention the need for mental health support (8%), support from an educational psychologist (6%) or occupational therapy (2%).

Figure 102. Most common types of specialist support regularly required by children due to their SEND



Source: PPP Recruitment Wave, N8: “Which, if any, of these types of specialist support does [PUPILNAME] regularly require due to their special educational need or disability?” Parents with SEND child (n=887); Late Sept/early Oct wave, Parents with SEND child (n=516)

Parents of primary pupils with SEND were more likely than parents of secondary pupils with SEND to require access to a speech and language therapist (28% vs. 4% in August, and 29% vs. 9% in late September/October). Parents of secondary pupils were more likely to report their child required mental health support (26% vs. 13% of primary parents in August 2020 and 18% vs. 9% in September/October).

Parents of pupils with SEND eligible for FSM were more likely to have a child that required several types of specialist support (compared to pupils with SEND not FSM eligible). These include support from an educational psychologist (for example 18% vs. 11% in September/October) and / or occupational therapy (19% vs. 9% in September/October).

In August parents of White pupils with SEND were more likely to report their child required access to speech therapy (21% vs. 11%) than parents of BAME pupils with SEND and / or medical support (14% vs. 1%), but these were not notable differences by September/October.

Amongst pupils who have an EHC plan several of these specialist support requirements were more common, for example 40% required speech and language therapy compared to 14% of those without an EHC plan (September/October).

Specialist support accessed

The extent to which children considered to have SEND were able to access each type of support required was collected in August, September/October and again in late October 2020.

Ability to access individual support types is reported amongst those who indicated each was required at the time of research (i.e. only those who indicated the need for mental health support in that wave were asked whether they could currently access it). The August and late September/October waves include parents who indicated their child had SEND in August. As previously discussed, the late October wave also includes those who indicated at that point (but not earlier) that their child had SEND. Due to the fact these parents whose child has a 'newly classified SEND' had a very recent change in requirement, their ability to access such support is not reported for direct comparison.

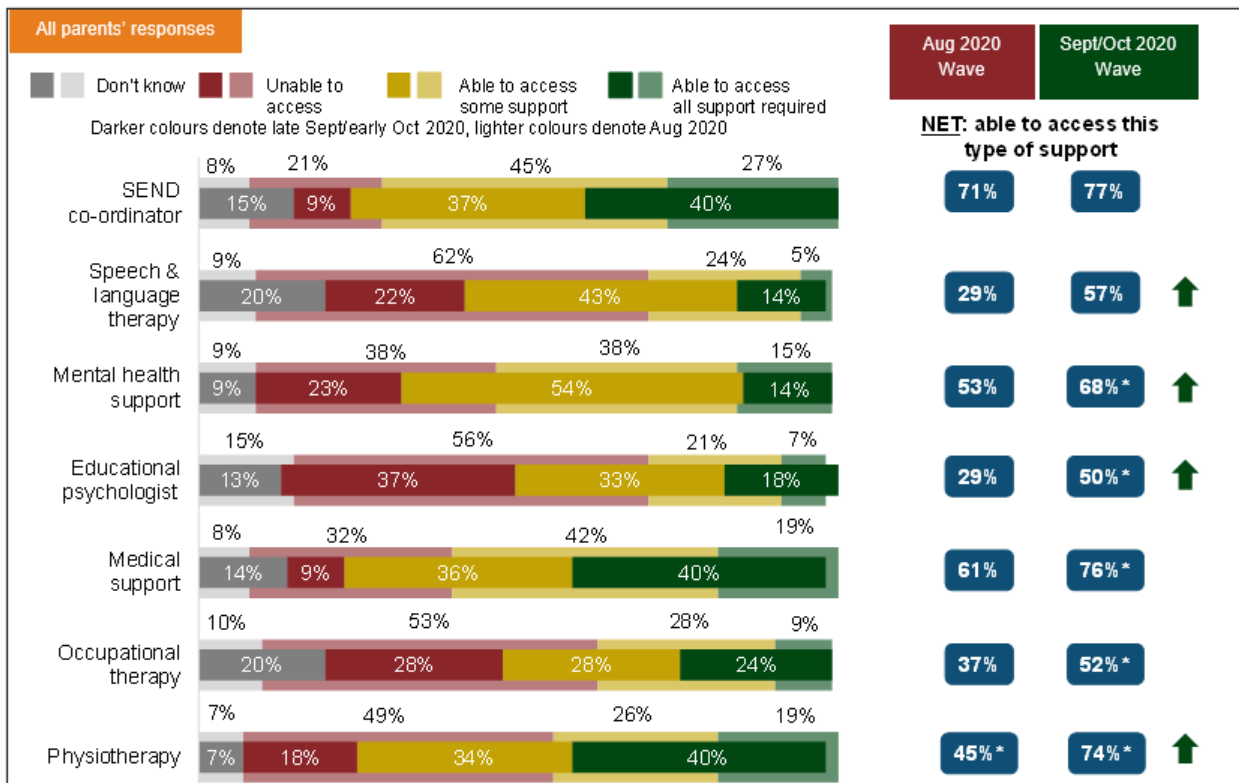
There is a pattern of increase in access to specialist support between August and September/October. However, the numbers requiring access are relatively small so shifts in access to individual types of support should be interpreted with caution.

