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Parent, Pupil and Learner Panel 22/23 Recruitment wave 1

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Executive summary

Introduction

The Department for Education (DfE) commissioned the Parent, Pupil and Learner Panel (PPLP) to collect robust and quick turnaround research to support policy development during recovery from the COVID-19 pandemic and beyond. The PPLP aims to help DfE make evidence-based policy decisions and see how views and experiences of parents, pupils and learners change over time. This is the second year of the PPLP. The [first year reports](#) have been published.

This report discusses the findings from the 2022/23 recruitment wave with parents of primary and secondary pupils, and secondary pupils in years 7 to 11, conducted in September/October 2022. The headline findings are discussed below.

Sports Access

Team sports were available to almost all pupils (97%) in their PE lessons during their previous school year. Most pupils (92%) mentioned at least one team sport that they would like to do in their PE lessons, with only 6% stating that they did not want to take part in team sports in PE. The main reasons given for not wanting to take part in team sports in PE lessons were not liking team sports and not feeling comfortable playing team sports. Football (73%), rounders (63%) and basketball (53%) were the most widely available team sports in PE lessons, but dodgeball and football (both 49%) were the most desired.

Three quarters (73%) of pupils had the opportunity to participate in team sports provided by their school outside of their usual classes in the previous school year, and three in five (58%) pupils whose school offered the opportunity took it up. Football was the most widely offered team sport outside of usual lessons (58%), followed by basketball (30%) and netball (28%).

Slightly more pupils (77%) stated that they would like to do a team sport outside of their usual classes, with football again the most popular choice (37%). This was followed by basketball (24%) and dodgeball (22%), reflecting the desirability of these team sports for PE lessons.

Family Hubs

Two in five parents (41%) said they had heard of family hubs. Parents were most likely to say they had heard about family hubs through a health service (25%), online (23%), or through communications from a nursery, school or college (22%).

Parents who said they were aware of family hubs were asked about the services they had accessed through family hubs over the past 12 months. Four in five (81%) had not accessed any services. Parents were most likely to have used early years education and health services (8%). Around four in five parents who had accessed services through a family hub rated their experience positively (78%).

Parents who were aware of family hubs but had not accessed any services in the past 12 months were asked why not. Almost three quarters (73%) said this was because they did not need these services.

Childcare

Three quarters (73%) of parents of primary school pupils reported that their child had attended some form of activity or childcare provision since September 2022. Over half (57%) had attended clubs or lessons such as sports, dance, music or arts clubs and one in three (35%) had attended before or after-school clubs.

The main reasons for using childcare provision or activities were for the pupil's development/enrichment and because the pupil enjoyed it (both 34%) and just over a quarter (28%) reported it was so they (or others in their household) can go to work. The main reason given for not using childcare provision or activities was that the parent looked after their children themselves (68%). Of parents who had not used childcare since September 2022 (a quarter of respondents), one in five (20%) of them said this was because the cost was too high.

Attitudes towards using educational or activity providers not regulated by Ofsted or the local authority were mixed, with around a third (35%) of parents of primary school pupils agreeing they would be happy to use these and around a third (37%) disagreeing (the remainder being unsure).

One in seven (14%) parents of primary school pupils had used government funded support to pay for childcare and activities since the start of September 2022.

Cost of Living

Almost two thirds (63%) of parents felt they were financially worse off now compared with a year ago, with only 7% feeling they were better off. One in four (26%) said their financial position was about the same as a year ago.

Almost six in ten (57%) parents said that since the start of the 2022 summer holidays they had cut back on household costs to be able to afford school related costs, with just over half (53%) believing they would have to do so during the rest of the school year.

Over half (58%) of parents worried about being able to afford school trips that are not part of lessons, such as trips abroad, while half (50%) were concerned about being able to afford technology such as computers for studying. Just over two in five (46%) worried about being able to afford school trips that are part of lessons.

Almost three in ten (28%) parents said they had been asked to make a voluntary contribution to their child's school since the start of the summery holidays 2022.

Almost one in five (18%) parents said their child could not participate in or had reduced usage of after-school clubs and extra-curricular activities, with just slightly fewer (16%) stating that they could not get a full uniform or sports kit for their child due to affordability.

One in five (20%) parents said that the rising cost of living has negatively affected the mental health of their child, with 4% stating this was a great deal and 16% that it had somewhat of an effect.

SEND

One in six (17%) parents considered their child to have a special educational need or disability (SEND).

Nine in ten (93%) parents of pupils considered to have SEND felt that their child currently needed some type of specialist support. Support with learning (63%) was the most commonly-needed type of specialist support. Two in five (41%) parents of pupils who needed specialist support were unable to receive the support they needed whilst another 40% received all the support they needed. Mental health support (46%) and support from an educational psychologist (36%) were the most common forms of support to be needed but not received. The most common reasons given for not receiving support that was needed were that the support was not offered or because of delays or issues in receiving help.

Two thirds (67%) of parents of pupils considered to have SEND were confident that their child's school was able to support their special educational needs or disability, with one in five (21%) very confident.

One in four (26%) parents of pupils considered to have SEND were aware that the Government has published a SEND and Alternative Provision (AP) Review green paper. Of those aware of the green paper, three in five (57%) were aware of one or more of the proposals set out within it, with highest awareness of standardised and digitised Education, Health and Care Plans (34%).

Pupils' mental health and well-being

Secondary pupils and the parents of primary school pupils were asked to rate either their own or their child's happiness and anxiousness yesterday, using a scale of 0 to 10.

Parents of primary school pupils reported a mean score of 8.6 for their child's happiness and a mean score of 2.2 for their child's anxiousness. Pupils reported a mean score of 7.0 for their happiness. Pupils were also asked to indicate a score between 0 and 10 for how satisfied they are with their life nowadays ('satisfaction') and to what extent they feel that the things they do in their life are worthwhile ('worthwhileness'). The mean scores for pupils were 7.3 for satisfaction and 7.2 for worthwhileness. For all these measures, mean scores were lower for older pupils. Pupils reported a mean score of 3.5 for their anxiousness.

Pupils were asked how often they felt lonely. One in eight (12%) said this was often and two in five (39%) were lonely some of the time. Just under half (46%) said that they hardly ever or never felt lonely.

Main challenges

Pupils were asked to describe, in their own words, the main challenges they were facing in the coming months. The three most common themes to emerge were around exams, assessments and GCSEs, school, school work and homework and mental health, including stress, anxiety and depression.

Lesson subjects

Over nine in ten pupils in years 7-9 had lessons in English, maths, history, geography and physical education since returning to school in September 2022. The individual science subjects of chemistry, biology and physics had the smallest proportion of pupils reporting receiving lessons in them since the start of the academic year.

Almost all (98%) pupils in years 10-11 had maths lessons since returning to school in September 2022. Around nine in ten reported studying English literature (92%) or English language (89%). Three quarters (74%) had taken part in physical education lessons and just under six in ten reported studying either combined science or each of the sciences.

Introduction

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

- The first recruitment wave between September and October 2022 invited pupils in years 6 to 10 and parents of pupils in reception to year 10 in the 2021/22 academic year to take part in a 15-minute online survey to join the PPLP. Panel members were sampled from the National Pupil Database (NPD) and contacted by letter, inviting them to take part in the online survey (push-to-web approach).
- A second recruitment wave was scheduled in February 2023 to invite pupils and learners in years 12 to 13 in the 2022/23 academic year to take part in a 15-minute online survey to join the PPLP. Panel members were sampled from the National Pupil Database (NPD) and Individualised Learner Record (ILR) and contacted by letter, inviting them to take part in the online survey (push-to-web approach).
- Subsequent reporting waves from the 2023 Spring term will involve inviting all panel members to take part in regular 10-minute surveys.

This report focuses on findings from the September 2022 recruitment wave, which are based on surveys with parents, pupils and learners conducted between 23rd September and 21st October 2022, as shown in Table 1.

Table 1 Parent, Pupil and Learner Panel (PPLP) year 2 waves to date

Wave	Audience	Fieldwork period	Fieldwork reference
2022/23 Recruitment wave 1	5,564 parents and 4,950 secondary pupils (years 7 to 11)	23 rd September to 21 st October 2022	September to October 2022

Background

Between August 2020 and July 2021, the Department for Education commissioned a previous panel, the COVID-19 Parent and Pupil Panel (PPP¹)². The PPP focused on topics related to the COVID-19 pandemic and the views and experiences of parents and pupils from the start of the 2020/21 academic year.

DfE subsequently commissioned the Parent, Pupil and Learner panel (PPLP)³ to build on the PPP. The panel expanded to include learners in classroom-based Further Education (FE) in a more robust way, alongside primary and secondary parents, and pupils in state-funded education aged 11 to 18. The sampling approach boosted the number of FSM or FME, CiN and SEN pupils and their parents on the panel to ensure sufficient responses from these groups. More on the sampling approach can be found in the technical report.

Aims and objectives

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

Methodology

This report focuses on data from surveys with parents and pupils which were conducted between 23rd September and 21st October 2022.

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

Parents and pupils were invited to take part in a 15-minute online survey by letter. A reminder letter was sent on 10th October.

¹ The PPP and PPLP have slightly different methodology for recruiting pupils and learners in years 12 and 13 - therefore the comparisons made between the PPP and PPLP should be treated with caution. The recruitment methodology for parents was broadly consistent between the PPP and PPLP.

² [Parent and pupil panel: omnibus surveys](#)

³ [Parent, pupil and learner panel omnibus surveys for 2021 to 2022](#)

Key demographics for respondents are shown in the accompanying technical report⁴.

Data tables

An accompanying set of data tables has been published with this report, which contain a wider set of responses to each survey question. All findings can be found in the published data tables.

Sports Access Physical education is compulsory at all four key stages of the national curriculum. The sports and physical activities used in PE lessons to teach pupils are selected by schools. One of the national curriculum aims of PE is to ensure that pupils are engaged in competitive sports activities. We wanted to understand how pupils engage and access different sports. Pupils were asked about sports that were available to them at school, both in their PE lessons and outside of these, such as at break times and after school, as well as the team sports they would like to do in PE and outside of their usual classes. Barriers to participation in team sports outside of usual classes were also explored.

Pupils were asked about availability of and their participation in team sports during the last school year (September 2021 to July 2022) and therefore responses given by year 7 pupils reflect their final year of primary education. As such there are some quite marked differences between year 7 pupils and those in higher year groups.

Availability of team sports in PE lessons during last school year

As shown in Figure 1, the most commonly available team sports in PE lessons were football (73%), rounders (63%) and basketball (53%). Only 1% stated that they did not have PE lessons last year.

The most distinct differences in reported availability of team sports in PE lessons were between year 7 pupils, reporting on their final year of primary education, and pupils in higher year groups. In particular, year 7 pupils were less likely than those in all higher year groups to have had access to football, basketball, netball and badminton in their PE lessons the previous school year. However, they were more likely to have had hockey and swimming available to them in their PE lessons than pupils in all other year groups.

Dance and gymnastics were more widely reported as being available in PE lessons the previous school year by pupils in years 7-9 than those in years 10-11, while reported

⁴ <https://www.gov.uk/government/publications/parent-pupil-and-learner-panel-omnibus-surveys-for-2021-to-2022>

availability of badminton and volleyball in PE lessons was higher among higher year groups.

Pupils eligible for FSM were less likely than pupils not eligible for FSM, to report that each of the listed team sports except swimming were available in their PE lessons the previous school year.

Pupils with SEN were less likely than pupils without SEN to report that rounders, netball, dodgeball, badminton, cricket, dance, gymnastics, hockey and volleyball were available in their PE lessons the previous school year.

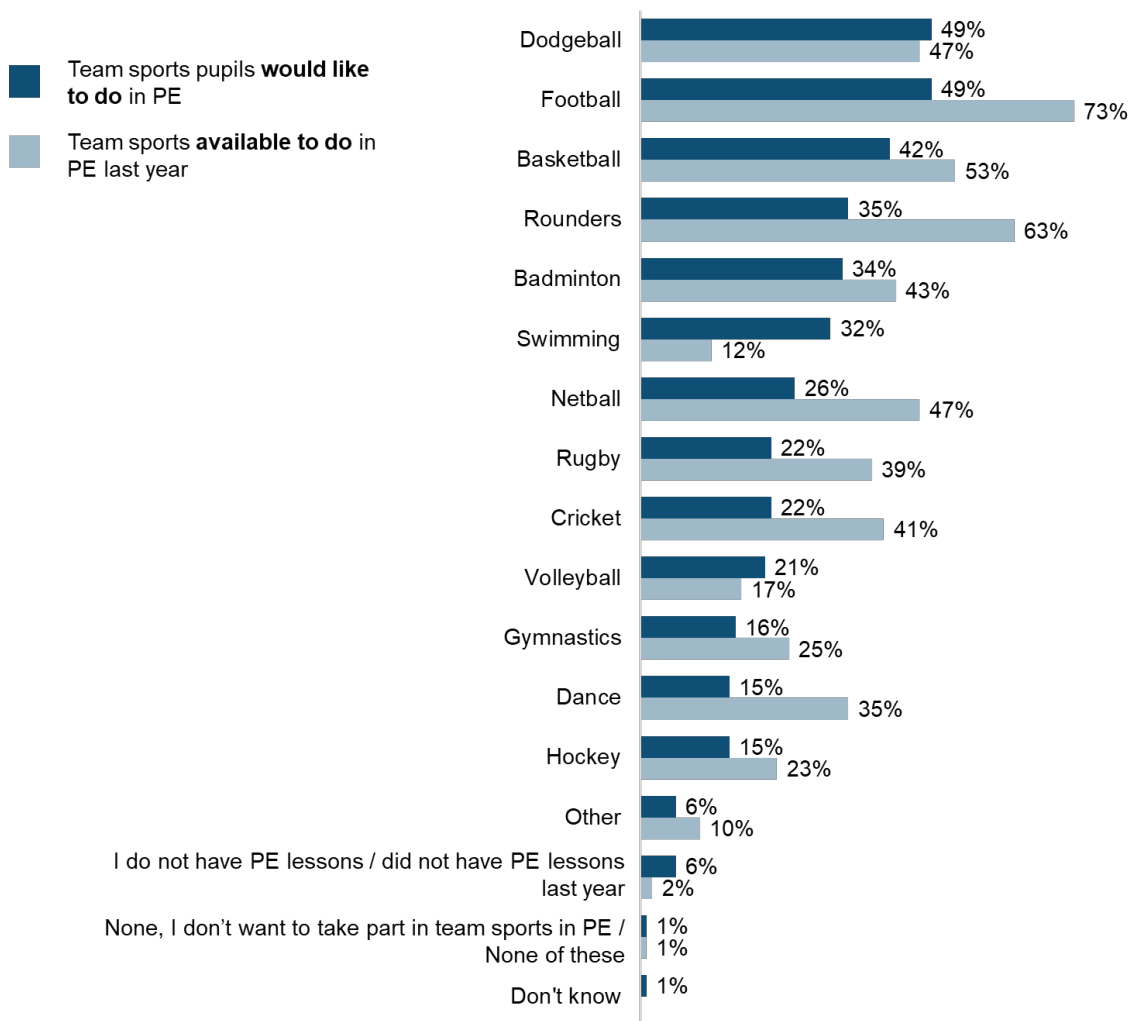
Pupils with CiN status were less likely to report that each of the listed team sports, excluding swimming, were available in their PE lessons than pupils without CiN status.

Football, basketball, cricket and rugby were more frequently reported as being available in their PE lessons the previous year by male pupils than female pupils. Female pupils were more likely to report that rounders, netball, badminton, dance, gymnastics and volleyball were available in their PE lessons the previous year than male pupils.

Team sports pupils would like to do in PE lessons

The vast majority (92%) of pupils mentioned at least one team sport that they would like to do in their PE lessons, with 6% stating that they did not want to take part in team sports in PE. As shown in Figure 1, the most popular choices of team sports were dodgeball (49%), football (49%) and basketball (42%).

Figure 1 Team sports pupils would like to do in their PE lessons and team sports available to do in PE lessons last year (pupils)



Base: All pupils (4,950).

Source: PPLP 2022/23 RW1 pupil survey, In your PE lessons, which of these team sports would you like to do? During the last school year (September 2021 to July 2022), which, if any, team sports were available to do in your PE lessons?

Some pupils were more likely to say that they did not want to take part in team sports in PE, including pupils in years 10-11 (8% compared with 5% of pupils in year 7-9), pupils eligible for FSM (8% compared with 5% of those not eligible), pupils considered to have SEN (8% compared with 5% of those not considered to have SEN), pupils with CiN status (8% compared with 6% of pupils without CiN status) and female pupils (8% compared with 4% of male pupils).

Pupils in years 7-9 were more likely to mention most of the listed team sports than pupils in years 10-11. Over nine in ten (94%) pupils in years 7-9 mentioned at least one of the sports, compared with 89% of pupils in years 10-11. The exception was badminton where 37% of pupils in years 10-11 wanted to do this compared with 32% of pupils in years 7-9.

Pupils eligible for FSM were less likely to mention dodgeball, rounders, badminton, netball, rugby, cricket, volleyball and hockey compared with those not eligible for FSM.

Pupils with SEN were less likely to want to do dodgeball, football, rounders, badminton, netball, cricket, volleyball, gymnastics and dance compared with pupils without SEN.

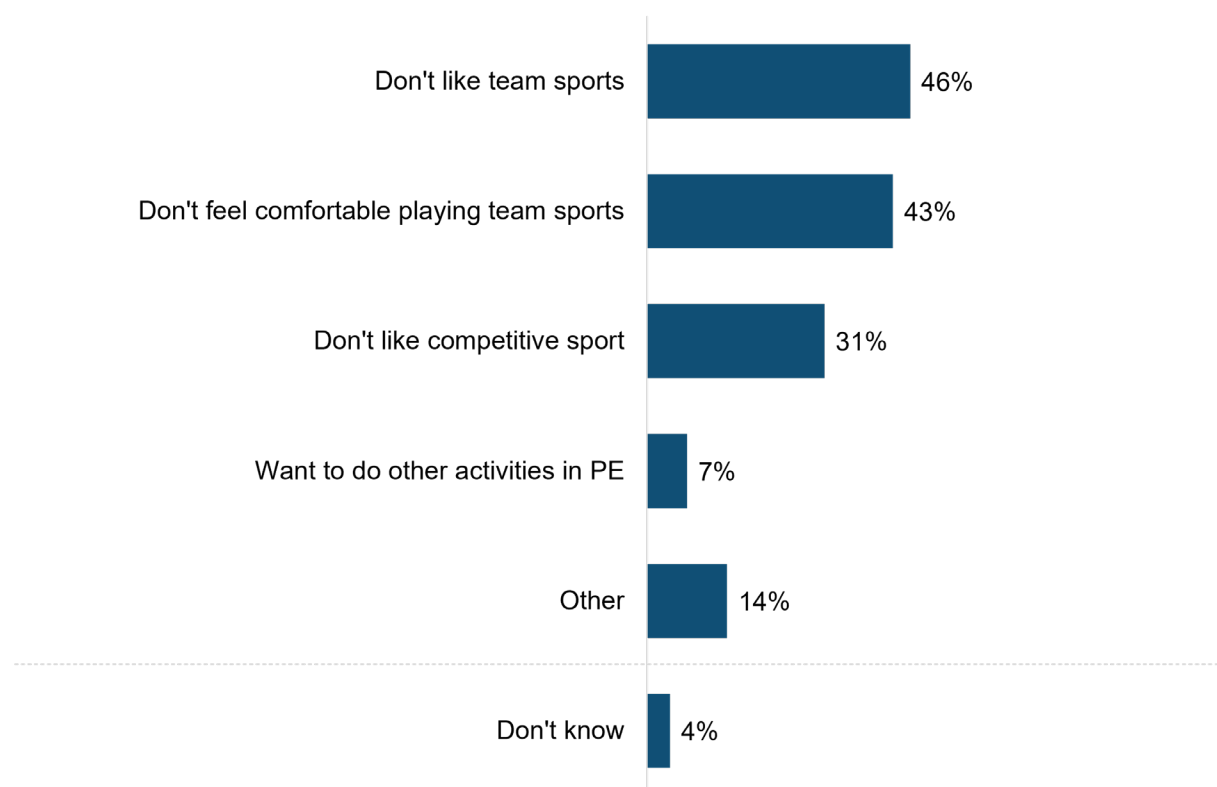
Pupils with CiN status were less likely to mention dodgeball, football, basketball, rounders, badminton, netball, cricket, volleyball and hockey as team sports they would like to play in PE compared with pupils without CiN status.

