



Department  
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# Parent, Pupil and Learner Panel – February wave

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Social Research

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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. The research has been structured into two broad phases:

- The recruitment wave invited pupils in years 6-10 and parents of pupils in reception to year 10 in the 2020 to 2021 academic year to take part in a 15-minute online survey and join the panel. Panel members were sampled from the National Pupil Database and contacted by letter, inviting them to take part in an online survey (push-to-web approach).
- A subsequent recruitment wave was conducted in February 2022 to recruit pupils and learners in years 12 and 13 or equivalent.
- Subsequent waves involved inviting all panel members to take part in regular 10-minute surveys.

This report discusses the findings from the first research wave with parents and secondary aged pupils and the recruitment wave to recruit pupils and learners in years 12 and 13, both conducted in February 2022. The headline findings are discussed below.

## School and college attendance

Around four in five parents (79%) reported that their child had physically attended school every weekday over the previous two weeks, with a further 14% attending most weekdays. A small minority of parents reported that their child attended on some weekdays (6%) or not at all (1%).

Among pupils and learners, seven in ten (69%) said that they had physically attended school or college every weekday over the previous two weeks and most of the remainder had attended on most weekdays (23%). A small proportion of pupils and learners said that they had attended on some weekdays (6%) or not at all (2%).

COVID-19 continued to be a main reason for pupils not physically attending school reported by parents. Around two in five parents of pupils that had attended 'some' or 'most' days in the preceding two weeks reported that their child had recorded a positive COVID-19 test (38%), while 16% reported that their child was self-isolating because of



COVID-19 symptoms or possible close contact and 4% reported their child was unable to attend because their school was closed to certain groups due to the pandemic. Non-COVID-related illness was also a frequent reason for absence, mentioned by 37% of parents of pupils that had attended 'some' or 'most' days in the preceding two weeks.

Parents of primary school pupils who had attended 'some' or 'most' days were more likely to say that their child had recorded a positive COVID-19 test (45% compared with 29% of parents of secondary aged pupils). Parents of secondary aged pupils were more likely to say that their child was absent because of anxiety or mental health problems (12% compared with 4% of parents of primary school children).

Pupils and learners were most likely to report illness that was not related to COVID-19 as the reason for physical absence from school or college (mentioned by 27% of pupils and learners that had attended 'some' or 'most' days in the preceding two weeks).

Pupils and learners also reported being absent for reasons related to COVID-19: because they had received a positive COVID-19 test (18%); because the school or college had been closed to certain groups due to the pandemic (15%); or because they had been self-isolating due to symptoms or possible close contact (7%).

## **Remote education**

Two in five parents (39%) reported that their child had needed remote education between September 2021 and February 2022. Parents of secondary aged pupils were more likely to say that remote education had been needed during that period (43% compared with 36% for parents of primary aged pupils).

Pupils in years 7-11 were asked if they had needed remote education during term-time between September 2021 and February 2022 (excluding any homework). Two in five (41%) reported that they had needed remote education.

Around half of parents (48%) said remote education had been needed because their child had been self-isolating as they tested positive for COVID. Around one in six (16%) said it was because their child was self-isolating because a close contact had tested positive for COVID. A quarter (27%) said that it was because their child's school or class was shut. Over half of pupils said they needed remote education because they had tested positive for COVID-19 (53%). Around a third said their class or school had been shut (34%) and one in ten (11%) said that they had been self-isolating because a close contact tested positive for COVID.

Online worksheets or activities were the most common type of remote education, mentioned by three quarters (75%) of parents whose child had needed remote education. The other main types of provision mentioned by parents were live lessons delivered over

video call (33%); recommended reading of online resources (28%); recommended reading of books or textbooks (26%); paper worksheets or activities (23%); and recorded video lessons (17%). A small proportion (6%) said that no remote lessons or other ways of learning had been provided by the school.

Around three-quarters (76%) of pupils who had needed remote education said that they had used online worksheets or activities. Live lessons over video call were mentioned by two in five (41%) while three in ten (29%) said they had been given recommended reading of online resources. Around one in five mentioned being given recorded video lessons (22%), paper worksheets or activities (21%) or recommended reading of books or textbooks (18%). A small minority (3%) reported that they had not been given any remote lessons or other ways of learning.

The most common resources used specifically by parents to support their children were digital online learning resources that the school provided (60%); digital online learning resources that the parents had found themselves (39%) or non-digital resources that the parents had found themselves (31%). Around one in ten (12%) parents of children who had needed remote education said that they had not used any resources to support their child.