The extent to which children could access the specialist support they need varied widely across the different types of support. Phone calls from a SEND coordinator were the most accessible form of support across all waves. In September/October 77% of parents reported their child had access to this support.

Physiotherapy was also largely accessible in September/October, with almost three-quarters (74%) of parents saying their child had access to this; a significant increase from 45% in August.

Between August and September/October increased access was also reported in mental health support (53% vs 68%) and support from an educational psychologist (29% vs 50%). The base sizes are too small to report differences by sub-groups reliably.

Figure 103. Parent views of the extent to which children considered to have SEND were able to access the required support



Source: PPP Recruitment Wave / late Sept/early Oct, N9: “To what extent is [PUPILNAME] currently able to access this support?” Parents of pupils considered to have SEND who require access to each support type; SEND co-ordinator (n=209/110), speech and language therapy (n=198/104), mental health support (n=142/71), educational psychologist (n=149/61), medical support (n=100/35), occupational therapy (n=100/58) and physiotherapy (n=60/30).

*Due to low base sizes these findings need to be interpreted with caution. Arrows indicate statistically significant difference between late Sept/early Oct vs August.

Respite provision

Respite care supports parents or carers in caring for their disabled child by enabling them to take a break from caring. This respite care can be undertaken inside or outside the home, either for a short period during the day or for overnight stays.

A very small minority (3%) of parents with children considered to have SEND were receiving respite provision prior to schools closing in March 2020. The following groups of SEND parents were more likely to say they received respite provision.

- Parents of secondary pupils (5% vs. 2% of primary parents).
- Parents of pupils in the South East (8%)
- Parents of BAME pupils (6% vs. 3% of parents of White pupils)
- Parents of pupils supported by a social worker (17% vs. 2% of parents of those not supported by a social worker).
- Parents in a single parent household (9%).

By August, a further 1% of parents of children with SEND had applied for respite provision.