Male pupils were more likely than female pupils to want to do dodgeball, football, basketball, rugby and cricket, while female pupils were more likely than male pupils to prefer badminton, swimming, netball, volleyball, gymnastics and dance.

Reasons for not wanting to take part in team sports in PE lessons

For the minority of pupils who did not want to take part in team sports in PE lessons, the main reasons given (as shown in Figure 2) were that they do not like team sports (46%), or they do not feel comfortable playing team sports (43%).

Figure 2 Reasons for not wanting to take part in team sports in PE lessons (pupils)



Base: Pupils who do not want to take part in team sports in PE lessons: All pupils (334).

Source: PPLP 2022/23 RW1 pupil survey, Why do you not want to take part in team sports in your PE lessons?

Availability of team sports outside of usual classes during last school year

Three quarters (73%) of pupils had the opportunity to take part in team sports provided by their school outside of their usual classes, such as at break times or after school, during the last school year. As shown in Figure 3, the sport most widely available in these situations was football (58%), followed by basketball (30%) and netball (28%).

Reported availability of team sports provided by school outside of usual classes during the last school year was highest among the lower year groups, falling from 80% of year 7 pupils to 67% of year 11 pupils. Football, cricket, dance, dodgeball, gymnastics and swimming were reported to have greater availability outside of usual classes in the previous year to pupils in years 7-9 than to pupils in years 10-11, with more reported opportunity to participate in football, dodgeball and swimming among pupils in year 7 than in any other year.

Pupils eligible for FSM reported lower levels of opportunity to participate in any team sports outside their usual classes during the last school year, than pupils not eligible for FSM (66% compared with 75%). In particular, the reported opportunity to take part in football, basketball, netball, rugby, cricket, rounders, badminton, dance, hockey and volleyball was lower among pupils eligible for FSM than among pupils not eligible for FSM.

Reported access to team sports outside their usual classes was lower among pupils with SEN (66% compared with 74% of pupils without SEN). In particular, the reported opportunity to take part in football, netball, rugby, cricket, rounders, badminton, dance and hockey was lower among pupils with SEN than among pupils without SEN.

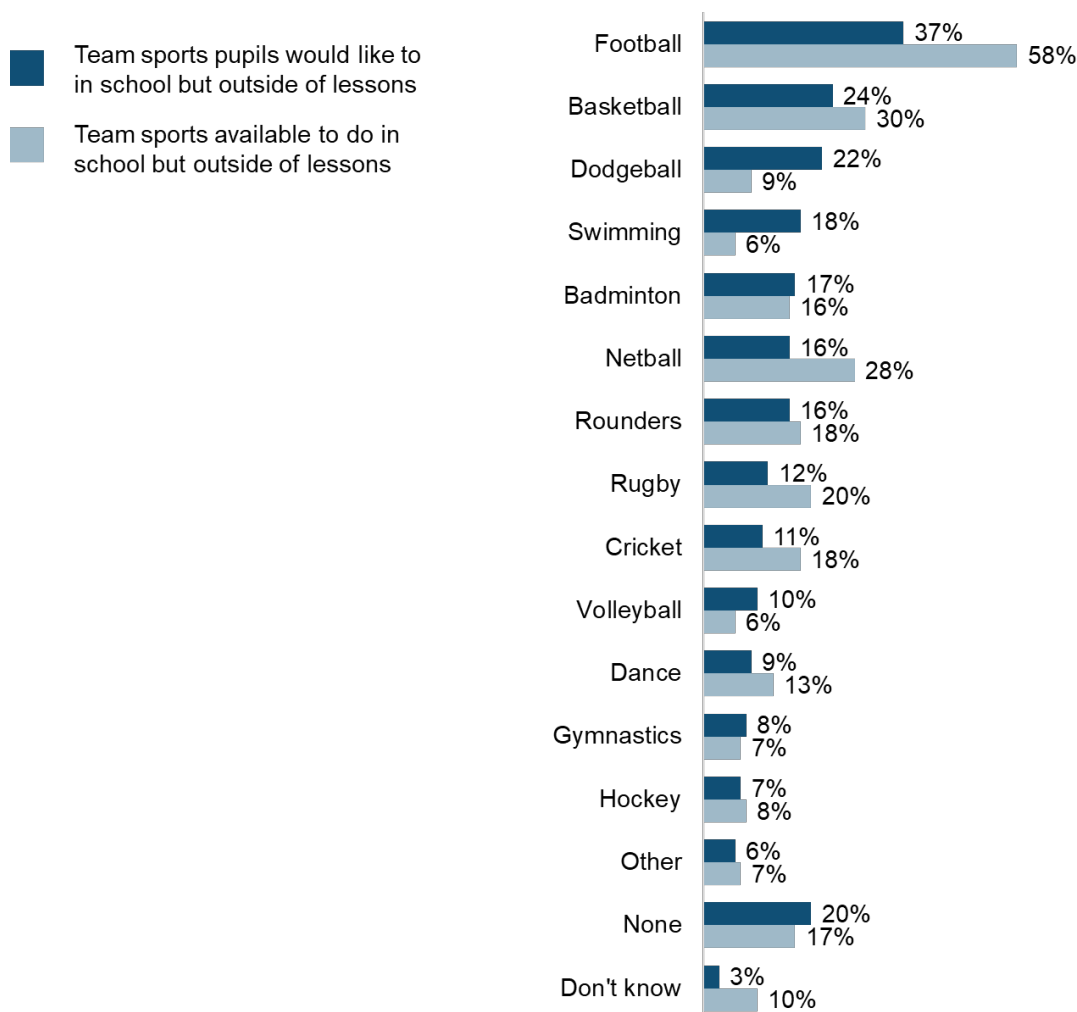
Pupils with CiN status were less likely to state that they had the opportunity to participate in any team sports outside their usual classes during the last school year than pupils without CiN status (64% compared with 73%). Pupils with CiN status reported lower levels of opportunity to take part in football, basketball, netball, rugby, cricket, rounders, badminton, dance, hockey and volleyball than pupils without CiN status.

Overall, male pupils reported more opportunity to take part in any team sports outside their usual classes during the last school year, compared with female pupils (77% compared with 69%). Male pupils reported higher levels of access to football, basketball, rugby and cricket, while female pupils were more likely than male pupils to report the opportunity to participate in netball, rounders, badminton, dance, hockey and gymnastics outside their usual classes.

Team sports pupils would like to do outside of usual classes

Three quarters (77%) of pupils wanted to do a team sport outside of their usual classes (during break times or after school). As shown in Figure 3, the most popular choice was football, which was selected by 37% of pupils, followed by basketball (24%) and dodgeball (22%). One in five (20%) pupils did not want to take part in any team sports outside of their usual classes.

Figure 3 Team sports pupils would like to do outside of usual classes during last school year, and team sports available outside of usual classes (pupils)



Base: All pupils (4,950).

Source: PPLP 2022/23 RW1 pupil survey, During the last school year (September 2021 to July 2022), which, if any, team sports did you have the opportunity to take part in outside of your usual classes, such as during break times or after school? Please only think about the team sports you could do during break times and after school and were provided by your school. Outside of your usual classes, such as during break times or after school, which of these team sports would you like to do? Please only think about the team sports you could do during break times and after school.

Desire to participate in any team sports outside of usual classes was highest among younger pupils (87% of year 7 pupils, falling to 68% of year 11 pupils). All listed team sports, with the exception of badminton and hockey, were more popular choices with pupils in years 7-9 than with pupils in years 10-11.

Pupils eligible for FSM were less likely to want to participate dodgeball, badminton, netball, rounders, rugby, cricket, volleyball and hockey compared with pupils not eligible for FSM.

Pupils with SEN were less likely to want to play badminton, netball, rounders, cricket, volleyball and hockey outside of usual classes compared with pupils without SEN.

Pupils with CiN status were less likely to want to take part in basketball, dodgeball, badminton, netball, rounders, cricket, volleyball and hockey than pupils compared with pupils without CiN status.

Male pupils were more likely than female pupils to want to play football, basketball, dodgeball, rugby and cricket. Female pupils were more likely than male pupils to want to do swimming, netball, rounders, volleyball, dance and gymnastics.

Whether pupil took part in team sports outside of usual classes during last school year and reasons for not doing so

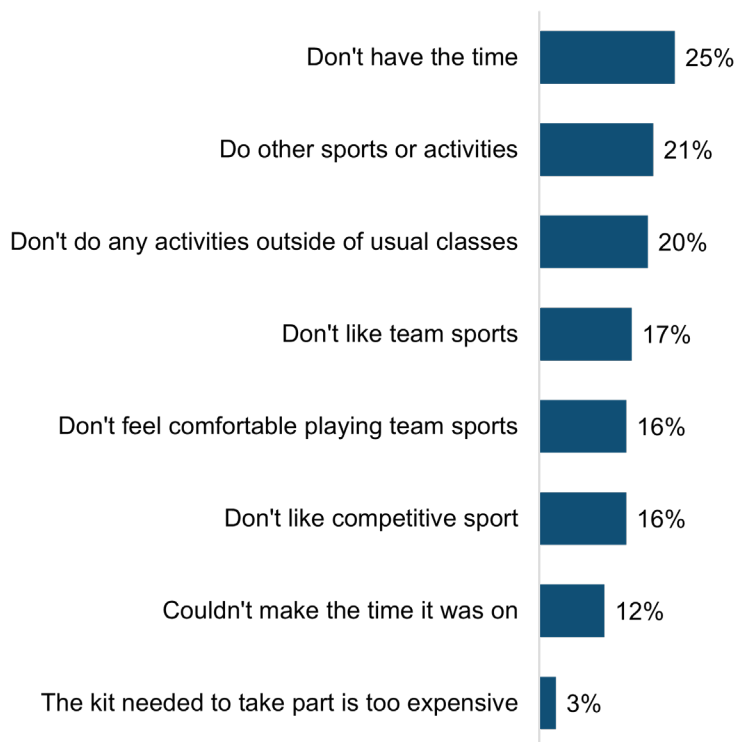
Three in five (58%) pupils took part in a team sport provided by their school outside of class where they had the opportunity.

Participation in team sports provided by schools outside of usual classes was highest among lower year groups, falling from 66% of pupils in years 7 and 8 to 46% of pupils in year 11.

Pupils that were less likely to have participated in team sports provided by the school included pupils eligible for FSM (55% compared with 59% of pupils not eligible), pupils with SEN (48%, compared with 60% of pupils without SEN), and female pupils (52%, compared with 64% of male pupils).

Of those who did not take part in team sports provided by the school outside of usual lessons, the main reasons given (as shown in Figure 4) were not having the time (25%), doing other sports or activities (21%), or not doing any activities outside of usual classes (20%).

Figure 4 Reasons for not taking part in team sports provided by school outside of usual classes during last school year (pupils)



Base: Pupils who did not take part in team sports provided by their school outside of usual classes: All pupils (1,418).

Source: PPLP 2022/23 RW1 pupil survey, Why didn't you take part in team sports provided by your school during break times and after school? Please only think about the team sports you could do during break times and after school and were provided by your school.

Pupils in years 10-11 were more likely than those in years 7-9 to say they did not have enough time (33%, compared with 18%).

Pupils eligible for FSM were less likely to say doing other sports or activities was a reason (10% compared with 24% of pupils not eligible), as were pupils with SEN (13%, compared with 23% of pupils without SEN), pupils with CiN status (14%, compared with 21% of pupils without CiN status), and male pupils (17% compared with 24% of female pupils).

Female pupils were more likely to say that they did not enjoy team sports compared with male pupils (22% compared with 12%).

Not feeling comfortable playing team sports was more likely to be given as a reason by pupils eligible for FSM (21% compared with 15% of pupils not eligible), pupils with CiN status (23% compared with 16% of pupils without CiN status), and female pupils (22% compared with 9% of male pupils).

The kit needed to take part being too expensive was more likely to be given as a reason by pupils eligible for FSM (6%, compared with 2% of those not eligible).

Family Hubs

Family hubs are places within the local community that offer support to families with children and teenagers. They provide online or in-person services such as early years education, health services, SEND support and financial/housing support. Other names for family hubs include 'family centres' or 'family and children's centres'.

This section examines parents' awareness and use of family hubs⁵. The section looks at the types of services that parents had accessed and how they rated their experiences in accessing those services. When parents reported they had not accessed any services through family hubs, the reasons for this are explored.

Awareness of Family Hubs

Parents were asked if they had heard of family hubs before the survey and, if so, how much they knew about it. Two in five parents (41%) said they had heard of family hubs. This included 5% who said they 'knew a lot about it', 18% who 'knew a little about it' and 17% who had only heard of it.

Awareness of family hubs was higher among parents of primary pupils (43% compared with 37% of parents of secondary pupils) and parents of pupils with CiN status (46% compared with 40% of parents of pupils without CiN status).

Parents were most likely to say they had heard about family hubs through a health service (25%), online (23%), or through communications from a nursery, school or college (22%). Around one in six (15%) said they had heard about family hubs through a friend or family member and one in ten (9%) said this was through current or previous jobs. One in six (15%) said they did not remember how they heard about family hubs.

Parents of primary pupils were more likely to have heard about family hubs through a health service (28% compared with 21% of parents of secondary pupils), as were parents of pupils with CiN status (31% compared with 24% of parents of pupils without CiN status).

Hearing about family hubs through communications from a nursery, school or college was higher among parents of pupils eligible for FSM (26% compared with 21% of those

⁵ A lot of local authorities are in the process of transforming their current early help/ family support models to family hub models. Therefore, not all areas have what would be defined as a family hub; see https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1096773/Annex_F_-_family_hub_service_expectations.pdf for a description of the services family hubs should include.

not eligible), and among parents living in local authority areas not receiving family hubs transformation funding (24% compared with 19% of areas receiving the funding)⁶.

Hearing about family hubs from a friend or family member was higher among parents of pupils eligible for FSM (18% compared with 14% of those not eligible for FSM) and for parents living in local authority areas receiving family hubs transformation funding (17% compared with 13% of areas not receiving the funding).

Services accessed through family hubs

Parents who said they were aware of family hubs were asked about the services they had accessed through family hubs over the past 12 months. Four in five (81%) had not accessed any services. The remaining 19% of parents had accessed at least one service, with parents most likely to have used early years education and health services (8%). All other services had been accessed by less than 5% of parents, including health care services (4%), parenting or relationship support (4%), SEND support (3%) and practical support (2%).

Parents of primary pupils were more likely to have accessed early years education and health services (10% compared with 5% of parents of secondary pupils).

Parents of pupils that are eligible for FSM were more likely to have accessed a number of services including early years education and health services (13% compared with 7%), health care services (7% compared with 4%), parenting or relationship support (6% compared with 3%) or practical support (4% compared with 1%).

Parents who considered their child to have SEND were more likely to have accessed SEND support (12% compared with 2% who do not consider their child to have SEND) or parenting or relationship support (8% compared with 3%).

The proportion of parents who had accessed services through family hubs in the past year was higher amongst parents of pupils with CiN status (35% compared with 18% parents of pupils without CiN status). This group of parents was more likely to access the following:

- Early years education and health services (12% compared with 8%)
- Health care services (12% compared with 4%)
- Parenting or relationship support (9% compared with 4%)
- SEND support (8% compared with 3%)
- Practical support (5% compared with 1%)

⁶ This is referring to the 75 local authority areas receiving government transformation funding (£301.75m) and those not receiving this.

- Other types of support (5% compared with 2%)

Ratings of experience in accessing services through family hubs

Parents who had accessed services through a family hub were asked to rate their experience.

Around four in five (78%) rated their experience positively, with a third (34%) of these saying their experience was very good and 44% saying their experience was good. Only 3% rated their experience negatively. The remaining 20% were either neutral about their experience (14%), said their experience varied too much to say (2%) or did not know (4%).

Parents of pupils considered to have SEND were less likely to rate their experience with accessing family hubs services as good (68% compared with 83% of parents of pupils that did not consider their child to have SEND).

Parents of pupils with CiN status were less likely to rate their experience as good (70% compared with 78% of parents of pupils without CiN status).

Reasons for not accessing services through family hubs

Parents who were aware of family hubs but had not accessed any services in the past 12 months were asked why not. Almost three quarters (73%) said this was because they did not need these services. A small proportion (5%) parents said they access the same services elsewhere and 3% said they were unable to access the services through family hubs. One in six (16%) did not know why they had not accessed services.

Parents that were more likely to say they did not need to access the services included parents of secondary pupils, parents of pupils not eligible for FSM, parents that do not consider their child to have SEND, and parents of pupils without CiN status.

Among parents who had not accessed any services through family hubs, parents who consider their child to have SEND and parents of pupils with CiN status were more likely to say that they access the services elsewhere, or that they are unable to access the services.

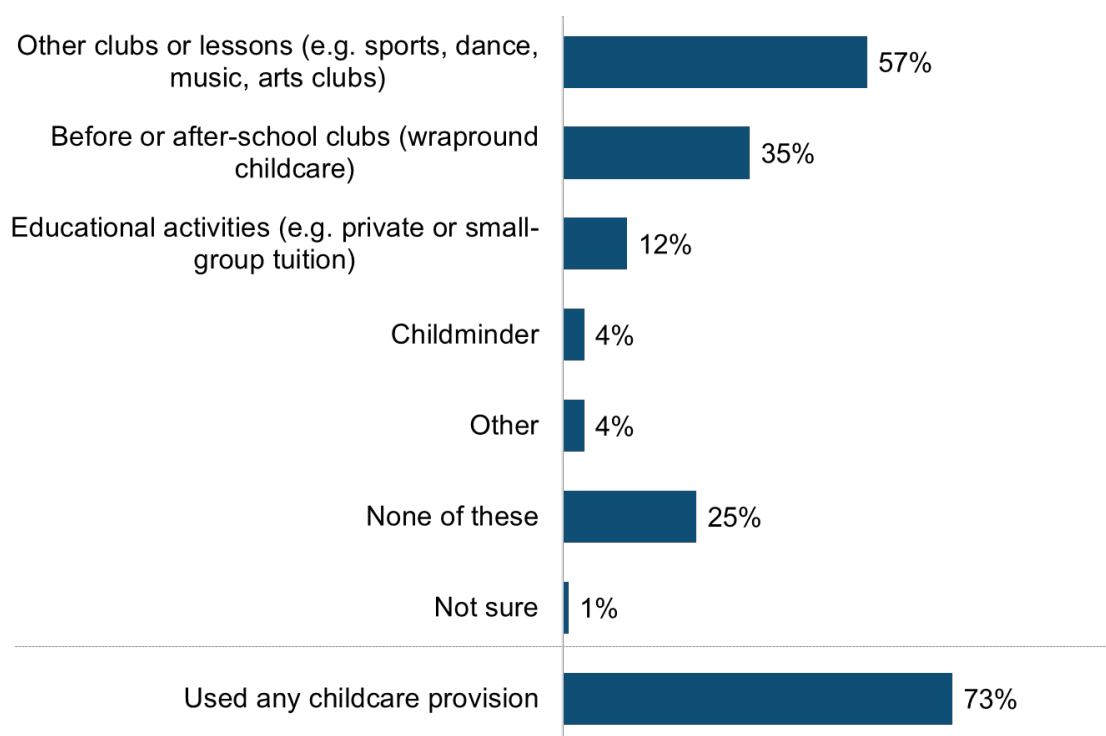
Childcare

This section examines the use of childcare provision among parents of primary school pupils, including the type of provision used, reasons for using or not using and whether parents are using government funded support, such as Tax-Free Childcare, childcare vouchers and the childcare element of Universal Credit. Parents of primary school pupils were also asked about their attitudes towards using childcare providers which were not regulated by Ofsted or their local authority.