Amongst those parents who said that their child had needed remote education during term-time between September 2021 and February 2022, around half (53%) said that the child's teacher or someone at their school had marked or provided feedback on the quality of the work submitted during that time.

Parents reported that the most recent period of remote learning involved an average of 3.6 hours per day spent learning or studying. The average was higher for secondary aged pupils (4.1 hours compared with 3.1 hours for primary aged pupils).

Pupils in years 7-11 who had needed remote education between September 2021 and February 2022 reported that the most recent period of remote learning had involved a mean of 4.1 hours of learning per day.

Parents were asked what they had done between September 2021 and February 2022 to help their child to recover from learning lost during the pandemic. Around half (49%) of parents said that they had helped their child with learning outside of normal schoolwork and two in five (39%) had enrolled their child in after school clubs.

## **Barriers to learning**

When asked to self-assess their motivation to learn, around seven in ten pupils and learners said they were motivated to learn (69%), including 14% that were 'very motivated' and 55% that were 'fairly motivated'. Three in ten (30%) said they were not

motivated, including 26% that they were 'not very motivated' and a small minority (4%) that said they were 'not at all motivated'.

Pupils and learners who said that they were 'not very motivated' or 'not at all motivated' to learn were asked an open-ended question about why that was. The most common themes that emerged related to them finding school or college or specific subjects boring, mental health issues, and a general lack of motivation.

Three quarters of pupils and learners (75%) said that they were able to concentrate well in lessons in the classroom, consisting of 13% saying they were able to concentrate 'very well' and 62% 'fairly well'. Around one in five said that they were not able to concentrate very well (19%), and a small minority said that they were not able to concentrate well at all (4%).

Pupils and learners who said that they were not managing to concentrate very or at all well were asked an open-ended question about why that was. The most common themes that emerged related to the behaviour of other pupils and learners, being easily distracted or unable to sit still, there being too much noise, finding subjects boring or unenjoyable, and having health issues such as autism or ADHD.

Pupils and learners were asked what, from a list of issues, if any, had made it difficult for them to learn in the last two weeks of term time. The most common challenges related to struggling with motivation (46%), struggling to concentrate (42%), struggling with mental health (27%) and teacher and staff absences (22%).

One in twenty pupils and learners in years 12 and 13 (5%) said they were well ahead of where they thought they should be and nearly one in eight (13%) said they were a little ahead in their learning. Around half (48%) said that they were about where they thought they should be with their learning, while three in ten (28%) felt that they were a little behind in their learning. One in twenty (5%) said that they were very behind where they thought they should be.

Pupils and learners in year 12 were asked to select from a list of additional activities what they felt would give them the most benefit if more funding were available from the government. Support with mental health, well-being and resilience (37%), extra in-person one to one or small group tutoring (36%) and progressing into employment (34%) were the most popular activities with more than a third of pupils and learners choosing each of the above statements.

## COVID-19 safety measures in school and college

Fewer safety measures were reported as being in place since most restrictions were lifted on January 20<sup>th</sup> 2022 <sup>1</sup> than had been reported as being in place between September/October 2021 <sup>2</sup>. The proportion of parents who said that their child had been asked to do each of the following changed as follows over this period:

- Frequent hand washing fell from 81% in September/October 2021 to 68% since January 20<sup>th</sup> 2022
- Wearing a mask (either in class or communal areas) fell from 43% to 37%
- Staying in smaller groups fell from 65% to 43%
- Keeping physically distant from other pupils where possible fell from 51% to 37%.

When pupils and learners were asked about specific safety measures that were in place in their school or college since most restrictions were lifted on 20<sup>th</sup> January 2022, four in five (80%) said they were asked to regularly test for COVID-19, while around three quarters (72%) said they were asked to wear a mask. Around half (54%) were asked to follow one-way systems and the same proportion (54%) were asked to wash their hands frequently.

When considering the COVID-19 safety measures in their child's school since 20<sup>th</sup> January 2022, three quarters of parents (74%) thought that the measures were about right, 10% thought they were not strict enough and 4% thought they were too strict.

In spite of easing of some safety measures within some schools, there was no corresponding increase in the proportion of parents saying that they thought the measures in place were not strict enough (10% since January 20<sup>th</sup> 2022, compared with 11% in September/October 2021 <sup>3</sup>).

Two thirds of pupils and learners (67%) felt that the COVID-19 safety measures in their school or college had been about right since most restrictions were eased on 20<sup>th</sup> January 2022. Around one in five (18%) thought the safety measures were not strict enough and 6% thought that they were too strict.