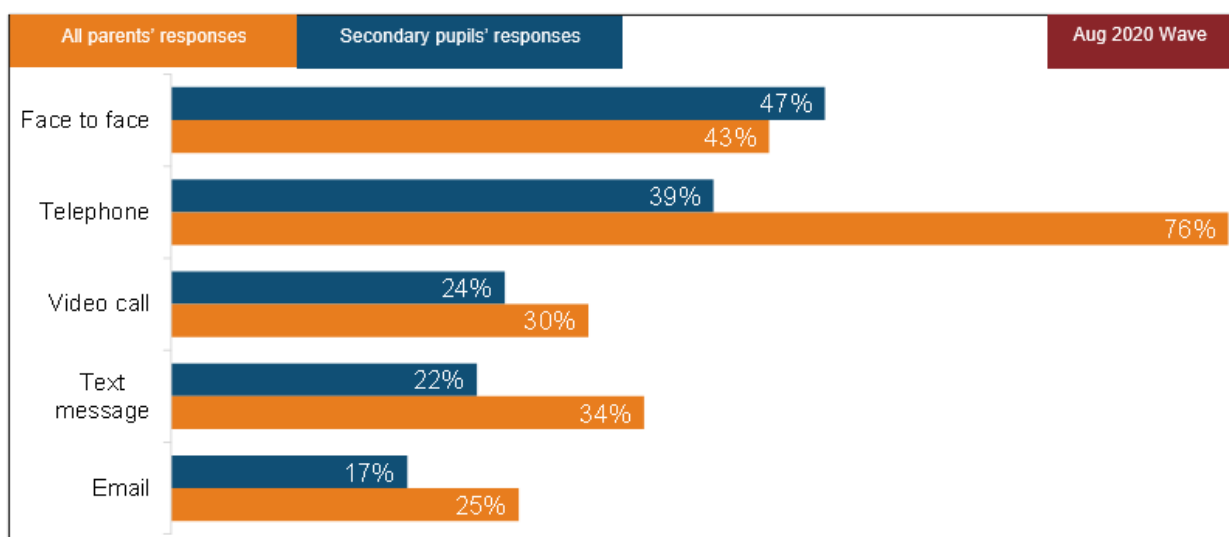
There were low base sizes for those receiving respite provision before March (29 respondents), hence caution is needed in interpretation, but results suggest one-in-three parents (33%) who were accessing respite provision before March were no longer able to by August, and a similar proportion (36%) said that the amount they received had decreased. Respite provision was most commonly used to pay for a personal assistant (30%) and / or to pay for specialist clubs or groups (28%).

Social worker contact

In August 2020, parents and secondary pupils were asked about the amount and quality of the contact they had had with social workers. Among the parents and pupils surveyed, 1% of parents said their child was supported by a social worker and 3% of secondary pupils said they were. The following figures are consequently based on a relatively small base size and therefore should be interpreted with caution.

Over four-fifths (84%) of pupils with social workers (and parents of such children) said their social worker had been in contact with them in the last month. Figure 104 shows the ways in which pupils had been in contact with their social worker in the last month. Pupil most commonly reported that this was face-to-face (47%), followed by telephone (39%). Parents most commonly said the contact had been by telephone (76%).

Figure 104. Ways in which pupils and parents had had contact with their (or their child's) social worker in the last month

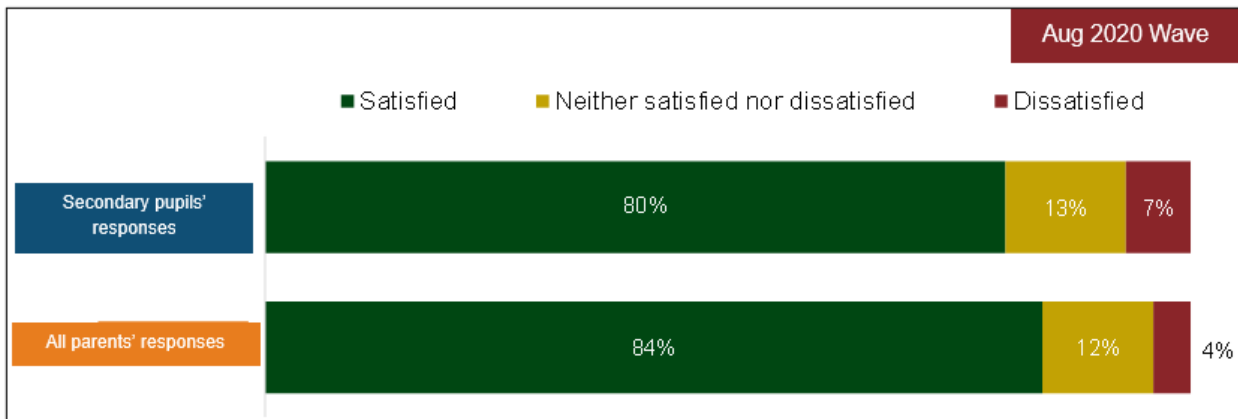


Source: PPP Recruitment Wave, D3/D8: "In the past month, in which of the following ways have you had contact with your social worker? / In the past month, in which of the following ways have you or [PUPILNAME] had contact with their social worker?" Secondary school pupils who have had contact with social worker in the last month (n=76) and parents whose child has had contact with social worker in the last month (n=94).