Use of childcare provision since the start of term

Three-quarters (73%) of parents of primary school pupils reported that their child had attended some form of activity or childcare provision since the start of term in September 2022. Over half (57%) had attended clubs or lessons such as sports, dance, music or arts clubs and one in three (35%) had attended before or after-school clubs, as shown in Figure 5.

Figure 5 Use of childcare provision since the start of term (parents)



Base: All primary school parents (2,777).

Source: PPLP 2022/23 RW1 parent survey, Which, if any, of the following activities or childcare provision has [PUPILNAME] attended since the start of term (September 2022)?

Parents of year 1 pupils were the least likely to have used childcare provision and activities (66% compared with 75% of parents of pupils in years 2-6). Use of before or

after-school clubs decreased amongst parents of pupils in year 6 (28% compared with 36% in years 1-5), while use of educational activities increased from year 4 (17% in years 4-6 compared with 6% in years 1-3).

Parents of pupils eligible for FSM were less likely to have used childcare provision and activities than parents of pupils not eligible for FSM (61% compared with 78%).

Parents of pupils considered to have SEND were less likely to have used any childcare provision and activities than parents of pupils not considered to have SEND (60% compared with 78%). This was largely related to lower use of clubs and lessons (40% compared with 62%).

Childcare provision and activities were used by fewer parents of pupils with CiN status (59%) than parents of pupils without CiN status (74%), with lower reported use of clubs and lessons (36% compared with 57%) and before or after-school clubs (30% compared with 35%).

There was no difference in the overall use of childcare provision and activities between parents of white pupils and parents of pupils of all other ethnic groups combined. However, parents of pupils of all ethnic minorities (excluding white minorities) were more likely than parents of white pupils to have used educational activities such as private or small-group tuition (16% compared with 10%). Parents of white and mixed ethnicity pupils were more likely to have used clubs and lessons (58% and 69%) and before or after-school clubs (36% and 45%) than parents of Asian children (41% and 25% respectively).

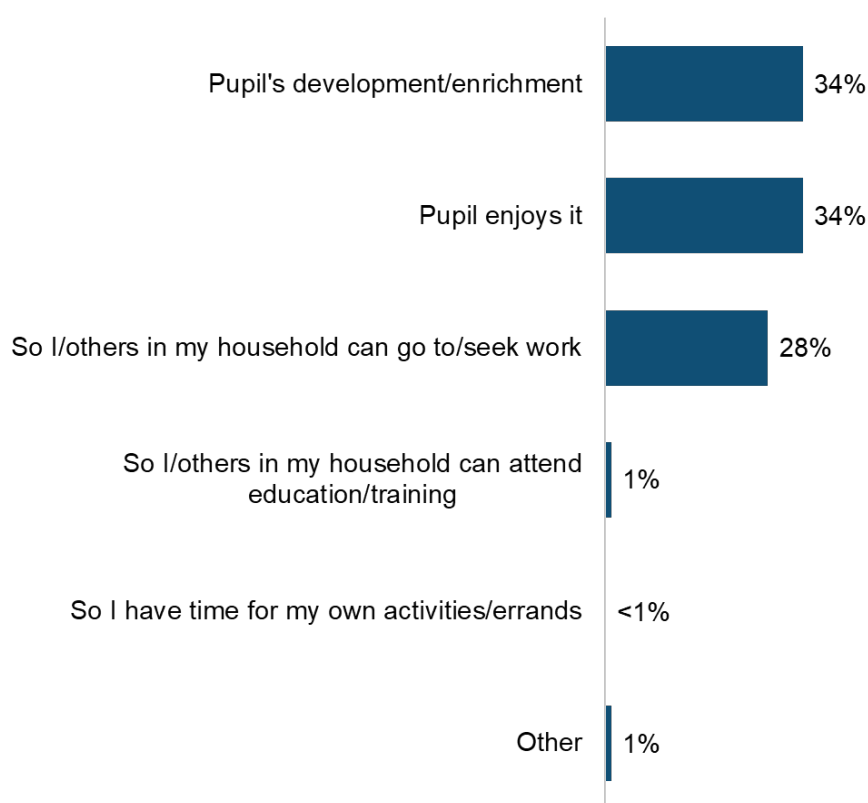
Use of childcare provision and activities increased as household income increased across all types of provision, rising from 58% of parents whose annual household income was under £15,000 to 96% of parents whose annual household income was £100,000 or more.

Funded support appeared to be encouraging the use of childcare with parents who used funded support to pay for childcare, such as Tax-Free Childcare, childcare vouchers and the childcare element of Universal Credit, were more likely to have used childcare provision and activities than parents who had not used funded support (92% compared with 71%).

Main reasons for using childcare provision since the start of term

As shown in Figure 6, the main reasons for using childcare provision or activities were for the pupil's development/enrichment or because they enjoyed it (both 34%), or so that parents could go out to or seek work (28%).

Figure 6 Main reason for using childcare provision or activities (parents)



Base: All primary school parents who have used childcare provision or activities (1,936).

Source: PPLP 2022/23 RW1 parent survey, What is the main reason you have used activities or childcare provision for [PUPILNAME] this term?

Pupil development/enrichment was less likely to be the main factor in using childcare provision or activities for parents of year 1 pupils than parents of pupils in years 2-6 (25% compared with 36%), while enjoyment was less of a factor for parents of year 2 pupils than pupils in all other year groups combined (25% compared with 36%).

For parents of pupils eligible for FSM, the main reason for using childcare provision or activities was more likely to be for pupil enjoyment (44% compared with 31%) or for attending education or training (4% compared with 1%) than parents of pupils not eligible for FSM. It was less likely to be so that they or someone else in their household could go to work (31% of those not eligible for FSM compared with 15% eligible for FSM).

Parents of pupils with CiN status were more likely to cite pupil enjoyment (40% compared with 34% without CiN status).

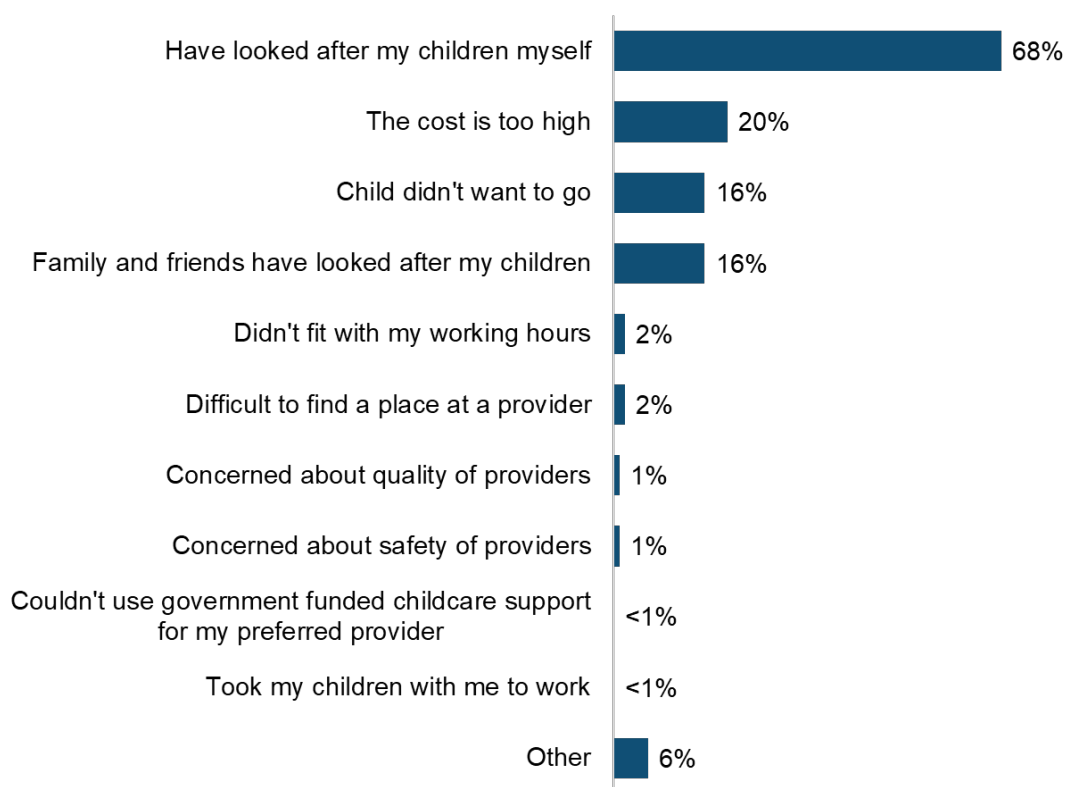
For parents of ethnic minority pupils (excluding white minorities) the main reason for using childcare provision or activities was more likely to be pupil development/enrichment (41% compared with 31%) and less likely to be to go to work than parents of white pupils (31% compared with 21%).

Pupil enjoyment was more likely to be the main reason for using childcare provision or activities for parents in lower income households (41% compared with 25%), while going to work was more likely to be the main reason in higher income households (39% compared with 22%).

Reasons for not using childcare provision since the start of term

Two-thirds (68%) of parents who had not used childcare provision or activities since the start of this term said it was because they had looked after their children themselves (Figure 7). One in five (20%) said it was because the cost was too high, with slightly fewer saying they had not used childcare provision or activities because their child did not want to go or because they had family or friends who had looked after their children (both 16%).

Figure 7 Reasons for not using childcare provision or activities (parents)



Base: All primary school parents who have not used childcare provision or activities (807).

Source: PPLP 2022/23 RW1 parent survey, Why have you not used activities or childcare provision for [PUPILNAME] this term?

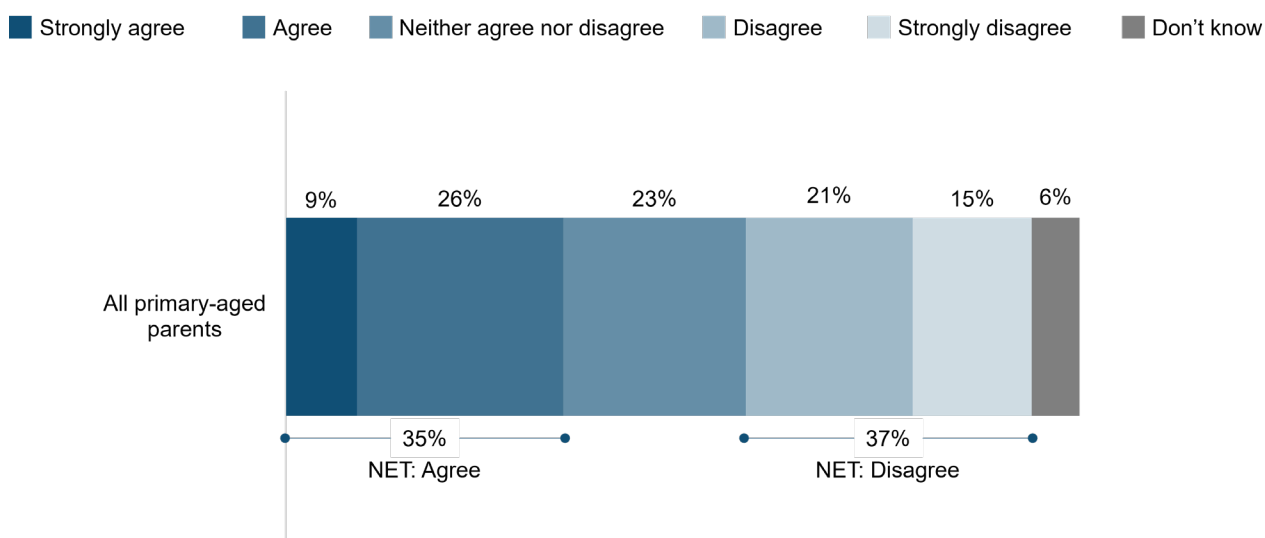
Parents of pupils considered to have SEND were more likely to state that had not used childcare provision or activities this term because their child did not want to go (24% compared with 14% of parents of pupils not considered to have SEND).

Parents of ethnic minority pupils (excluding white minorities) were more likely to have not used childcare provision or activities because the cost was too high (30% compared with 16% of parents of white pupils), while parents of white pupils were more likely than parents of ethnic minority pupils (excluding white minorities) to state that their child did not want to go (20% compared with 5%).

Attitudes to using educational or activity providers not regulated by Ofsted or local authority

As shown in Figure 8, attitudes towards using educational or activity providers not regulated by Ofsted or the local authority were mixed, with around a third (35%) of parents of primary school pupils agreeing they would be happy to use these and 37% disagreeing. One in four (23%) neither agreed nor disagreed and the remaining 6% said they did not know.

Figure 8 Attitudes to using educational or activity providers not regulated by Ofsted or local authority (parents)



Base: All primary school parents (2,777).

Source: PPLP 2022/23 RW1 parent survey, Thinking about childcare or other activities for [PUPILNAME], how much do you agree or disagree with the following statement? I am happy to use an educational or activity provider who is not regulated by Ofsted or my local authority

Parents of pupils considered to have SEND were less likely to agree than parents of pupils not considered to have SEND (28% compared with 35%).

Parents whose household income was at least £100,000 were the most likely to agree compared with parents in households with income below £100,000 (50% and 35% respectively).

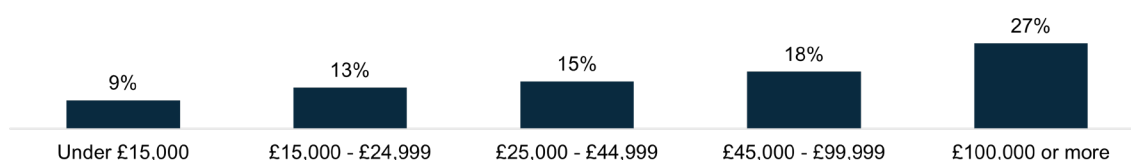
Parents who used funded support to pay for childcare were more likely to disagree than parents who had not used funded support (48% compared with 35%).

Whether parent has used any government funded support to pay for childcare provision since the start of term

One in seven (14%) parents of primary school pupils had used government funded support such as Tax-Free Childcare, childcare vouchers and the childcare element of Universal Credit to pay for childcare and activities since the start of September 2022. Four in five (83%) had not used government funded support and the remainder either did not know (3%) or preferred not to say (1%).

Parents in higher income households were more likely to have used government funded support to pay for childcare and activities, as shown in Figure 9.

Figure 9 Use of government funded support to pay for childcare and activities – by household income (parents)



Base: All primary school parents with annual household income under £15,000 (496), £15,000 - £24,999 (477), £25,000 - £44,999 (481), £45,000 - £99,999 (549), £100,000 or more (142).

Source: PPLP 2022/23 RW1 parent survey, Some families are able to use government funded support such as Tax-Free Childcare (TFC), childcare vouchers and the childcare element of Universal Credit (UC) to pay for childcare and activities. Have you used any funded support to pay for activities or childcare provision since the start of September 2022?

Cost of living

Parents were asked a number of questions relating to their financial situation and the affordability of various school related costs, including how worried they were and whether it had impacted their child's ability to take part in activities or have access to particular items. The extent to which the rising cost of living had negatively impacted the mental health of pupils is also covered in this section.

This section compares findings from the PPLP September 2022 recruitment wave for the 2022/23 panel with findings from PPLP May 2022 wave from the 2021/22 panel.

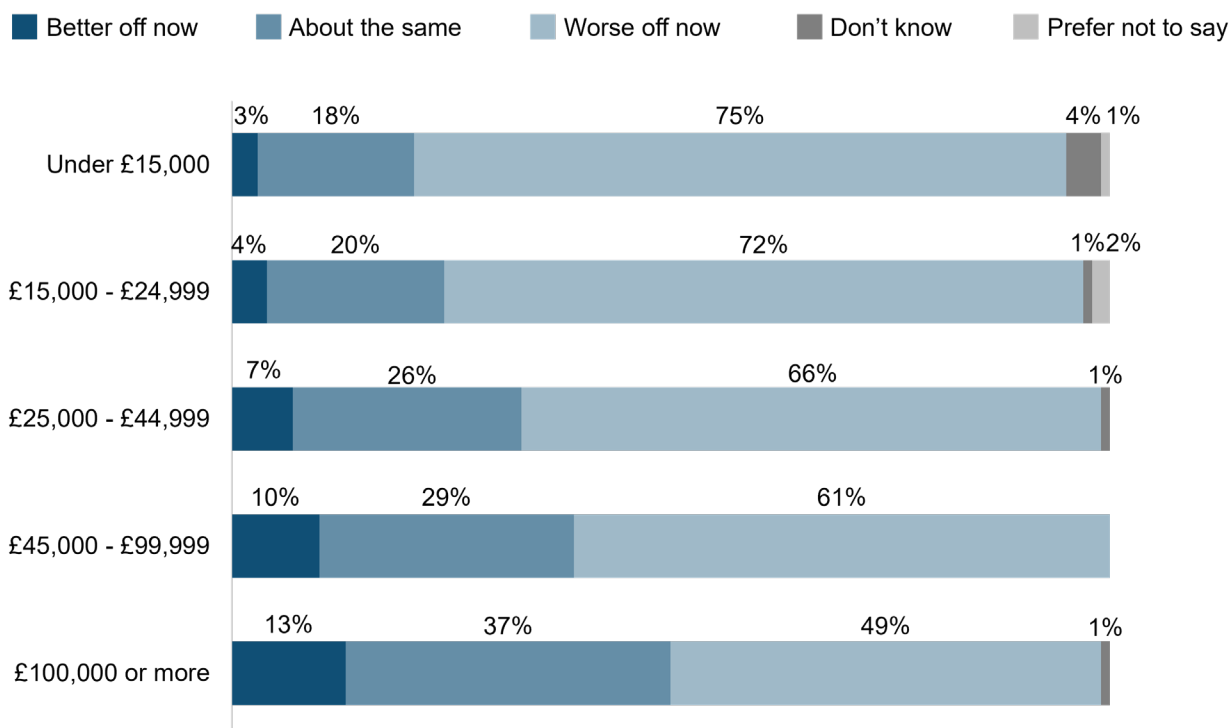
Whether parent is better or worse off financially than a year ago

Almost two thirds (63%) of parents felt that they were worse off financially now than a year ago (September 2021). Fewer than one in ten (7%) thought that they were better off than a year ago and one in four (26%) felt that they were in about the same position financially as they were a year ago.