There was a relationship between parental attitudes towards safety measures and the specific measures that had been implemented in their child's school. Those who thought the measures were not strict enough were also less likely to report that the school had

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<sup>1</sup> The recommendation for pupils and learners of secondary school age or above to wear face coverings in classrooms was lifted on January 20<sup>th</sup> 2022, but the recommendation to wear them in communal areas remained in place until January 27<sup>th</sup> 2022. Additionally, regular testing continued to be recommended until late February.

<sup>2</sup> November 2021 PPLP recruitment wave

<sup>3</sup> November 2021 PPLP recruitment wave

asked pupils to implement various safety measures. Those who thought the measures were too strict were more likely to report that the school had asked pupils to implement various safety measures.

Overall, around half of parents of secondary aged children (53%) thought that masks should be mandatory in secondary schools (unless exempt). However, parents of primary aged children (79%) thought that masks should not be required in primary schools. Around three in five (57%) pupils and learners said that secondary schools and colleges should make pupils wear masks while attending unless they are exempt.

Amongst pupils and learners, there were mixed views towards wearing a mask or face covering. Three-quarters (75%) agreed to some extent that wearing a mask or face covering helps keep others safe and half (50%) agreed to some extent that wearing masks or face coverings helped them to feel safe.

However, two-thirds of pupils and learners (66%) agreed to some extent that wearing a mask or face covering made communication with teachers or school or college staff difficult and around half (52%) agreed to some extent that wearing a mask or face covering made it difficult to communicate with friends. Half of pupils and learners (49%) said that they agreed to some extent that wearing a mask or face covering makes learning more difficult. One in five pupils and learners (21%) agreed that wearing a mask or face covering makes them feel anxious, while three in five (57%) disagreed that this was the case.

Three in five pupils and learners (60%) agreed to some extent that opening windows in classrooms for fresh air made them uncomfortable due to the cold or draughts. Half of pupils and learners (51%) agreed to some extent that opening windows in classrooms helps keep others safe. Two in five pupils and learners (38%) agreed to some extent that opening windows in classrooms helps to make them feel safe and a third (34%) agreed that opening windows makes learning more difficult.

## **Experiences of COVID-19 and testing**

Seven in ten (69%) pupils and learners who consented to answer a question about their COVID-19 vaccination status said that they had been vaccinated against COVID-19. A further 17% reported that they had not yet been vaccinated but intended to. Around one in ten (12%) said that they had not been vaccinated and did not intend to, while 2% said that they preferred not to say.

Around seven in ten parents (69%) reported that their child had taken a rapid lateral flow test in the previous seven days in early February 2022. This included 19% who said their child had taken one test during that time, 26% that had taken two and 23% that had taken three or more tests.

Around three-quarters of pupils and learners (73%) reported that they had taken a rapid lateral flow test in the previous seven days in early February 2022. This included 21% who said they had taken one test during that time, 30% that had taken two and 22% that had taken three or more tests.

When pupils and learners were asked what, if anything, stops them from regularly taking a lateral flow test from a list, the most common response was that the pupil or learner forgot that they should take a test (38%). Around a quarter (27%) said they had no barriers to regular testing.

When asked what, if anything, stops them from regularly reporting their test results from a list, around a third (35%) of pupils and learners said that nothing stopped them from reporting their test results and they regularly do report them. Amongst pupils and learners, the most frequently cited barrier to reporting test results was forgetting that you are meant to report them (28%).

## Childcare for primary aged pupils

Around half of parents of primary aged children (47%) reported that they had used some kind of childcare for their primary aged children since the start of the January 2022 term.

After school clubs on a school site were the most widely used type of childcare provision, used by 30% of parents of primary aged children during this period. Before school clubs on a school site were used by 17% of parents of primary aged children. The other types of provision were used less widely. Childminders were used by 6% of parents of primary aged children; after school clubs away from the school site were used by 5%; and weekend clubs were used by 2%. A small proportion (3%) reported using some other kind of childcare provision for their primary aged children since the start of January 2022.

Parents of primary aged children who had *not* used childcare since the start of term in January 2022 were asked why that was from a list. The majority said that they do not normally use childcare (71%). Just over one in ten said that it was because childcare is too expensive (12%), and the same proportion said it was because they no longer need childcare (12%). Around one in twenty (6%) of these parents said that it was because working at home meant that they did not need as many hours of childcare.

A large majority of parents of primary aged children who had used childcare since the start of term in January 2022 reported that the childcare provision had met their needs (88%). Fewer than one in ten (7%) said the provision had not met their needs and 6% were unsure.

All parents of primary aged children were asked whether the price of their childcare had changed since the beginning of the autumn term in 2021. For parents where this was

applicable, because they had used childcare over this period, three-quarters (75%) said that the price had not changed and around a quarter (24%) said the provider had increased their prices. Less than 1% of parents said that the childcare provider had decreased their prices.