Parents and pupils were also asked how satisfied they were with the contact they (or their child) had had with their social worker.⁴³ As shown below in Figure 105, around four-fifths of pupils (80%) and parents (84%) were satisfied with this contact. Relatively few were dissatisfied (7% of secondary pupils and 4% of parents)

⁴³ The question asked this generally, rather than specifically about the mode or frequency of contact

Figure 105. How satisfied pupils and parents were with their contact with their social worker



Source: PPP Recruitment Wave, D4/D9: “How satisfied or dissatisfied were you with the contact that you had with your social worker? / How satisfied or dissatisfied were you with the contact that you or your child had with their social worker?” Secondary school pupils who have had contact with social worker in the last month (n=76) and parents whose child has had contact with social worker in the last month (n=94).

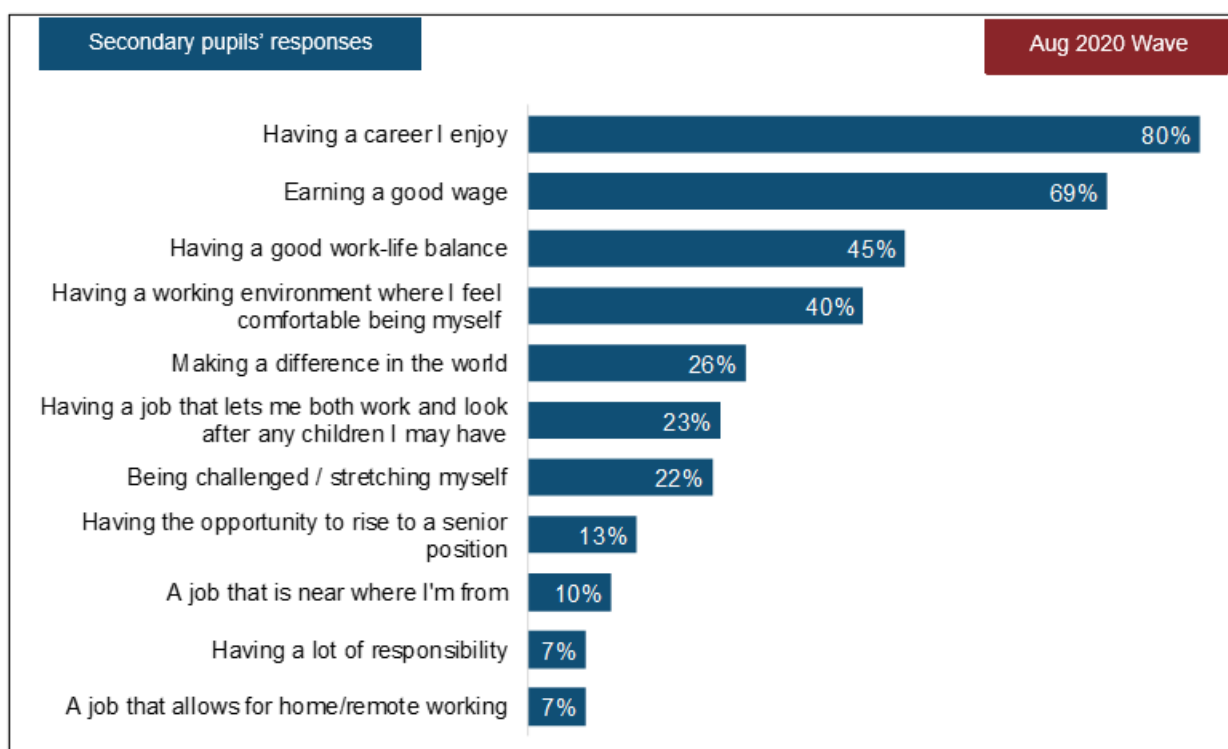
Pupil future plans

Pupil priorities for future careers

The Department is interested in the main priorities pupils give for their future careers.

In August 2020, almost three-quarters (73%) of secondary school pupils had an idea of the career they wanted and four-fifths (80%) of pupils with a career goal were confident they would achieve it. All secondary pupils were asked what their main priorities were for their future career by selecting up to four of the possible priorities shown on Figure 106. Across all key subgroups (year level, gender, ethnicity, FSM and SEND status) ‘having a career I enjoy’ was cited by pupils as a top priority for their future career (it was mentioned by 80% of pupils), and more than two-thirds (69%) said that earning a good wage was important.