Parents of pupils eligible for FSM, parents of pupils considered to have SEND and parents of pupils with CiN status were all more likely to feel they were worse off financially than a year ago compared with parents of pupils not in these groups.

As shown in Figure 10, parents in higher income households were more likely than those in lower income households to say they were better off or about the same financially now than a year ago, whereas parents in lower income households were more likely to feel worse off.

Figure 10 Financial situation compared with a year ago – by household income (parents)



Base: All parents with annual household income under £15,000 (862), £15,000 - £24,999 (922), £25,000 - £44,999 (968), £45,000 - £99,999 (1,149), £100,000 or more (307).

Source: PPLP 2022/23 RW1 parent survey, Would you say that you are better off or worse off financially than you were a year ago (September 2021)?

Parents who were unemployed or who were not working due to long term sickness or disability were more likely to feel worse off financially now compared with a year ago compared with parents who were employed or who were not working due to looking after the house or children.

Whether parents have to cut back on household costs to afford school related costs

Almost six in ten (57%) parents said that since the start of the 2022 summer holidays they had cut back on household costs such as food and energy to be able to afford school related costs (items such as uniforms and textbooks). This is an increase from 44% in the PPLP May 2022 survey where parents reported whether they had cut back on household costs to afford school related costs since September 2021.

Parents of year 7 pupils were more likely to say they had cut back on household costs to afford school related costs (67%) compared with 56% of those in years 8-11.

Parents of pupils eligible for FSM, parents of pupils considered to have SEND and parents of pupils with CiN status were all more likely to have cut back on household costs to be able to afford school related costs than parents of pupils not in these groups.

Seven in ten (70%) parents who felt they were worse off financially now than a year ago said they had cut back on household costs to be able to afford school related costs, compared with one in three (35%) parents who felt they were better off or in about the same position financially compared with a year ago.

There was also a clear association between household income and whether parents had cut back on household costs to be able to afford school related costs, with 76% of parents with household income below £25,000 cutting back on household costs, compared with 23% of parents with a household income of £100,000 or more.

Parents who were unemployed or who were not working due to long term sickness or disability were more likely to have cut back on household costs to be able to afford school related costs compared with parents who were employed or who were not working due to looking after the house or children.

Parents' expectations for cutting back on household costs in future

Just over half (53%) of parents felt that during the rest of the school year they would need to cut back on household costs such as food and energy to be able to afford school related costs (items such as uniforms and textbooks), an increase from 49% in the PPLP May 2022 wave.

This was higher among parents of pupils in year 7 compared with all other year groups. It was also higher for parents of pupils eligible for FSM, parents of pupils considered to have SEND and parents of pupils with CiN status.

Nearly twice as many parents who felt they were worse off financially now than a year ago were expecting to cut back on household costs during the rest of the school year in order to afford school related costs compared with parents who felt they were better off or in about the same position financially (64% compared with 33%).

Two-thirds (67%) of parents with a household income of under £25,000 were expecting to cut back on household costs to afford school related costs compared with 21% of those with a household income of £100,000 or more.

Parents who were unemployed were more likely to expect to cut back on household costs during the rest of the school year to afford school related costs than parents who were employed (61% compared with 51%).

Main challenges in school related costs

All parents were asked to describe, in their own words, the main challenges they expected to face in relation to school related costs in the coming months. The most common themes that emerged related to:

- School uniform
- School trips
- Food, including school meals

School uniform

School uniform, including shoes, PE kit and branded uniform was one of the most common responses from parents in relation to school related costs.

“The expense of the uniform- just last week I had to buy new PE leggings as the quality of the logo ones you have to purchase is awful and does not last- this cost £17 just for leggings”

Secondary parent, year 10

“Extra kits and shoes/football boots are so expensive and charged at adult prices after reaching a particular size, despite my child being 11.”

Secondary parent, year 7

“Uniform as I want to cut back on washing machine and heating costs so think u need to buy more uniform as I’m washing uniform most nights. Also need to buy waterproof winter clothing and shoes as we walk to school.”

Primary parent, year 3

School trips

Paying for school trips was another common response from parents in relation to school related costs.

“Finding the money for school trips and excursions to enrich my childs education.”

Secondary parent, year 10

“Cost of school trips last minute, growing out of uniform quickly, shoes wearing out or breaking”

Primary parent, year 4

“School trips and dress up days that you have to pay for or cannot come in dress up”

Primary parent, year 2

Food, including school meals

Food, including school meals and snacks were frequently mentioned, often in combination with other cost challenges.

“School meals, trips, uniforms. I do not want my child to be seen as not having anything and always make sure they have what they need and cut back on things in the home or on myself to compensate.”

Secondary parent, year 9

“School trips and increasing cost of school dinners/ food for making packed lunches”

Secondary parent, year 8

“To pay for breakfast club and school trips and activities then the cost of upcoming uniform shoes etc”

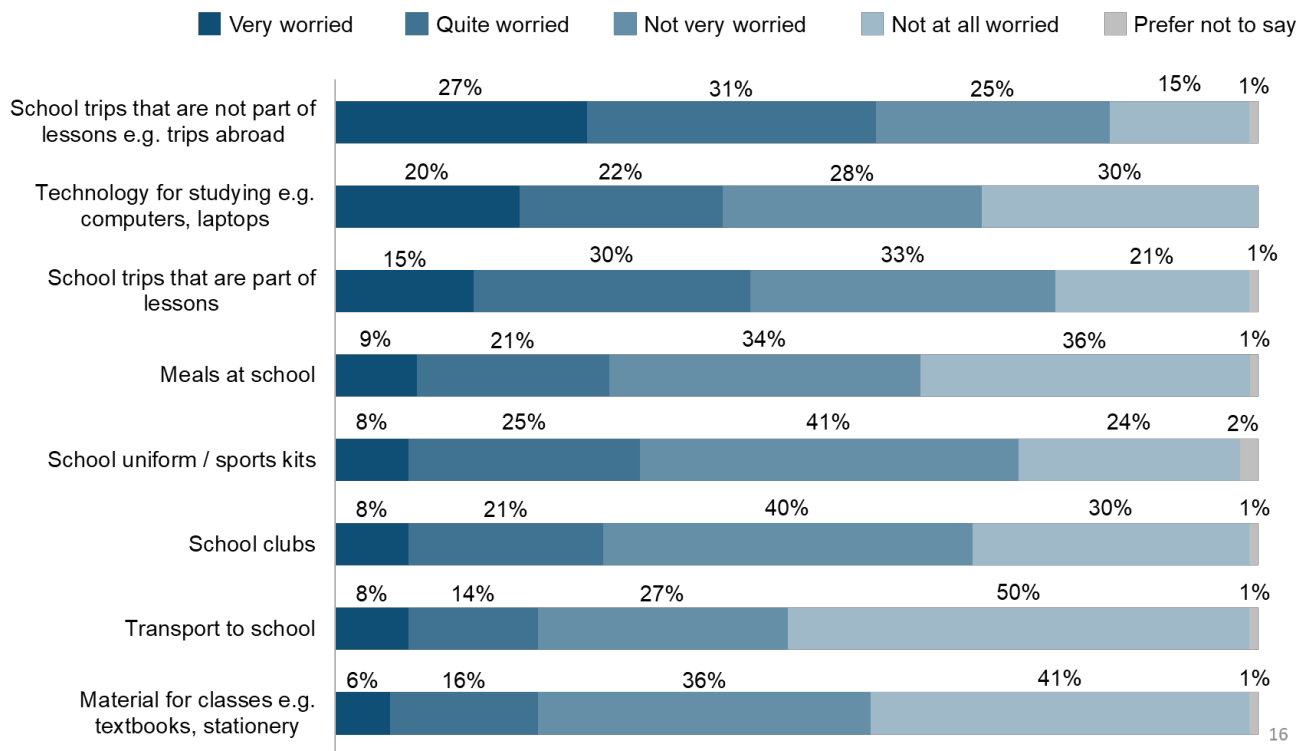
Primary parent, year 5

How worried parents are about being able to afford various school related costs

Parents were asked how worried they were about being able to afford a number of different school related costs this academic year.

As shown in Figure 11, parents were most worried about school trips that are not part of lessons (51% were worried), technology for studying (44%) or school trips that are part of lessons (44%). Items that typically cost less, such as stationery and uniform, attracted less concern.

Figure 11 Level of worry about being able to afford school related costs (parents)



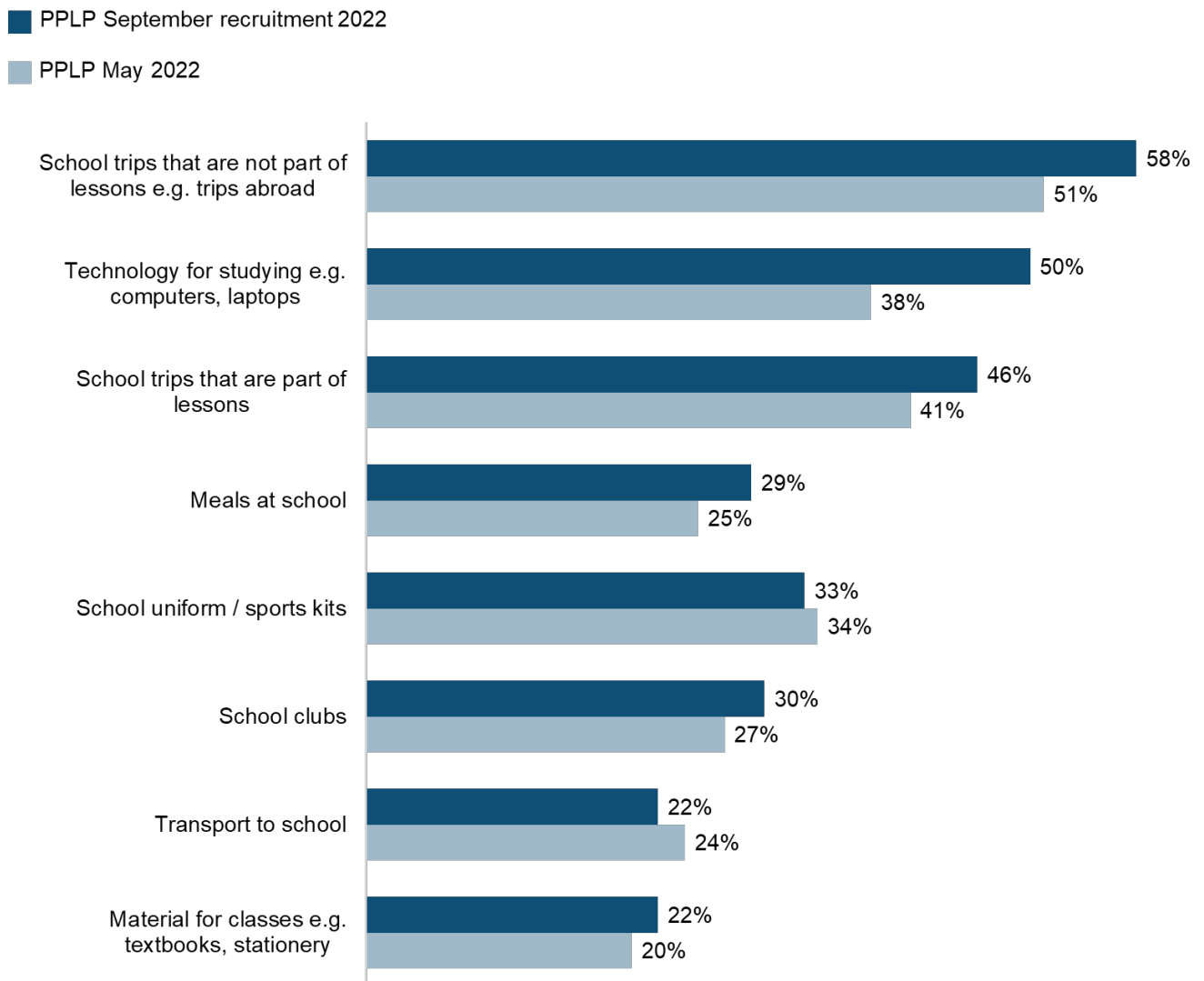
Base: All parents, excluding those answering 'not applicable' at each statement (5,564).

Source: PPLP 2022/23 RW1 parent survey, How worried are you about being able to afford the following for [PUPILNAME] this academic year?

Note: 'Not applicable' was selected by: school trips that are not part of lessons (12%), school trips that are part of lessons (2%), technology for studying (11%), school uniform / sports kit (2%), school clubs (13%), meals at school (14%), transport to school (25%), materials for classes (14%).

Compared with the PPLP May 2022 wave, there has been an increase in the proportion of parents who said they were very worried or quite worried about being able to afford school trips that are not part of lessons, technology for studying, school trips that are part of lessons, meals at school and school clubs (Figure 12).

Figure 12 Proportion of parents very or quite worried about affording school related costs over time



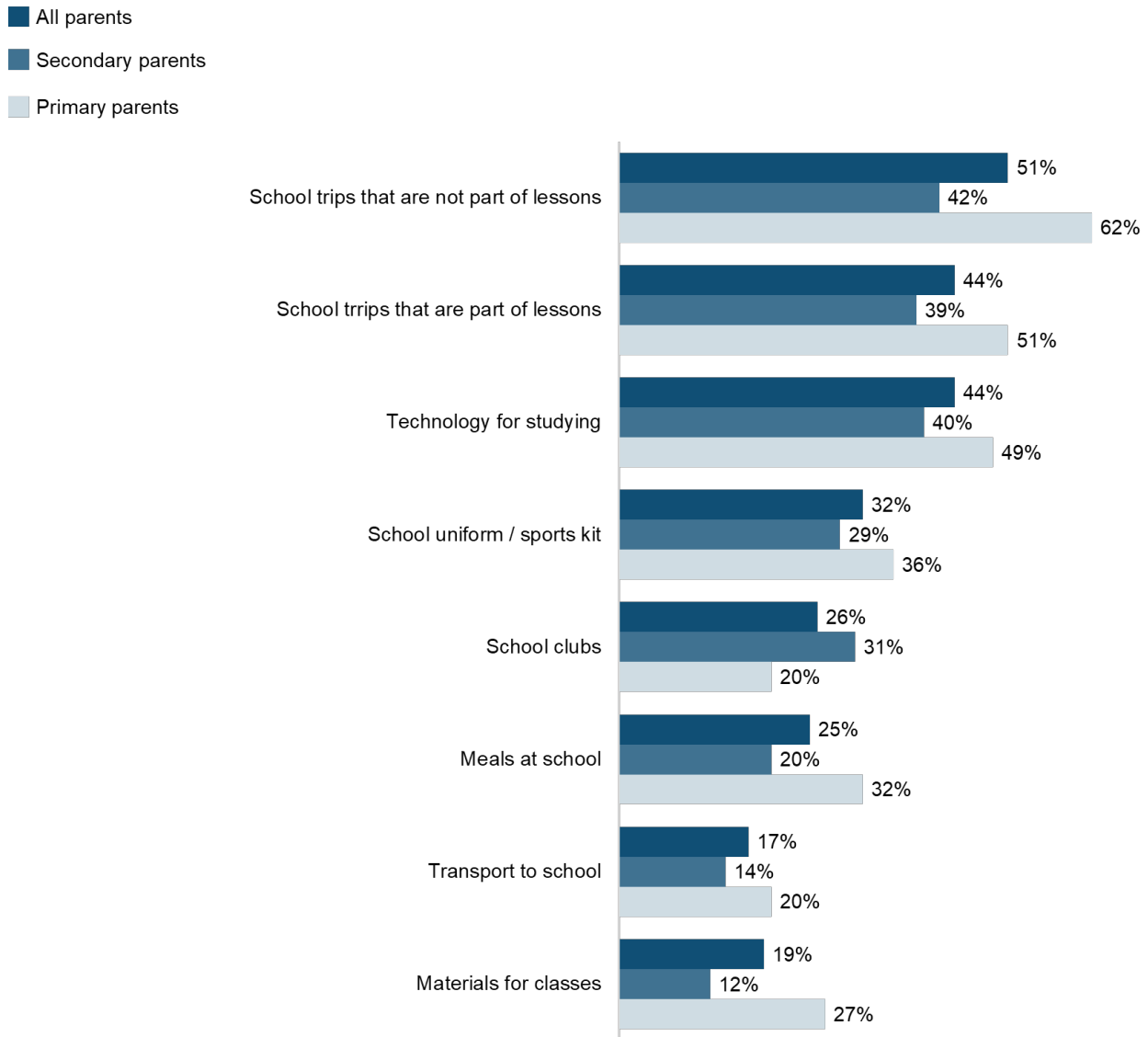
Base: All parents, excluding those answering 'not applicable' at each statement (September 2022: 5,564, May2022: 2,521),

Source: PPLP 2022/23 RW1 parent survey, PPLP May 2022 How worried are you about being able to afford the following for <PUPILNAME> this academic year?

As shown in Figure 13, the proportion of parents that were worried about costs was consistently higher among parents of secondary school pupils compared with parents of primary school pupils, with the exception of school clubs. It was also consistently higher among parents who felt they were worse off financially since September 2021 compared with those who felt they were better off or about the same, and among parents with a

household income of less than £45,000 (compared with those with a household income of £45,000 or more).

Figure 13 Proportion of parents very or quite worried about affording school related costs



Base: All parents (5,564), parents of primary pupils (2,777), parents of secondary pupils (2,787)

Source: PPLP 2022/23 RW1 parent survey, How worried are you about being able to afford the following for <PUPILNAME> this academic year?

The proportion of parents that were worried about costs was consistently higher among parents of pupils eligible for FSM (compared with parents of pupils not eligible for FSM)

and among parents of pupils with CiN status (compared with parents of pupils without CiN status, with the exception of the 'school meals' cost type. It was also consistently higher among parents that considered their child to have SEND for all listed costs,

Whether parent has been asked to make a voluntary contribution to pupil's school

Almost three in ten (28%) parents said they had been asked to make a voluntary contribution to their child's school since the start of the 2022 summer holidays.