Figure 106. Main priorities for future careers in August 2020



Source: PPP Recruitment Wave, I3: “Thinking about your future career, what are your main priorities?” All secondary pupils (n=5,327). 3% said they were not sure what their main priority was, they could not select this response alongside other response options.

Younger pupils were significantly more likely to report that they do not know what kind of career or job they want when they finish their education, but they were significantly more confident that they would achieve their career goals than older pupils. In the 2019/20 academic year, 27% of year 6-9 pupils were not sure what career or job they wanted, higher than found among year 11s (20%), year 12s (19%) or year 13 pupils (18%). At the same time, more than four-in-five year 6-9 pupils (84%) were confident they would achieve their career goals, higher than found among pupils in year 10 (73%), year 11 (79%), year 12 (62%) and year 13 (81%).

Priorities for future careers varied somewhat by age, gender, and ethnicity. Older pupils in year 12 (88%) and year 13 (83%) were significantly more likely than their younger counterparts in years 6-9 (78%) to say that having a career that they enjoy is a main priority for their future career.

Male pupils were more likely than female pupils to have a specific idea of the career or job they want (29% vs. 27%), be more confident that they will achieve their career goals (84% vs. 76%) and be more likely to report that earning a good wage was a main priority (72% vs. 66%). Enjoying their career was less likely to be a main priority for male pupils than female pupils (77% vs. 82%).

White pupils were more likely to prioritise 'having a career I enjoy' and 'having a work environment where I feel comfortable to be myself' compared to their BAME peers (81% vs. 75%, and 42% vs. 36% respectively). BAME pupils were more likely to prioritise making a difference in the world compared to their White peers (31% vs. 24%).

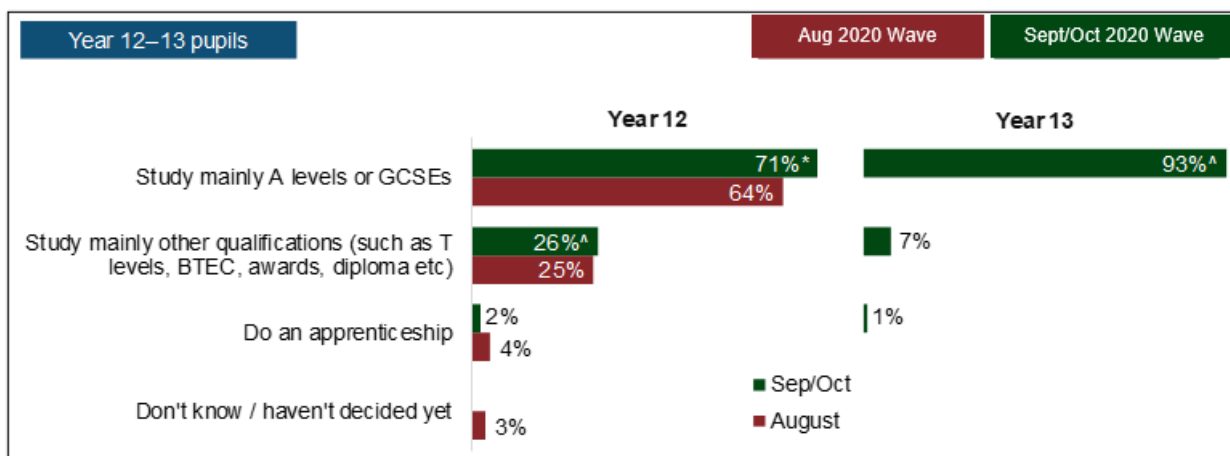
Years 11-13 plans for education and training

In August 2020, the vast majority of year 11 pupils (who were moving into year 12 in September 2020) planned to undertake their A-levels or GCSEs (64%), or other academic qualifications (25%) in the 2020/21 academic year. As can be seen in Figure 107, in September/October 2020 significantly more year 12 pupils (71%) were studying mainly A levels or GCSEs than those that were planning to in August 2020 (64%). However, the proportion that were studying other qualifications in September 2020 (26%) or were doing an apprenticeship (2%) were not significantly different to the proportion planning these outcomes in August 2020 when they were in year 11 (25% and 4% respectively).