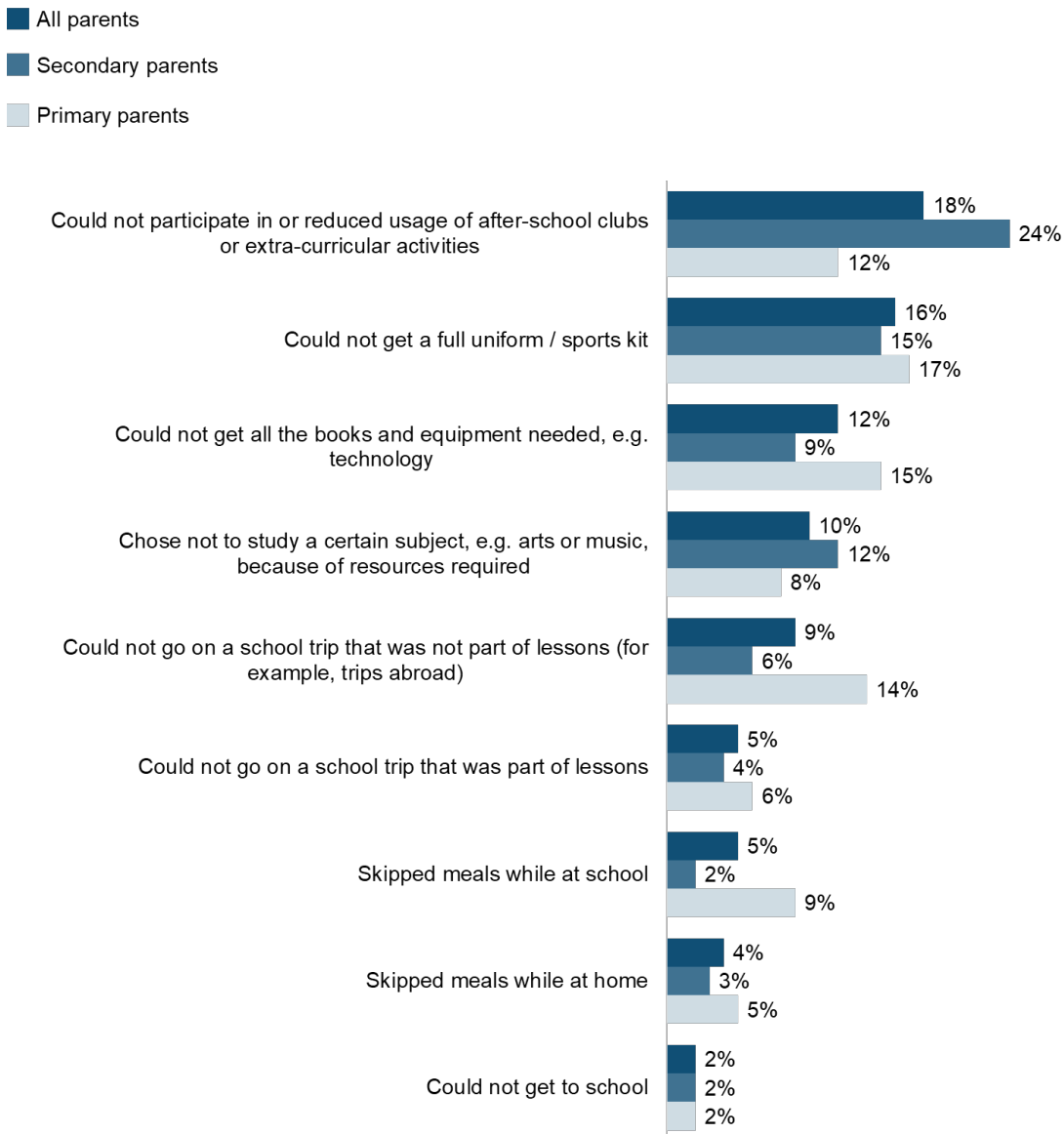
Parents of primary school pupils (29%) and parents of pupils in years 7-9 (28%), were more likely to have been asked to make a voluntary contribution compared with parents of pupils in years 10-11 (22%).

Parents less likely to have been asked to make a voluntary contribution included parents of pupils eligible for FSM (24% compared with 29% not eligible for FSM) and parents of pupils with CiN status (25% compared with 28% without CiN status).

How affordability has impacted pupils

Parents were asked whether affordability impacted on their child during the current academic year, in relation to nine possible types of impact. As shown in Figure 14, the most common impact reported by parents was that their child could not participate in (or had reduced usage of) after-school clubs or extra-curricular activities (18%), followed by not getting a full uniform or sports kit (13%). Other types of impact were reported by around one in ten parents including not being able to get all the books and equipment needed (12%), choosing not to study a particular subject because of the resources required (10%) or not being able to go on a school trip that was not part of lessons (9%).

Figure 14 Impact of affordability on pupils (parents)



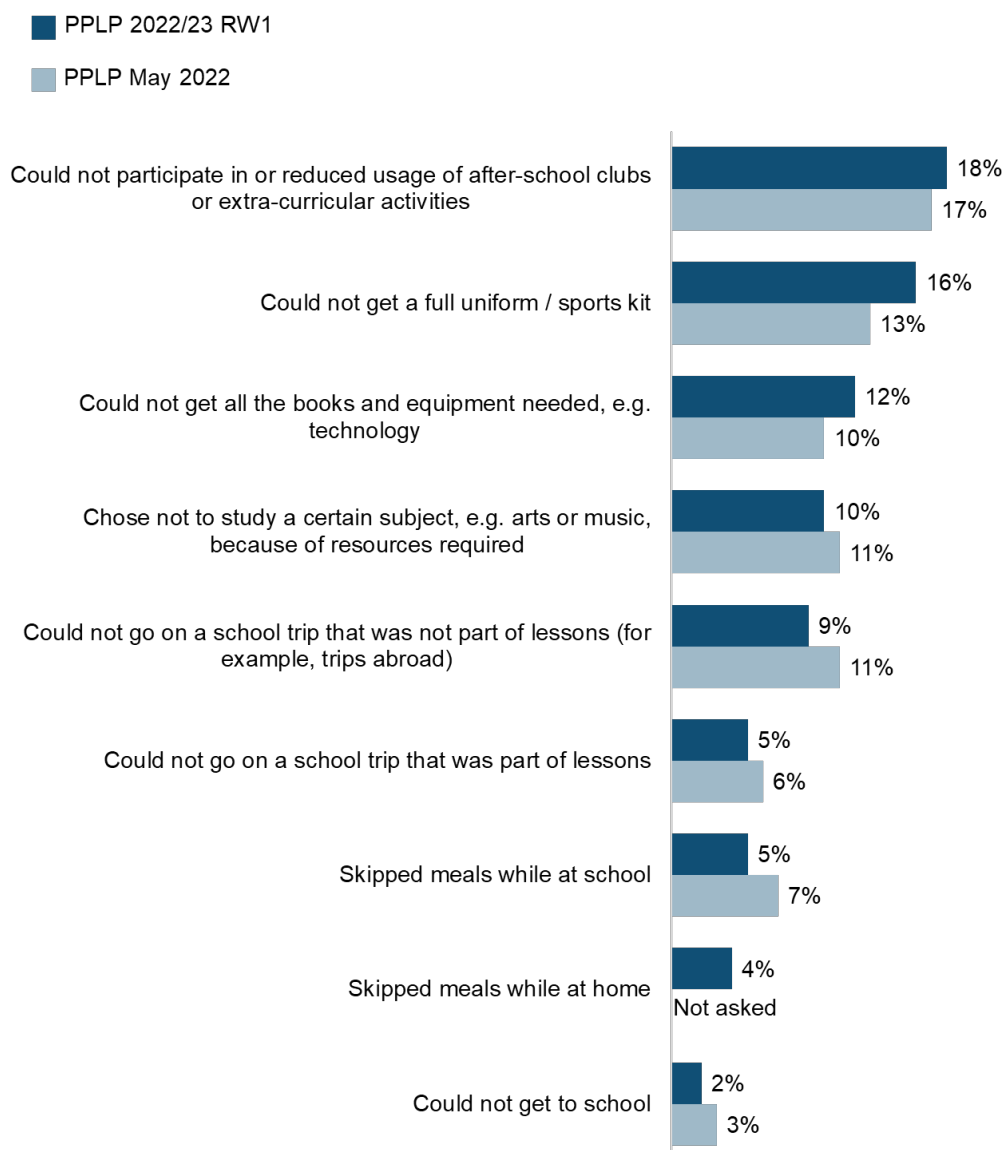
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Base: All parents (5,564).

Source: PPLP 2022/23 RW1 parent survey, Since the start of the summer holidays 2022, has affordability meant that [PUPILNAME]...?

Compared with the PPLP May 2022 wave, there has been an increase in the proportion of parents who said that affordability meant that their child could not get a full uniform or sports kit or could not get all the books and equipment needed. There has been a decrease in the proportion of parents who said that affordability meant that their child could not get to school, or skipped meals at school, shown in Figure 15.

Figure 15 Impact of affordability on pupils compared with May 2022 (parents)⁷



Base: All parents PPLP 2022/23 RW1 (5,564), PPLP May 2022 (2,521)

Source: PPLP 2022/23 RW1 parent survey / PPLP May 2022, Since the start of the summer holidays 2022, has affordability meant that [PUPILNAME]...? / Since the start of the school year in September 2021, have you cut back on household costs (food, energy etc) to be able to afford school related costs (uniforms, textbooks etc.)?

⁷ The question asked in the PPLP 22/23 RW1 asked parents to think back to the start of the summer holidays, whereas the question asked in the PPLP May 2022 asked parents to think back to the start of the school year in September 2021, thus covering a longer time period

The following groups of parents were more likely to say that their child could not participate in or had reduced usage of after school or extra-curricular activities because of affordability:

- Parents of primary pupils (24% compared with 12% parents of secondary pupils)
- Parents of pupils eligible for FSM (23% compared 17% of those not eligible)
- Parents of pupils with CiN status (25% compared with 18% of those without CiN status)
- Parents who felt they were worse off financially than a year ago (24% compared with 9% of those who felt they were better off or about the same)
- Parents with an annual household income of less than £45,000 (24% compared with 13% of those with an income of £45,000 or more)
- Parents who were unemployed or who were not working due to long term sickness or disability (compared with parents who were employed)

The following groups of parents were more likely to say that their child could not get a full uniform or sports kit because of affordability:

- Parents of pupils eligible for FSM (34% compared with 11% of those not eligible)
- Parents of pupils considered to have SEND (24% compared with 14% of those not considered to have SEND)
- Parents of pupils with CiN status (34% compared with 16% of parents of pupils without CiN status)
- Parents who felt they were worse off financially than a year ago (21% compared with 7% of those who felt they were better off or about the same)
- Parents in households with an income of less than £15,000 (36% compared with 13% of households with an income of £15,000 or more)
- Parents who were unemployed (35% compared with 12% of parents who were employed)

Not being able to get all the equipment needed due to affordability was more likely among:

- Parents among secondary pupils, particularly those in year 11 (15% rising to 21% of parents of pupils in year 11 compared with 9% of primary parents)
- Parents of pupils eligible for FSM (24% compared with 8% of those not eligible)
- Parents of pupils considered to have SEND (16% compared with 10% of those not considered to have SEND)

- Parents of pupils with CiN status (22% compared with 11% of those without CiN status)
- Parents who felt they were worse off financially than a year ago (16% compared with 5% of those who felt they were better off or about the same)
- Parents in households with an income of less than £45,000 (18% compared with 4% of households with an income of £45,000 or more)
- Parents who were unemployed (24% compared with 9% of parents who were employed)

Choosing not to study a certain subject due to affordability of the resources required was more likely to be the case among:

- Parents of primary pupils (12% compared with 8% of secondary parents)
- Parents of pupils eligible for FSM (13% compared with 9% of those not eligible)
- Parents of pupils with CiN status (13% compared with 10% of those without CiN status)
- Parents who felt they were worse off financially than a year ago (13% compared with 6% of those who felt they were better off or about the same)
- Parents in households with an income of less than £45,000 (14% compared with 5% of households with an income of £45,000 or more)

Those who said affordability meant that their child could not go on a school trip that was not part of lessons were more likely to be:

- Parents of secondary pupils (14% compared with 6% of parents of primary pupils)
- Parents of pupils eligible for FSM (15% compared with 8% of those not eligible)
- Parents of pupils with CiN status (15% compared with 9% of those without CiN status)
- Parents who felt they were worse off financially than a year ago (12% compared with 4% of those who felt they were better off or about the same)
- Parents in households with an income of less than £45,000 (13% compared with 4% of households with an income of £45,000 or more)

Those who said affordability meant that their child could not go on a school trip that was part of lessons were more likely to be:

- Parents of pupils eligible for FSM (10% compared with 4% of those not eligible)
- Parents of pupils with CiN status (10% compared with 5% of those without CiN status)

- Parents in households with an income of less than £25,000 (9% compared with 2% of households with an income of £25,000 or more)

Skipping meals at school due to affordability was more likely to be the case among:

- Parents of secondary school pupils, particularly those in year 11 (9% rising to 14% of year 11 pupils compared with 2% of primary parents)
- Parents of pupils eligible for FSM (8% compared with 4% of those not eligible)
- Parents of pupils considered to have SEND (8% compared with 4% of those not considered to have SEND)
- Parents of pupils with CiN status (10% compared with 5% of those without CiN status)

Skipping meals at home due to affordability was more likely to be the case among:

- Parents of pupils eligible for FSM (10% compared with 2% of those not eligible)
- Parents of pupils with CiN status (9% compared with 4% of those without CiN status)
- Parents in households with an income of less than £25,000 (9% compared with 1% of households with an income of £25,000 or more)
- Parents who were unemployed (8% compared with 2% of parents who were employed)

Two percent of parents stated that, since the start of the summer holidays 2022, affordability had meant that their child had been unable to get to school. This was higher among:

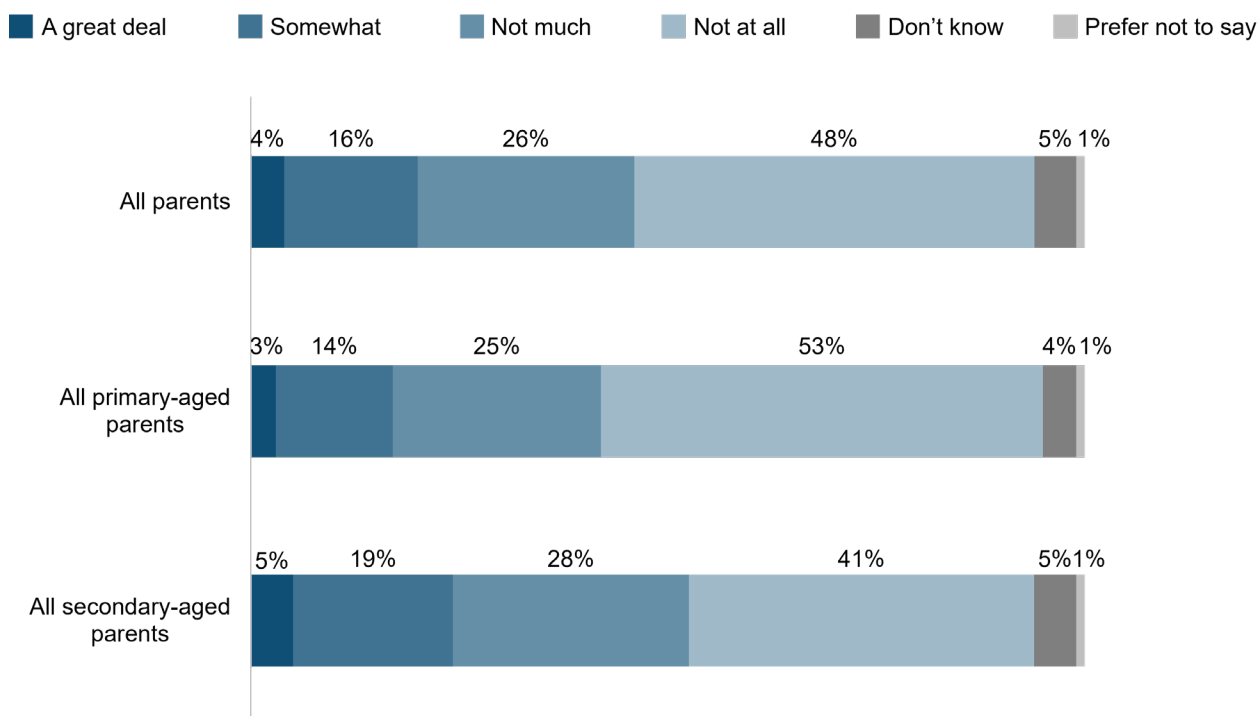
- Parents of secondary pupils in year 10-11 (3% compared with 1% of secondary parents of pupils in year 7-9)
- Parents of pupils eligible for FSM (4% compared with 1% of those not eligible)
- Parents of pupils considered to have SEND (4% compared with 1% of those not considered to have SEND)
- Parents of pupils with CiN status (5% compared with 1% of those without CiN status)
- Parents who were unemployed (5% compared with 1% of parents who were employed)

To what extent cost of living has negatively impacted pupils' mental health

One in five parents (20%) felt that the rising cost of living had affected their child's mental health either a great deal or somewhat (Figure 16). Half (48%) said it had not been negatively impacted at all.

Parents of secondary pupils were more likely than parents of primary pupils to report a great deal or somewhat negative impact on their child's mental health as a result of the rising cost of living (24% compared with 17%). This was highest among parents of year 10 and 11 pupils (28% compared with 22% of parents of pupils in years 7-9).

Figure 16 Extent to which the rising cost of living has negatively affected the mental health of pupils (parents)



Base: All parents (5,564), All primary school parents (2,777), All secondary school parents (2,787).

Source: PPLP 2022/23 RW1 parent survey, To what extent, if at all, has the rising cost of living negatively impacted [PUPILNAME]'s mental health?

Parents of pupils eligible for FSM (35% compared with 15%), parents of pupils considered to have SEND (35% compared with 16%) and parents of pupils with CiN status (34% compared with 20%) were all more likely to feel that the rising cost of living had a somewhat or great deal of a negative impact on their child's mental health than parents of pupils not in these groups.

Other parents who felt their child's mental health had been negatively impacted a great deal or somewhat included parents who felt that they were worse off financially than a year ago (26% compared with 9% of those who felt better off or about the same) and parents in lower income households (35% of those with an income of less than £15,000 compared with 21% with an income between £25,000 and £44,999 and 10% with an income between £45,000 and £99,999). Parents who were unemployed were also more likely to feel that the rising cost of living had a somewhat or great deal of a negative impact on their child's mental health compared with parents who were employed (30% compared with 17%).

SEND

This section begins with whether parents consider their child to have special educational needs or disabilities (SEND). The remainder focuses on those parents who consider their child to have SEND and covers the type of specialist support their child needs, whether they are unable to access this support and the reasons for not being able to access it. It goes on to assess parents' confidence in the school being able to support their child's needs and finally examines awareness of the SEND green paper and of proposals set out within it.

Whether pupils are considered to have SEND

Of parents who consented to answering a question about whether they consider their child had SEND, one in six (17%) considered their child to have a special educational need or disability.

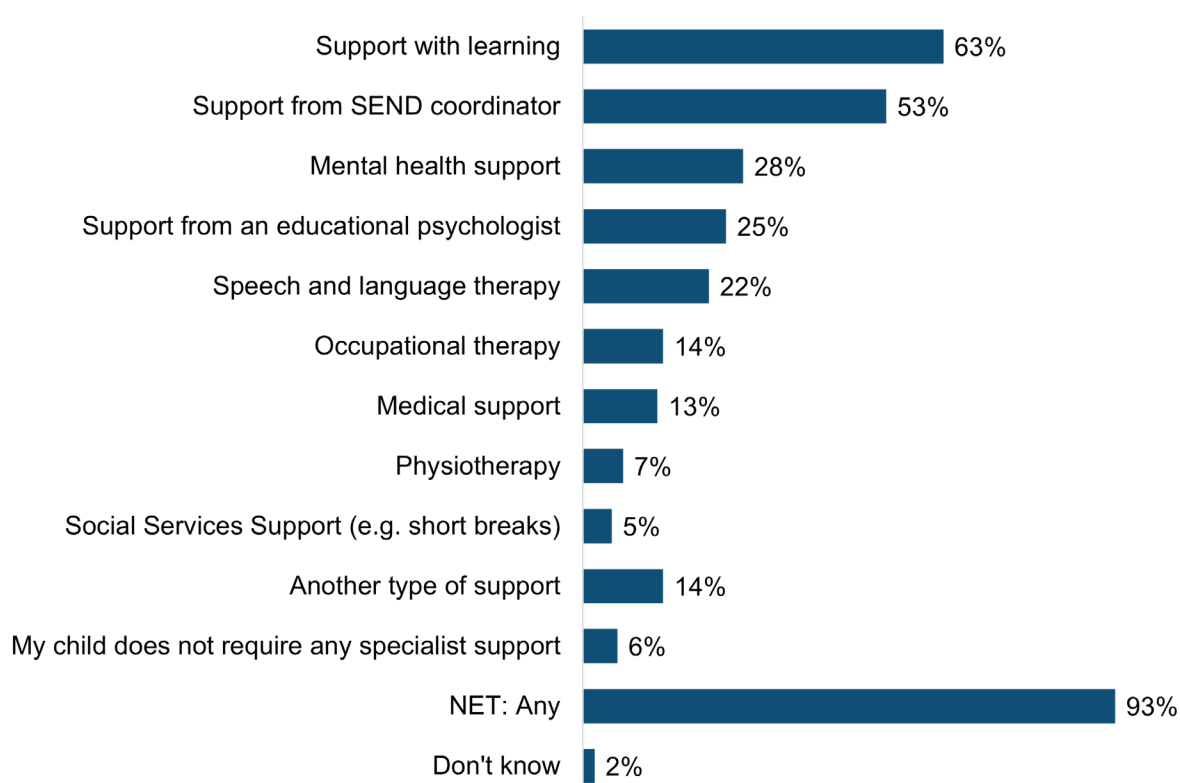
Parents of pupils eligible for FSM were more likely to consider their child to have a special educational need or disability (25%, compared with 14% of parents of pupils not eligible for FSM), as were parents of pupils with CiN status (33%, compared with 16% of parents of pupils without CiN status).

Types of specialist support needed by pupils with SEND

In this wave of the Parent, Pupil and Learner Panel, the survey questions on access to specialist support needed by pupils with SEND were redesigned to accommodate accessibility requirements; previously, respondents were asked a single question on need for services and availability of services, whereas at this wave these were split into two separate survey questions. The following data are therefore not directly comparable to findings on access to specialist support needed by pupils with SEND from the previous academic year, 2021-22. Comparison to previous waves should be avoided as some variation in findings may be attributed to survey design effects, rather than a shift in participants experience.

Over nine in ten (93%) parents of children considered to have SEND felt that their child currently needed some type of specialist support (Figure 17). Support with learning (63%) and support from a SEND coordinator were the most commonly reported types of specialist support needed.

Figure 17 Types of specialist support needed by pupils with SEND (parents)



Base: All parents who consider their child to have SEND (1,257).

Source: PPLP 2022/23 RW1 parent survey, Does [PUPILNAME] currently need any of the following types of specialist support? Please include all types of support that they need, whether they are currently receiving it or not.

Parents of primary school pupils were more likely than parents of secondary school pupils to report that their child needed support with learning, speech and language therapy, occupational therapy and medical support, while parents of secondary school pupils were more likely than parents of primary school pupils to report that their child needed mental health support. This was even more the case for parents of pupils in years 10-11 (36% compared with 23% of parents of pupils in years 1-6).

Parents of pupils with CiN status were more likely to state that their child needed mental health support, support from an educational psychologist and Social Services support, such as short breaks, than parents of pupils without CiN status.

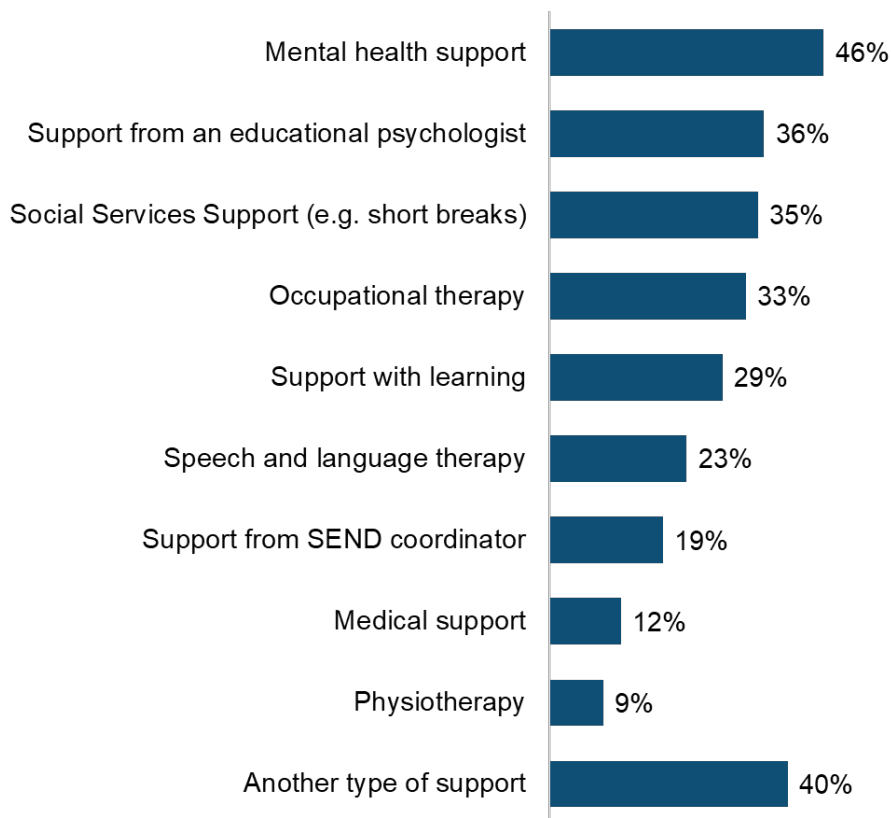
Whether pupil is currently unable to receive any of the types of specialist support for SEND that they need

Two in five (41%) parents who reported their child needed some type of specialist support said that they were unable to receive some of the support that they needed. A

further two in five (40%) reported their child received all the support they needed and one in five (19%) did not know.

Around half (46%) of parents who said that their child needed access to mental health support said that they were unable to access it, shown in Figure 18. This was also the case among around a third of parents who said their child needs access to support from an educational psychologist (36% couldn't access it), social services support (35% couldn't access it) or occupational therapy (33% couldn't access it). Three in ten (29%) parents who said their child needs support with learning said they were unable to access it, 23% of those who needed speech and language therapy were unable to access it, and 19% of those who needed support from a SEND coordinator were unable to access it. Around one in ten of those needing medical support (12%) or physiotherapy (9%) were unable to access it.

Figure 18 Percentage of parents whose children were unable to access the specialist support for SEND they needed, by type of support



Base: Parents who consider their child to have SEND and needs... mental health support (435), support from an educational psychologist (357), social services support (144), occupational therapy (195), support with learning (805), speech and language therapy (283), support from SEND coordinator (715), medical support (166), physiotherapy (109), another type of support (192).

Source: PPLP 2022/23 RW1 parent survey, Is [PUPILNAME] currently unable to receive any of the types of specialist support that they need?

Parents of primary school pupils were more likely than parents of secondary school pupils to feel their child was getting all the support they needed (45% compared with 35%).

Among parents who said their child needs support with learning, parents of secondary pupils were more likely to say that they were unable to access it (34%) compared with parents of primary pupils (25%). Parents of female pupils who needed support with learning were also more likely to say they were unable to access it (34%), compared with parents of male pupils (26%).

Reasons why pupil is unable to access specialist support for SEND

For each type of specialist support that parents felt their child needed but was unable to access, they were asked the reasons why they felt this was the case. For all types of support, the most common reasons for not receiving it were that the support was not offered or because of delays or issues in receiving help.

The support not being offered was cited as the most common reason why pupils were not able to access certain types of support, including occupational therapy (62%), support from a SEND coordinator (61%), support from an educational psychologist (55%), mental health support (52%) and support with learning (47%)⁸. Delays or issues in receiving help were also commonly given as a reason why pupils were not able to access support including occupational therapy (61%), speech and language therapy (60%), mental health support (52%), support from an educational psychologist (48%), support from a SEND coordinator (47%) or support with learning (43%)⁹.

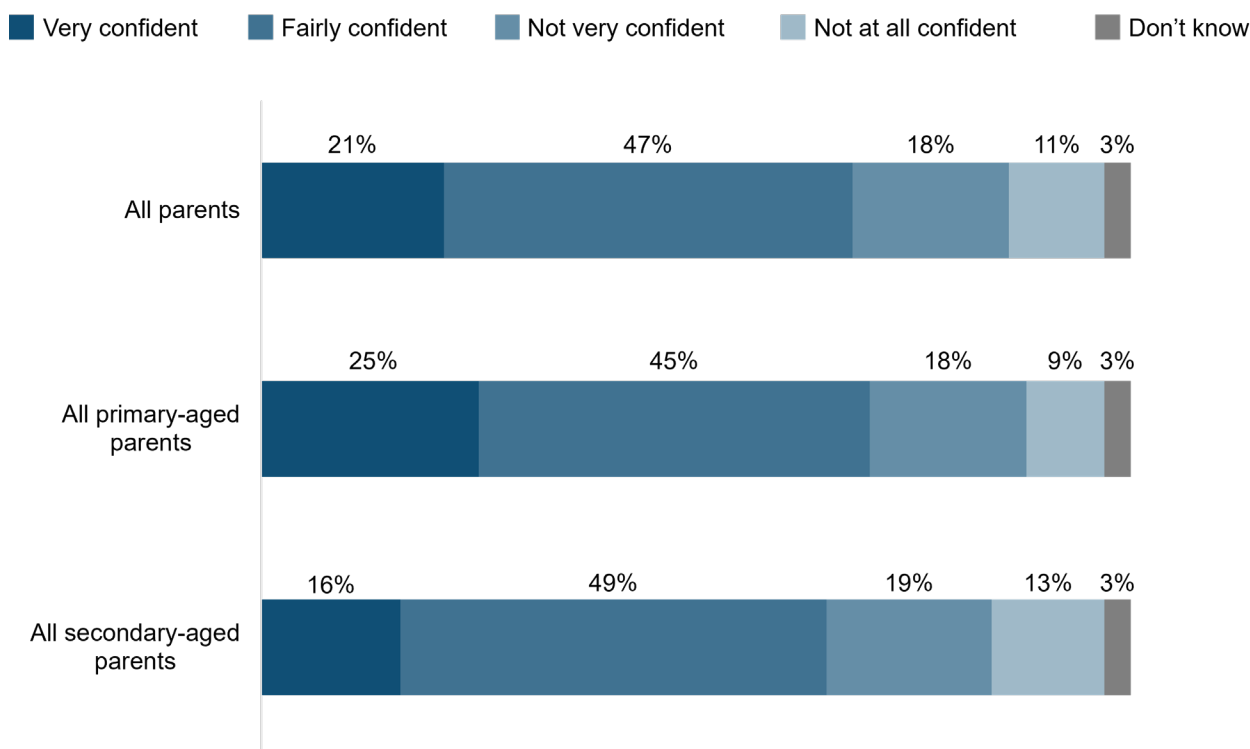
Confidence in school being able to support pupil's SEND needs

Two thirds (67%) of parents of pupils considered to have SEND were confident that their child's school was able to support their special educational needs or disability, with one in five (21%) very confident (Figure 19). Three in ten (29%) were not very or not at all confident. Parents of primary school pupils were more likely to be very confident in their child's school's ability to provide the necessary support than parents of secondary school pupils (25% compared with 16%). Parents whose child has an EHCP were also more

⁸ Caution should be used when interpreting results for speech and language therapy and occupational therapy, which were asked of fewer than 100 parents whose child needed but were unable to access this support type.

likely to be confident (76% compared with 66% whose child does not have an EHCP) as were parents of male pupils (70% compared with 62% of parents of female pupils).

Figure 19 Confidence in school being able to support pupil’s SEND needs (parents)



Base: Parents who consider their child to have SEND – All parents (1,257), Primary school parents (596), Secondary school parents (661).

Source: PPLP 2022/23 RW1 parent survey, How confident are you that [PUPILNAME]’s school is able to support their special educational needs or disability (SEND)?

Awareness of SEND green paper

One in four (26%) parents of pupils considered to have SEND were aware that the Government has published a SEND and Alternative Provision (AP) Review green paper, also known as the SEND review. One in twenty (5%) knew a lot about it, one in ten (11%) knew a little and a further one in ten (10%) were aware of the green paper but had only heard its name.

Awareness of the green paper was higher among parents of pupils with CiN status than among parents of pupils without CiN status (33% compared with 25%).

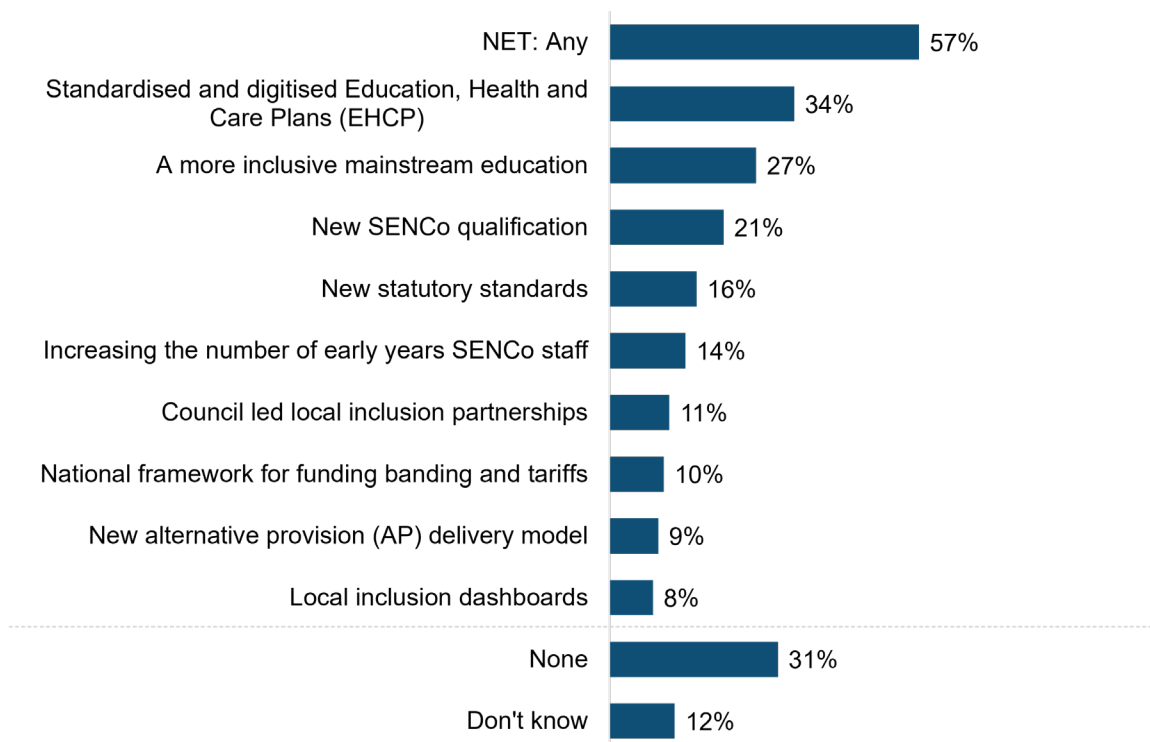
Awareness of proposals set out in the SEND green paper

Measuring awareness supports DfE understanding of how informed parents and carers are about the SEND reforms and how likely they are to engage with the process. It may

also have a secondary effect of improving awareness in anticipation of the consultation response and improvement plan being published.

Three in five (57%) parents who were aware of the SEND green paper were aware of one or more of the proposals set out within it (Figure 20). Awareness of standardised and digitised Education, Health and Care Plans was highest (34%), followed by a more inclusive mainstream education (27%) and a new SENCo qualification (21%).

Figure 20 Awareness of proposals set out in the SEND green paper (parents)



Base: All parents who consider their child to have SEND and are aware of the SEND and Alternative Provision green paper (376).

Source: PPLP 2022/23 RW1 parent survey, Which, if any, of the proposals set out in the SEND and AP green paper are you aware of?

Pupil mental health and well-being

Pupil mental health and wellbeing is an ongoing priority for DfE. Being in school is thought to be beneficial for children and young people's mental health and well-being, while being away from school will likely have had some negative impact on their mental health and wellbeing.

Parents and pupils were asked a series of ONS-validated questions about personal wellbeing, including how happy they felt yesterday, their life satisfaction, the extent to which they feel the things they do in life were worthwhile, and their anxiousness levels yesterday. These questions are known as the 'ONS-4' measures and are answered using a scale from 0 to 10.⁹ Responses have been reported as mean scores. Pupils were additionally asked how often they felt lonely, which used a scale from 'hardly ever or never' up to 'often'.

It is important to note that for happiness, satisfaction and worthwhileness, a higher mean score indicates greater wellbeing. Higher anxiousness scores indicate lower wellbeing for this measure.

Primary parents' ratings of their child's happiness and anxiousness

In previous waves, parents of all pupils have been asked to rate their child's happiness and anxiousness, and results have shown parents' views to be more positive than those of pupils, when comparing the same pupil year groups. Previous findings have also shown parents of primary school pupils to give higher mean scores for happiness and lower mean scores for anxiety than parents of secondary school pupils.¹⁰ In this wave, only parents of primary school pupils were asked to rate their child's happiness and anxiousness.

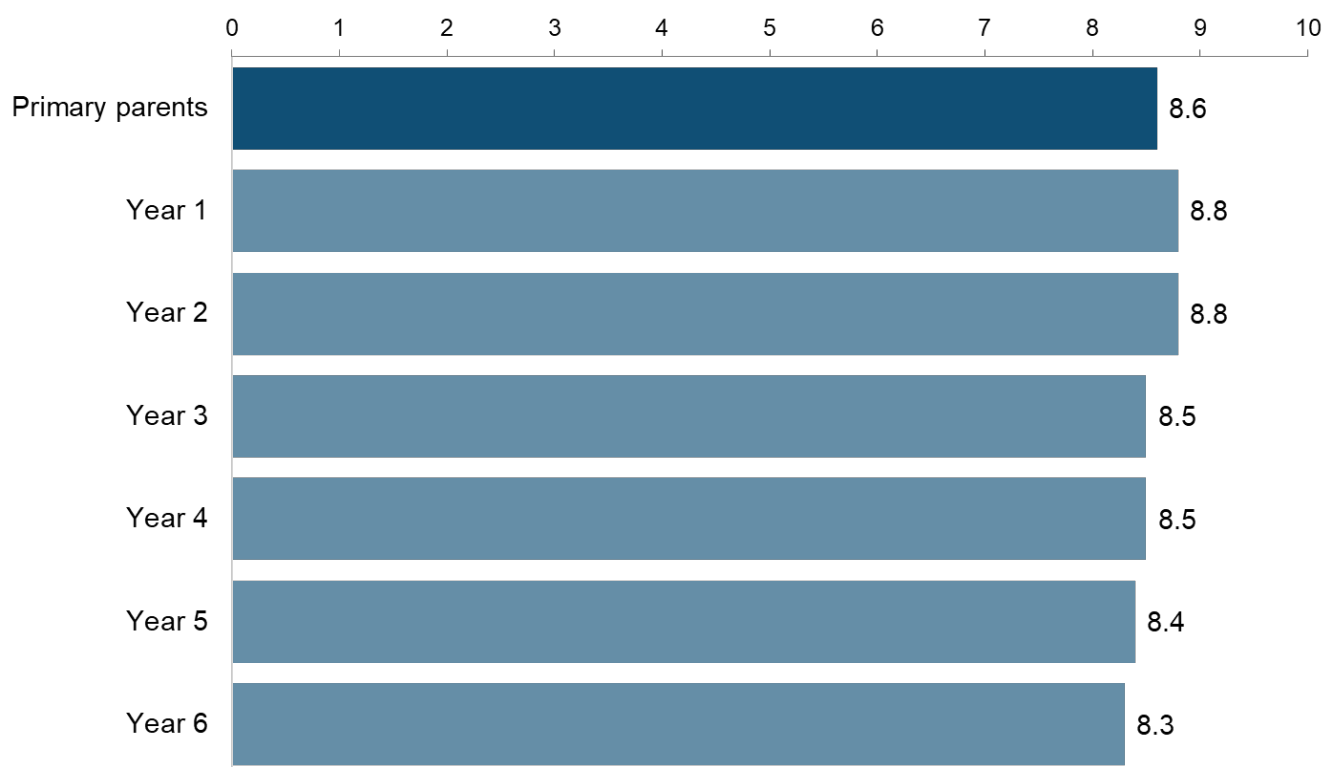
Primary parents' views on pupil happiness

Parents of primary school pupils gave a mean score of 8.6 for their child's happiness. As shown in Figure 21, parents of older pupils gave lower mean scores for their child's happiness than parents of younger pupils.