The vast majority (93%) of pupils in year 13 in 2020/21 were studying towards A-levels or GCSEs, with 7% studying towards other qualifications such as T-levels, and just 1% undertaking an apprenticeship.

With such high proportions of year 12 and 13 pupils studying towards their A-levels or GCSEs, it is not surprising that the vast majority (98%) of pupils were currently studying at school or college.

Figure 107. Year 12 initial plans for education and training compared with what year 12-13s were doing in the 2020/21 academic year.



Source: PPP Recruitment Wave, F1: “What are your plans for education or training from September?” Year 11 pupils in 2019/20 (n=667). Late September / early October wave, F1: “What are you doing this academic year? Year 12 pupils in 2020/21 (the same cohort) (n=311) and year 13 pupils in 2020/21 (n=319).

Changes to year 11s education and training plans

In August 2020, almost a quarter (22%) of year 11 pupils (now year 12s) indicated that their plans for education or training had changed since school closures to the majority of pupils in March. BAME pupils were significantly more likely than White pupils to say their plans had changed (30% vs. 19%) as were pupils with SEND compared to those without SEND (31% vs. 21%).

Of the 22% of year 11s (now year 12s) who indicated that their plans had changed, about half (48%) indicated they changed because they were going to study different subjects, around a quarter indicated that they had changed the school, college or training provider they were planning to go to (27%) or their education or training route (23%), and about one-in-five (18%) reported that they were changing the way they will be studying – such as moving from part-time to full-time study.

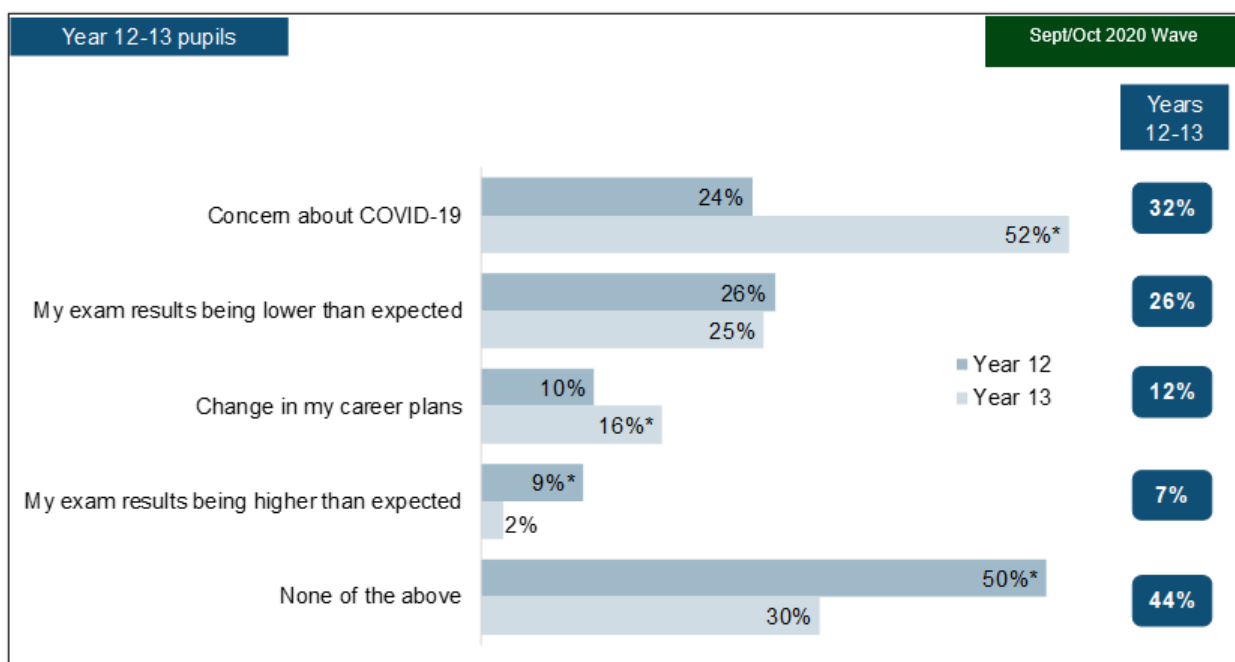
Influential factors for year 12-13 pupil’s education and training paths

In September/October 2020 the current year 12 pupils and year 13 pupils were asked if any of the factors displayed in Figure 108 had influenced what they were now doing in the 2020/21 academic year. Half (50%) of the year 12s did not think any of the factors

had influenced their plans, but about a quarter said that concerns about COVID-19 (24%) and their exam results being lower than expected (26%) had influenced their education and training plans.

Current year 13 pupils were more likely to have been influenced in their plans by any of the factors listed (only 30% felt none had influenced them, compared with 50% of year 12s), particularly concerns about COVID-19 (52%). As with year 12s, a quarter (25%) of year 13s said their lower-than-expected exam results had influenced what they were doing now.

Figure 108. Factors influencing what year 12-13s were doing in the 2020/21 academic year



Source: PPP late Sept/early Oct wave, L48: “Have any of the following influenced what you are doing this academic year?” Year 12-13 pupils in 2020/21 (n=311 and 319).

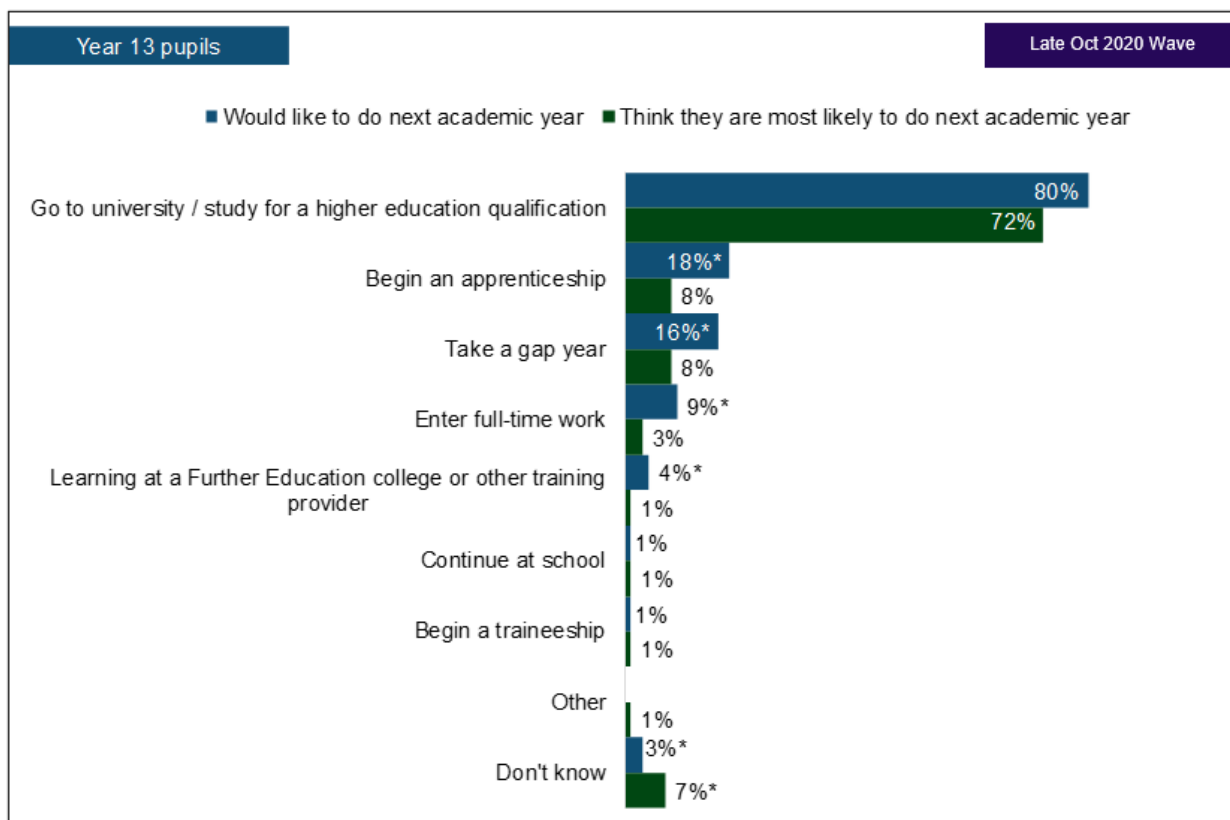
There were some subgroup differences that occurred across year 12 and year 13s:

- Male pupils were more likely than female pupils to state concerns about COVID-19 had impacted their plans (40% vs 23%).
- BAME pupils were more likely than White pupils to cite lower exam results than expected as influencing their plans (37% vs 21%).
- Pupils eligible for FSMs were significantly more likely to say they received exams results that were higher than expected (12% compared to 6% of non-FSM pupils).