⁹ONS: [Surveys using our four personal well-being questions](#)

¹⁰ <https://www.gov.uk/government/publications/parent-and-pupil-panel-omnibus-surveys>

Figure 21 Parents' views of their child's happiness (mean scores among parents of primary school pupils)



Base: All parents of primary school pupils (2,777) – year 1 (364), year 2 (459), year 3 (491), year 4 (492), year 5 (500), year 6 (471).

Source: PPLP 2022/23 RW1 parent survey, Overall, how happy did [PUPILNAME] appear yesterday, where 0 is 'not at all happy' and 10 is 'completely happy'? Note: mean calculations exclude those who said, 'prefer not to say'.

The following groups were more also likely to give a lower mean score for their child's happiness:

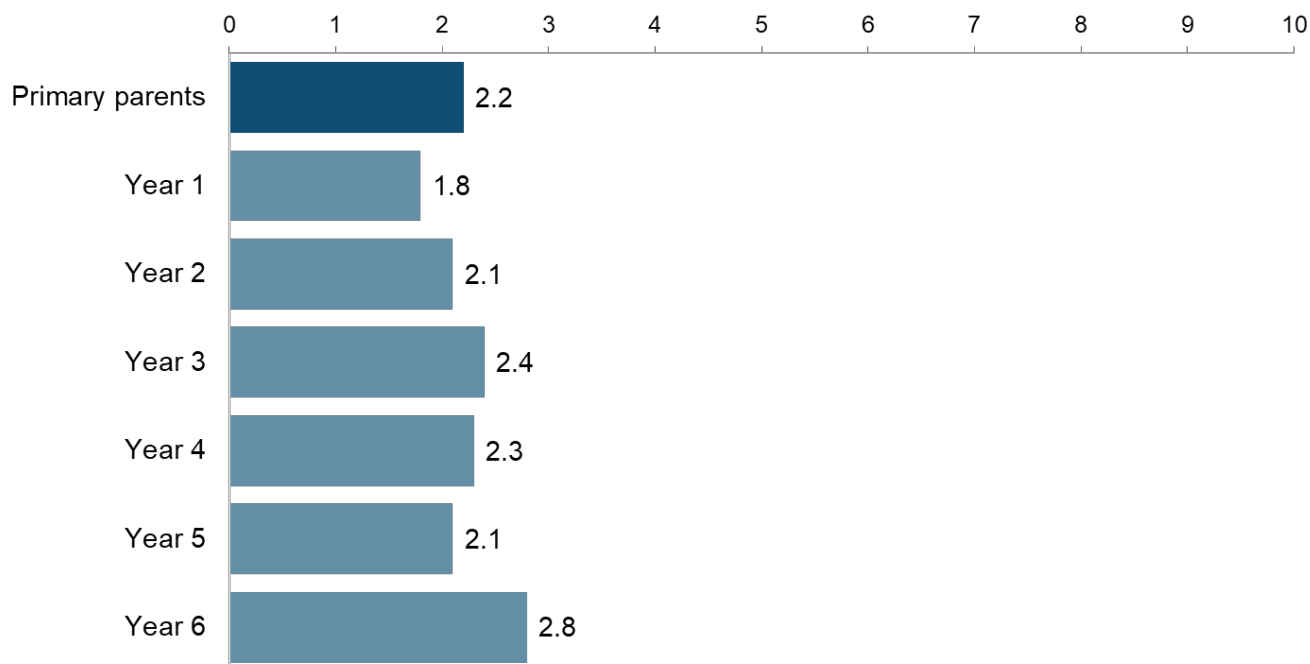
- Parents of pupils eligible for FSM (8.3 compared with 8.6 for parents of pupils not eligible for FSM).
- Parents of pupils considered to have SEND (7.1 compared with 8.9 for parents of pupils not considered to have SEND).
- Parents of pupils with CiN status (8.1 compared with 8.6 for parents of pupils without CiN status)
- Parents of pupils who had attended school most days (7.8 compared with 8.7 for parents of pupils who had attended school every day in the previous two weeks)¹¹.

¹¹ Numbers of parents of primary school pupils who attended school on some days or not at all are too small to report on, so have been excluded from this comparison.

Primary parents' views on pupil anxiousness

Parents of primary school pupils gave a mean score of 2.2 for their child's anxiousness. As shown in Figure 22, parents of year 6 pupils gave a higher mean score for their child's anxiousness (2.8).

Figure 22 Parents' views of their child's anxiousness (mean scores among parents of primary school pupils)



Base: All parents of primary school pupils (2,777) – year 1 (364), year 2 (459), year 3 (491), year 4 (492), year 5 (500), year 6 (471).

Source: PPLP 2022/23 RW1 parent survey, On a scale where 0 is 'not at all anxious' and 10 is 'completely anxious', overall, how anxious did [PUPILNAME] appear yesterday? Note: mean calculations exclude those who said, 'prefer not to say'.

The following groups were more likely to give a higher mean score for their child's anxiousness:

- Parents of pupils considered to have SEND (3.9 compared with 1.9 for parents of pupils not considered to have SEND).
- Parents of pupils with CiN status (2.8 compared with 2.2 for parents of pupils without CiN status)
- Parents of pupils who had attended school most days (3.1 compared with 2.2 for parents of pupils who had attended school every day in the previous two weeks)¹².

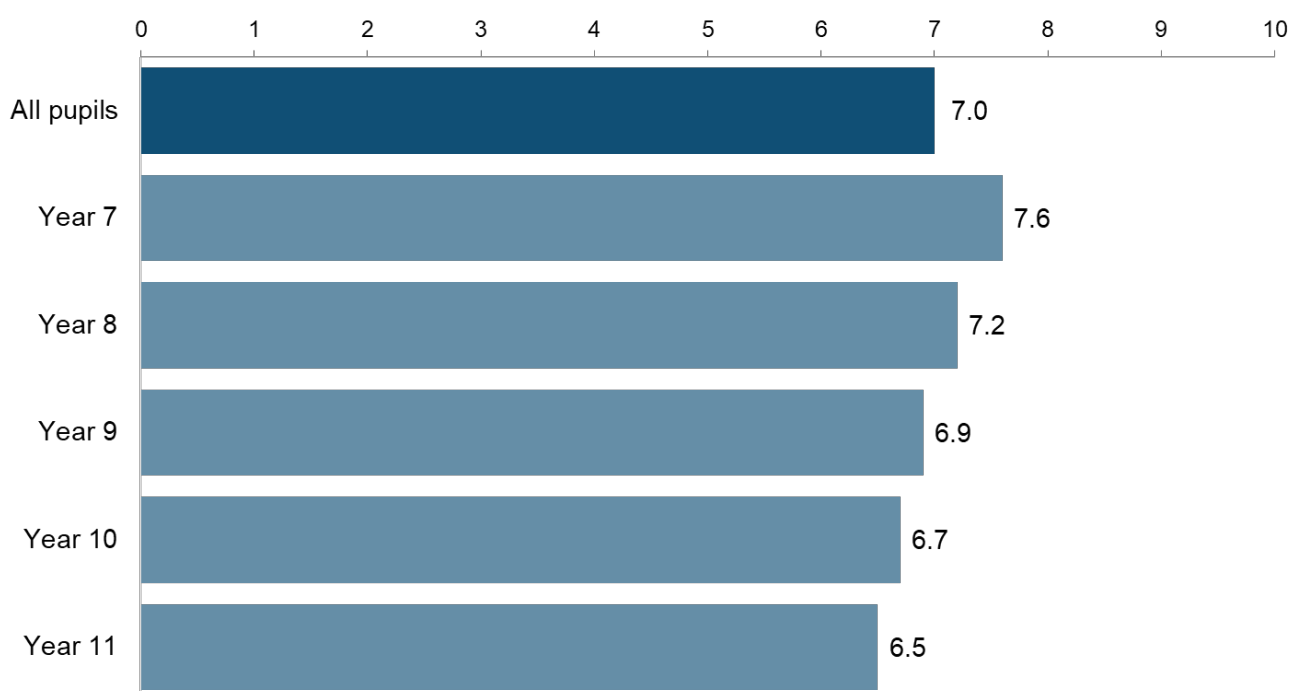
¹² Numbers of parents of primary school pupils who attended school on some days or not at all are too small to report on, so have been excluded from this comparison.

Pupil's views of their happiness

Pupils were asked to indicate a score between 0 and 10 for how happy they felt yesterday ('happiness'), while parents of primary school pupils were asked how happy their child appeared yesterday, again using a scale from 0 to 10.

Overall, pupils reported a mean score of 7.0 for happiness. As shown in d, mean happiness scores decreased in higher year groups, from a mean happiness of 7.6 for pupils in year 7 down to a mean happiness of 6.5 for pupils in year 11.

Figure 23 Pupils' views of their own happiness (mean scores among pupils)



Base: All pupils (4,950)– year 7 (965), year 8 (951), year 9 (1,013), year 10 (1,017), year 11 (1,004).

Source: PPLP 2022/23 RW1 pupil survey, Overall, how happy did you feel yesterday? Please give an answer on the scale of 0 to 10, where 0 is 'not at all' and 10 is 'completely'. Note: mean calculations exclude those who said, 'prefer not to say'.

In addition to pupils in higher year groups, the following groups had lower mean happiness scores:

- Pupils eligible for FSM (6.7 compared with 7.1 for pupils not eligible for FSM)
- Pupils with SEN (6.7 compared with 7.1 for pupils without SEN)
- Pupils with CiN status (6.8 compared with 7.0 for pupils without CiN status)
- Female pupils (6.7 compared with 7.3 for male pupils)

- Pupils who had attended school some (5.5) or most days (6.4), or not at all (6.3), compared with those who had attended every day in the last two weeks (7.1)

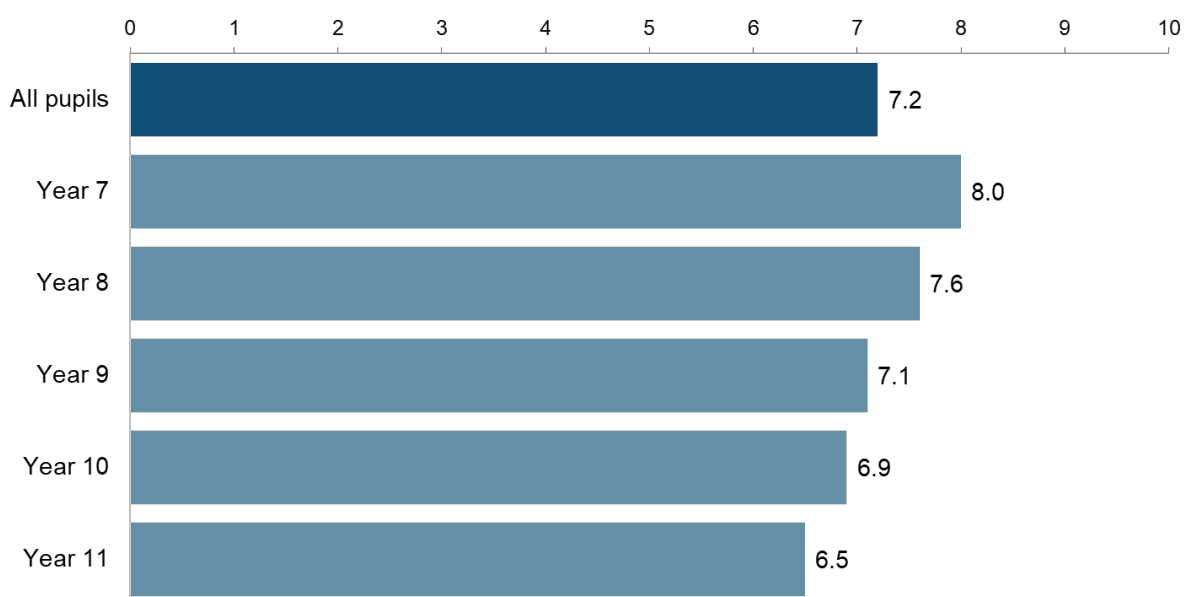
Satisfaction and worthwhileness

Pupils were also asked to indicate a score between 0 and 10 for how satisfied they are with their life nowadays ('satisfaction') and to what extent they feel that the things they do in their life are worthwhile ('worthwhileness').

Satisfaction

As was the case with happiness scores, satisfaction was lower in pupils in higher year groups. Pupils gave a mean rating of 7.2 for satisfaction this wave. Pupils in year 11 had a mean satisfaction score of 6.5, compared with a mean score of 8.0 for pupils in year 7 (Figure 24).

Figure 24 Pupils' views of their own satisfaction (mean scores among pupils)



Base: All pupils (4,950) – year 7 (965), year 8 (951), year 9 (1,013), year 10 (1,017), year 11 (1,004).
 Source: PPLP 2022/23 RW1 pupil survey, Overall, how satisfied are you with your life nowadays, where 0 is 'not at all satisfied' and 10 is 'completely satisfied'? Note: mean calculations exclude those who said, 'prefer not to say'.

Other groups with lower mean scores for satisfaction were as follows:

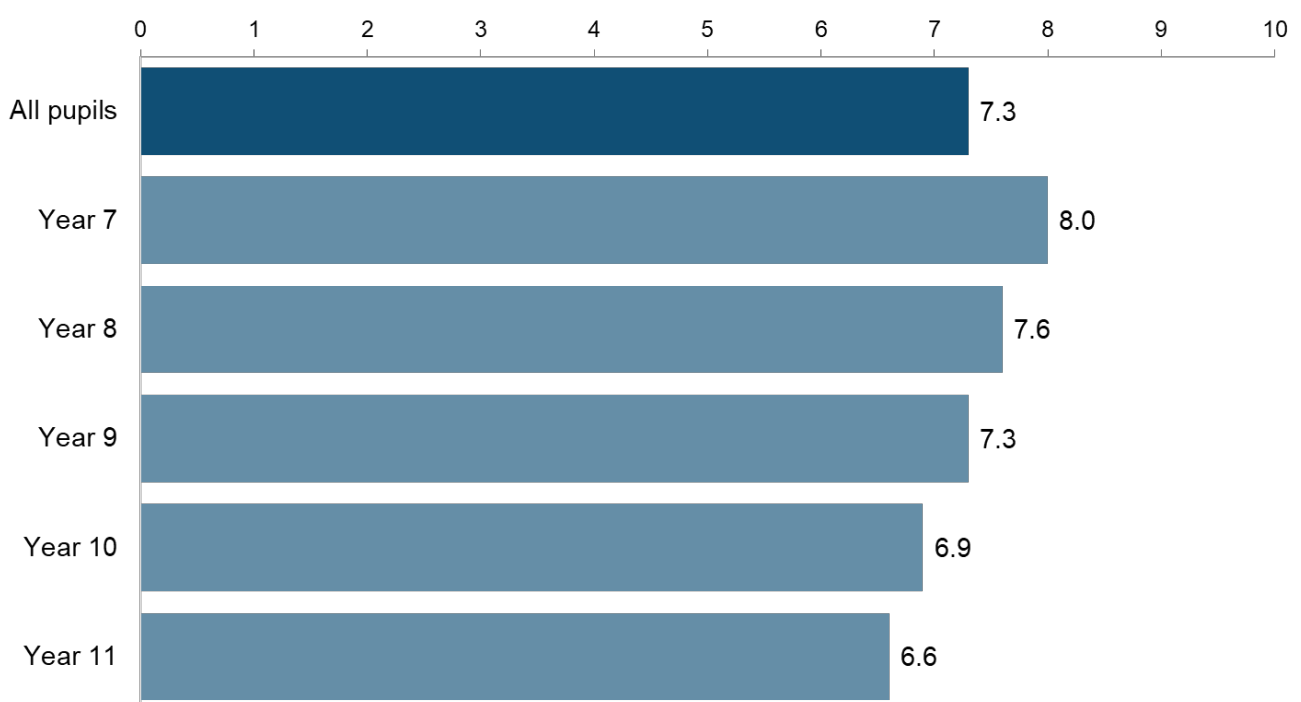
- Pupils eligible for FSM (6.9 compared with 7.3 for pupils not eligible for FSM)
- Pupils with SEN (6.9 compared with 7.3 for pupils without SEN)
- Pupils with CiN status (6.9 compared with 7.2 for pupils without CiN status)

- Female pupils (6.9 compared with 7.6 for male pupils)
- Pupils who had attended school some (5.5) or most days (6.5), or not at all (6.5), compared with those who had attended every day in the last two weeks (7.4)

Worthwhileness

Pupils gave a mean score of 7.3 for worthwhileness. Mean scores for worthwhileness were lower in pupils in higher year groups, following the same pattern as for happiness and satisfaction. Pupils in year 11 had a mean worthwhileness score of 6.6, compared with a mean score of 8.0 for pupils in year 7 (Figure 25).

Figure 25 Pupils' views of their own worthwhileness (mean scores among pupils)



Base: All pupils (4,950) – year 7 (965), year 8 (951), year 9 (1,013), year 10 (1,017), year 11 (1,004).

Source: PPLP 2022/23 RW1 pupil survey, Overall, to what extent do you feel that the things you do in your life are worthwhile, where 0 is 'not at all worthwhile' and 10 is 'completely worthwhile'? Note: mean calculations exclude those who said, 'prefer not to say'.

The following groups also had lower mean scores for worthwhileness:

- Pupils eligible for FSM (7.1 compared with 7.4 for pupils not eligible for FSM)
- Pupils with SEN (6.9 compared with 7.4 for pupils without SEN)
- Pupils with CiN status (7.0 compared with 7.3 for pupils without CiN status)

- Female pupils (7.0 compared with 7.6 for male pupils)
- Pupils who had attended school some (5.5) or most days (6.7), or not at all (6.2), compared with those who had attended every day in the last two weeks (7.5)

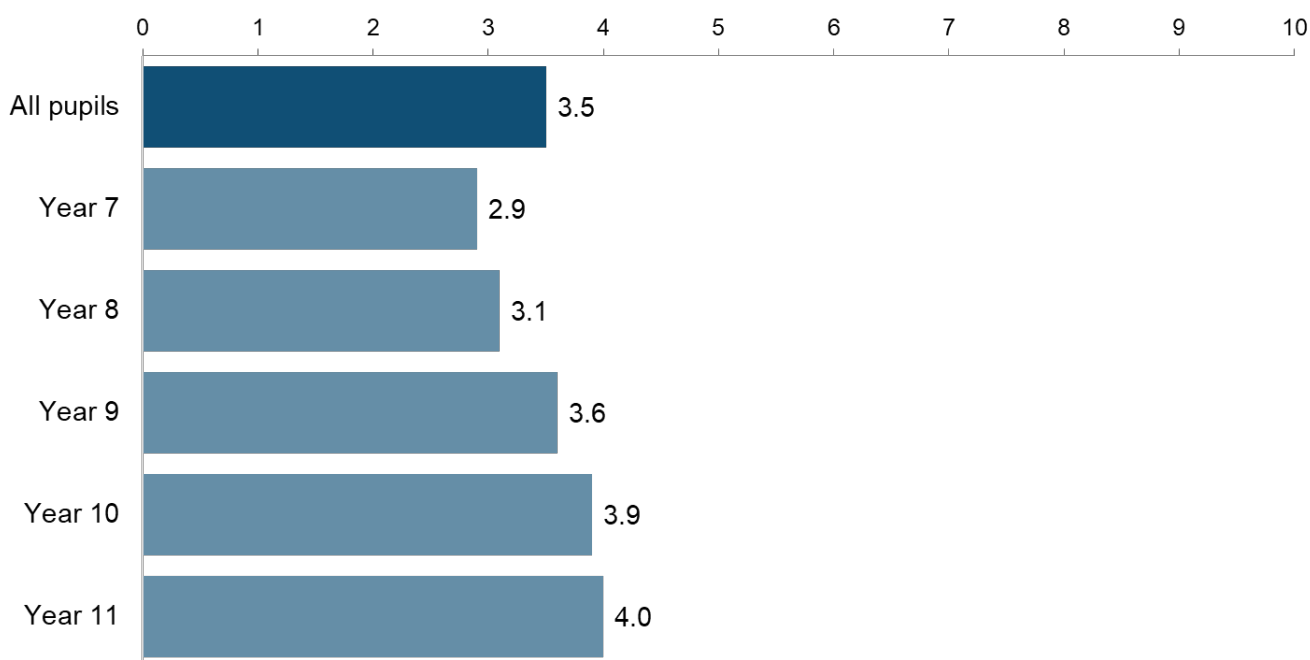
Pupil's views of their anxiousness

Pupils were asked to indicate a score between 0 and 10 for how anxious they felt yesterday ('anxiousness') giving a score between 0 and 10 (where 0 is 'not at all anxious' and 10 is 'completely anxious').

As noted above, for the anxiousness measure a low mean score represents low levels of anxiousness, while a high score represents high levels of anxiousness.

Pupils gave a mean score of 3.5 for anxiousness. As shown in 26.06.21, mean anxiousness scores increased in higher year groups, from a mean anxiousness of 2.9 for pupils in year 7 up to a mean anxiousness of 4.0 for pupils in year 11.

Figure 26 Pupils' views of their own anxiousness (mean scores among pupils)



Base: All pupils (4,950) – year 7 (965), year 8 (951), year 9 (1,013), year 10 (1,017), year 11 (1,004).

Source: PPLP 2022/23 RW1 pupil survey, Overall, how anxious did you feel yesterday, where 0 is 'not at all anxious' and 10 is 'completely anxious'? Note: mean calculations exclude those who said, 'prefer not to say'.

The following groups also had higher mean anxiousness scores:

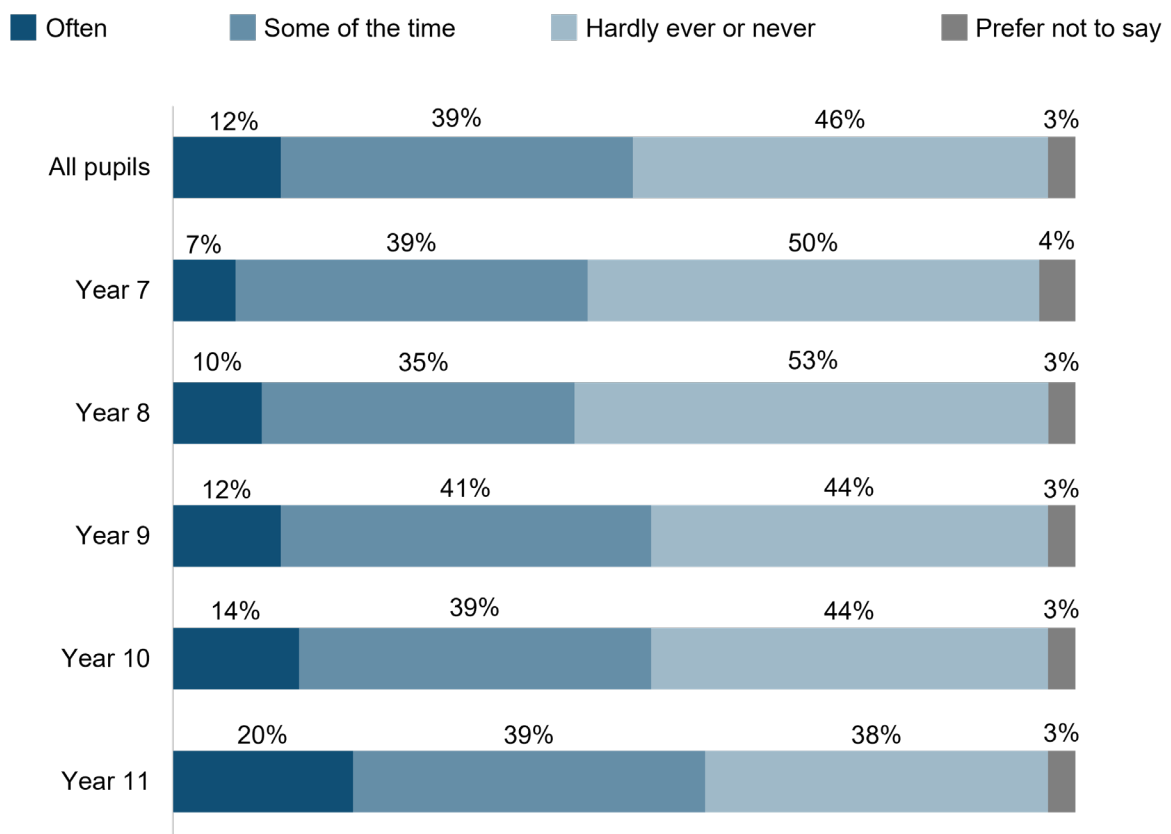
- Pupils eligible for FSM (3.7 compared with 3.4 for pupils not eligible for FSM)

- Pupils with SEN (3.8 compared with 3.4 for pupils without SEN)
- Pupils with CiN status (3.9 compared with 3.4 for pupils without CiN status)
- Female pupils (4.2 compared with 2.8 for male pupils)
- Pupils who had attended school some (5.2) or most days (4.2), compared with those who had attended every day in the last two weeks (3.3)

Loneliness

Pupils were additionally asked how often they felt lonely. One in eight (12%) said this was often and two in five (39%) were lonely some of the time. Just under half (46%) said that they hardly ever or never felt lonely. As shown in Figure 27, older pupils were more likely than younger pupils to often feel lonely (20% in year 11 compared with 11% of pupils in years 7-10).

Figure 27 How often pupils feel lonely (pupils)



Base: All pupils – total (4,950), year 7 (965), year 8 (951), year 9 (1,013), year 10 (1,017), year 11 (1,004)

Source: PPLP 2022/23 RW1 pupil survey, How often do you feel lonely?

Pupils eligible for FSM (17% compared with 11%), pupils with SEN (16% compared with 12%) and pupils with CiN status (17% compared with 12%) were more likely to often feel lonely than pupils not in these groups.

Three in five (60%) female pupils felt lonely sometimes or often, compared with two in five (42%) male pupils, with 16% of female pupils often feeling lonely (compared with 9% of male pupils).

Attendance at school was also related to loneliness, with a quarter (27%) of pupils who attended on some days reporting that they often felt lonely, compared with 11% of pupils who had attended every day in the previous two weeks. Half (48%) of pupils who attended school every day said they never or hardly ever felt lonely, compared with 37% of pupils who had attended most days, 29% of pupils who had attended some days and 28% of pupils who had not attended school at all in the previous two weeks.

Main challenges

Pupils were asked to describe in their own words the main challenges, if any, that they were facing in the coming months. Just over half (56%) of pupils were able to describe some challenge that they were facing, with 5% saying they were not facing any challenges and 39% that they did not know.

The most common themes that emerged related to:

- Exams, assessments and GCSEs
- School work and homework
- Mental health

Exams, assessments and GCSEs

Many pupils mentioned exams, assessments and GCSEs when asked about the main challenges they are facing.

“Assessments and tests are stressful and it is anxious waiting for the results”

Pupil, year 8

“School work is hard because of gcse and there's lots of pressure.”

Pupil, year 10

“The main challenges I face in the coming months are my GCSE exam mocks as they are stressful and scary”

Pupil, year 11

“My main worries are pressure of revising and passing GCSEs. I'm in a maths class where the behaviour is terrible. The teacher cannot teach because the behaviour is so bad. I am unable to concentrate and this is a worry as I have my GCSEs soon and need to learn.”

Pupil, year 11

School work and homework

Challenges relating to school work or homework were frequently mentioned.

“Probably the biggest challenge I have had in the last month and coming months will be the amount of homework because I still haven't gotten used to it.”

Pupil, year 7

“Now that i am in year nine. I am facing more challenges in life like being even more organised amd making sure i give my homework in time. Especially when i have a big family and taking care of my younger sibling.”

Pupil, year 9

“School is the main challenge. I have so much more homework than I remember having last year and I am still trying to adjust to it.”

Pupil, year 10

Mental health

Mental health, including stress, anxiety and depression was another frequently mentioned challenge for pupils.

“Struggling with my mental health and school work”

Pupil, year 9

“Tackling my anxiety and doing well in school without disrupting the class in the any way.”

Pupil, year 10

“Stress from school, tired and feeling fatigue in the mornings of school. Stress at home and school can be draining mentally too”

Pupil, year 11

Lesson subjects

All pupils were asked which subjects they had lessons in since returning to school in September. A different list of subjects was shown to pupils in years 7-9 and years 10-11, reflecting the compulsory national curriculum and different subjects on offer to those in different stages of secondary education.

In key stage 3 (years 7-9), compulsory national curriculum subjects are as follows, with schools additionally having to provide relationships, sex and health education and religious education:

- English
- Maths
- Science
- History
- Geography
- Modern foreign languages
- Design & technology
- Art & design
- Music
- Physical education
- Citizenship
- Computing

During key stage 4 (years 10-11) many pupils work towards GCSEs. National curriculum subjects, that should be studied by all pupils, are:

- English
- Maths
- Science
- Computing
- Physical education
- Citizenship

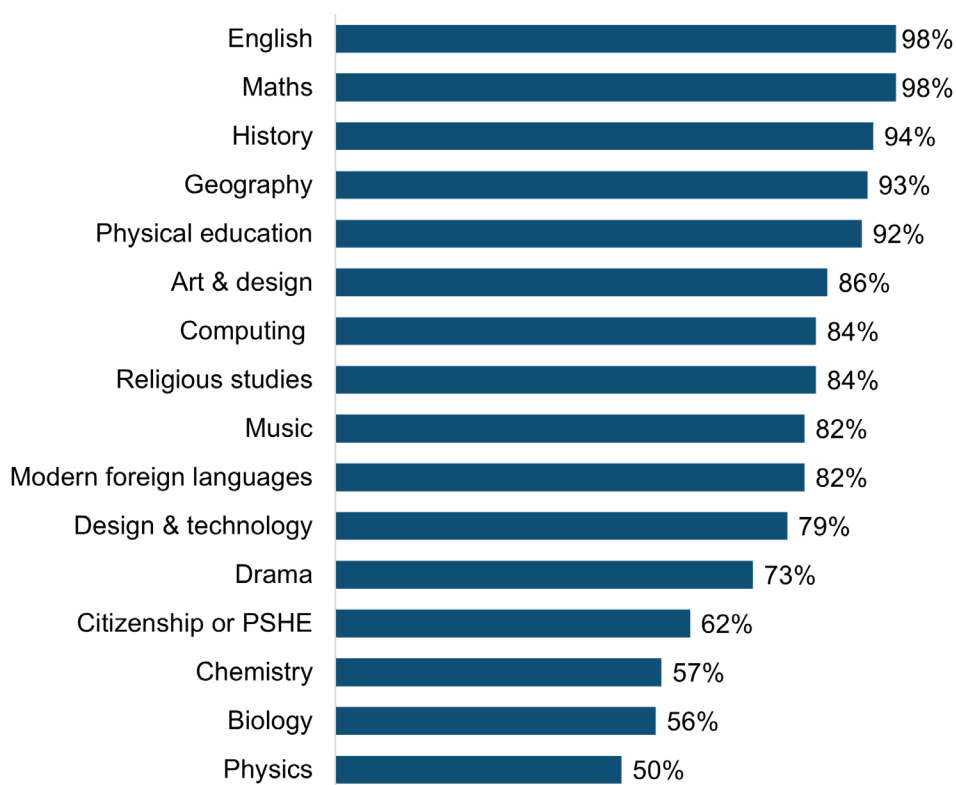
Schools must also offer at least one subject from each of the following areas to key stage 4 pupils, as well as providing lessons in relationships, sex and health education, and religious education:

- Arts
- Design & technology
- Humanities
- Modern foreign languages

Lesson subjects for pupils in years 7-9

Over nine in ten pupils in years 7-9 had lessons in English, maths, history, geography and physical education since the start of the academic year in September 2022 (Figure 28). A lower proportion of pupils reported receiving lessons in chemistry, biology and physics since the start of the academic year.

Figure 28 Lesson subjects since September 2022 (pupils in years 7-9)



Base: All pupils in years 7-9 (2,929).

Source: PPLP 2022/23 RW1 pupil survey, Since returning to school this September, have you had lessons in any of the following subjects?

Pupils in years 7 and 8 were more likely to report studying geography, art & design, computing, music, design & technology and drama than pupils in year 9. As the year groups increased, pupils were more likely to report having lessons in chemistry, biology and physics.

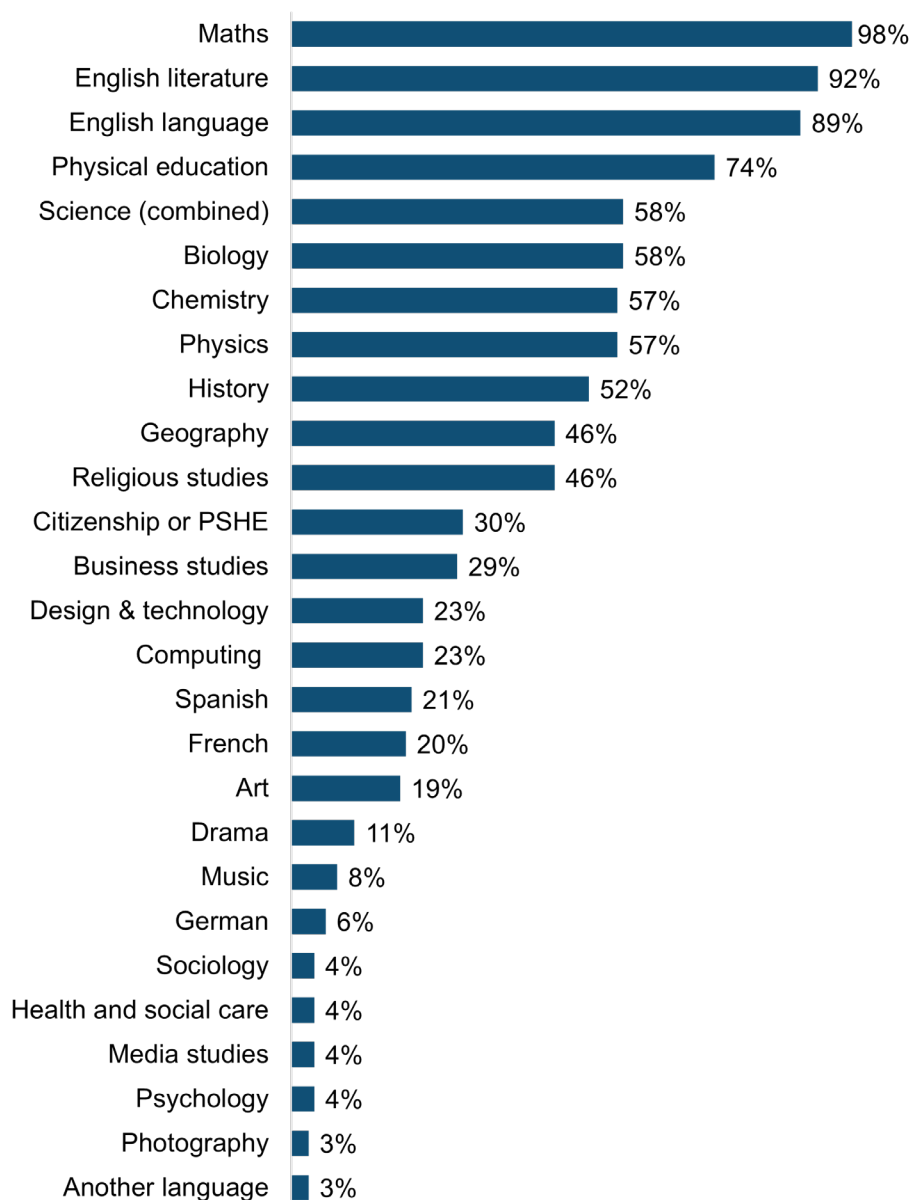
Pupils eligible for FSM, pupils with SEN and pupils with CiN status were all less likely to have reported having had lessons in each of the listed subjects, than pupils not in these groups.

Lesson subjects for pupils in years 10-11

As shown in Figure 29, almost all (98%) pupils in years 10-11 had maths lessons since returning to school in September 2022. Around nine in ten reported studying English literature (92%) or English language (89%). Three quarters (74%) had taken part in physical education lessons and just under six in ten reported studying either combined science (58%) or each of the sciences (58% biology, 57% chemistry and 57% physics). Three in ten (30%) year 10 and 11 pupils reported having lessons in citizenship and one in four (23%) in computing.

One in five year 10 and 11 pupils reported receiving lessons in Spanish (21%) and French (20%), and one in twenty (6%) in German. Around half of year 10 and 11 pupils reported receiving lessons in history (52%) and geography (46%).

Figure 29 Lesson subjects since September 2022 (pupils in years 10-11)



Base: All pupils in years 10-11 (2,021).

Source: PPLP 2022/23 RW1 pupil survey, Since returning to school this September, have you had lessons in any of the following subjects?

Pupils eligible for FSM, pupils with SEN and pupils with CiN status were all less likely to have reported receiving lessons in the majority of the listed subjects than pupils not in these groups. Pupils eligible for FSM, pupils with SEN and pupils with CiN status were, however, all more likely to state that they had received lessons in combined science (and less likely to have received lessons in individual science subjects) than pupils not in these groups. In addition, pupils with SEN were more likely to have had lessons in

computing, art and sociology than pupils without SEN. Pupils with CiN status were more likely to have had lessons in art and sociology than pupils without CiN status.

Glossary

All ethnic minorities (excluding white minorities). For comparisons with the white group as a whole.

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

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

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

FSM or FME – Free School Meal or Free Meal Eligibility. Eligibility for FSMs/FME is used as a proxy for socioeconomic status. Pupils and learners eligible for FSMs/FME were considered to be living in greater socioeconomic deprivation than those pupils and learners who were not eligible for FSMs/FME. FSM refers to data from the National Pupil Database (NPD) and FME refers to comparable data from the Individualised Learner Record (ILR).

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

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

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

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



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