Year 13 plans for when they leave school

In the late October survey, the current year 13 pupils were asked what they would like to do in the 2021/22 academic year and then what they thought they were mostly likely to do. Four-in-five (80%) year 13s stated that they want to go to university in the next academic year and just over seven-in-ten (70%) thought university was their most likely path. (It is worth noting that the difference between those who want to go to University and those who think it is their most likely path is not statistically significant). Beginning an apprenticeship (18%) or taking a gap year (16%) were the next most common things that year 13 pupils wanted to do. However, a significantly smaller proportion of these pupils thought that they were likely to actually do these in the 2021/22 year (8% for apprenticeships and gap year).

Figure 109. What would pupils want and think they are more likely to do next academic year.



Source: PPP late Oct wave 4, G15/16: "What would you like to do next academic year after you finish school? / Out of these, what do you think you are most likely to do next academic year?"
Year 13 pupils in 2020/21 (n=301).

BAME pupils (93%) were more likely than White pupils (73%) to say they wanted to go to university and then also that they were likely go to university in the 2021/22 academic year (88% vs 63%).

School leavers

In August 2020 pupils who were year 13 in the 2019/20 academic year were invited to sign up to the Parent and Pupil Panel. These pupils have since left school and the DfE has been doing follow-up research with this school leaver cohort to see how COVID-19 has impacted on their experience of finishing school and starting their next venture. In October 2020, the DfE conducted their first follow-up survey with this group and results from this survey will be published later in 2021.

Conclusion

This report sets out findings from four waves of the PPP, covering the end of the summer term 2019/20, summer holiday plans and the beginning of the autumn term until October 2020/21, thus capturing a difficult period for pupils, their parents, and the education system.

As the findings show, almost every pupil and parent who shared their views through the panel has had their lives affected by the COVID-19 pandemic in some way. This report captures some of their experiences and the range of ways that young people and their parents have coped and/or adjusted. It has also shown how pupil learning has adapted to the restrictions and challenges in place, and the ways that schools have tried to keep their pupils and their parents informed and engaged.

The report illustrates that the experiences of pupils and parents have not been universal, and that different families have faced different challenges and opportunities. Specifically, around their children's education, findings have shown some pupils have faced more extensive barriers to their learning than others. The report clearly shows the patterns of variation within key subgroups of interest, such as those who have a member of their household at high risk, those with SEND or pupils who are eligible for FSM. It highlights the significant challenges that the education system faces to enable all young people, but especially those who have been more negatively impacted during this time, to realise their potential.

From access to technology, childcare provision, and physical school attendance, the PPP has sought to reflect the changing circumstances families have found themselves during this period. In addition, it has captured the mental and physical health implications that these circumstances and the pandemic more broadly have had, highlighting concerns around pupil anxiety, happiness, and loneliness.

The COVID-19 Parent and Pupil Panel Survey will continue into 2021. By the end of February 2021, three further survey waves for parents and pupils, and one for school leavers, will have been conducted. The Department for Education plans to publish a report summarising findings from the three additional survey waves (for parents and pupils) as well as one for the survey done with school leavers (who completed school at the end of the 2019/20 academic year) early in 2021.

Glossary

CIN – Children in Need

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

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

Key worker – Parents whose work is critical to COVID-19 and EU transition response include those who work in health and social care and in other key sectors outlined in the government guidance. Children of critical workers and vulnerable children have been able to still access schools or educational settings during periods when they have been closed to the majority of pupils. The term 'critical worker' has also been used to describe these workers. This report uses the term 'key worker' throughout as this reflects the wording used within the surveys. SEND – Special Educational Needs and Disability.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

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

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

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

BAME- Black and Minority Ethnic. Includes all ethnicities other than White and Unclassified.



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