## **Access to SEND support**

Around one in five parents (18%) said that they considered their child to have a special educational need or disability (SEND). Among these parents, three in five (63%) said their child was receiving support with learning, 60% were getting support from a SEN coordinator, 21% receiving support from educational psychologist and mental health support while other types of support were received by between 8% and 17% of children. The proportion that said their child was unable to access support ranged from 8% for medical support, to 35% for support from an educational psychologist.

According to parents, the main reasons why pupils were unable to access specific types of SEND support were that the child was currently being assessed or awaiting a SEND referral (31%) or that support staff were not available (31%).

Around one in seven pupils and learners in years 12 and 13 (15%) said that they considered themselves as having a special educational need or disability (SEND), with around three in five (59%) saying they were entitled to specialist support. Among these pupils and learners, the most commonly mentioned were support with learning (74%), mental health support (60%), support from a SEN coordinator (34%), support from an educational psychologist (29%) and medical support (22%).

Three in ten pupils and learners who said they were entitled to specialist support reported that they needed mental health support but were unable to access it (30%). This represented the largest gap between support needs and availability.

## **Pupil and learner mental health and well-being**

Overall, pupils and learners reported broadly positive mean scores for happiness (6.4 out of 10) though happiness tended to decrease in older pupils and learners. Pupils in year 7 had a mean happiness score of 7.3, falling to 6.1 for pupils in year 10 and then remained at a similar level through to pupils and learners in year 13 (where the mean was also 6.1).

Parents of primary and secondary pupils gave a mean score of 7.9 (out of 10) for their child's happiness. Primary parents gave a higher mean score of 8.2 for their child's happiness than secondary parents (7.5).

Pupils and learners 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 ('worthwhile'). Overall, pupils and learners had broadly positive mean scores for satisfaction (6.4) and worthwhileness (6.6). However, as was the case with happiness scores, satisfaction and worthwhileness also tended to decrease in older pupils and learners.

Amongst pupils and learners, the overall mean score for anxiousness was 4.0 and, again, the mean scores tended to be poorer for older year groups, though the highest negative score for this measure occurred for pupils in year 11 (4.8) before falling again for pupils and learners in years 12 (4.2) and year 13 (4.4).

Parents gave a mean score of 2.9 (out of 10) for the level of anxiousness of their child. Secondary parents gave poorer scores for their child's anxiousness (3.2) than primary parents (2.7).

One in five (20%) pupils and learners said they often felt lonely, while 42% said they felt lonely some of the time and 34% hardly ever or never felt lonely.

## **Access to and perceptions of mental health support**

Around two in five parents (42%) said that they were aware of mental health and wellbeing support available through their child's school or college. Awareness of such support was higher among parents of secondary aged children (48% compared with 38% for parents of primary aged children).

Parents who were aware of any mental health and wellbeing support available through their child's school or college were asked whether their child had made use of that support. Around three in ten (28%) of those aware of the mental health and wellbeing support reported that their child had made use of it.

Of those who had made use of it, a large majority (86%) of parents reported that the support had been helpful, while 6% said it had not been helpful and 8% did not know. Four in five parents (80%) who were aware of any mental health and wellbeing support offered by their child's school or college thought that the support would be helpful if they used it.

A large majority of parents (81%) reported that they felt confident they could look after the mental health of their child. Almost three quarters (73%) of parents said there were staff at their child's school who they would feel comfortable speaking to about their child's mental health.



Seven in ten pupils and learners (71%) said that they were aware of mental health and wellbeing support available through their school or college. Around a quarter (23%) of pupils and learners who were aware of any mental health and wellbeing support offered by their school or college said that they had made use of that support.

Two thirds (66%) of pupils and learners who had made use of any mental health and wellbeing support offered by their school or college said that the support had been helpful, while 18% said it had not been helpful and 16% did not know. Three in five (58%) pupils and learners who were aware of mental health support but had not used it thought that the support would be helpful if they did use it.

Around three in five (62%) pupils and learners said that they felt confident they could look after their mental health. Around three in five (57%) pupils and learners said that their school or college teaches them about how to look after their mental health. Overall, 43% of pupils and learners said that they would feel comfortable discussing mental health with adults in their school or college. Half (51%) said they would not feel comfortable discussing mental health with adults in their school or college.

## **Bullying**

Around one in five parents (22%) said that their child had been a victim of bullying of any type in the previous 12 months. The bullying typically stemmed from pupils at their child's school (21%), although 2% said that their child had been bullied by someone else. Amongst parents of those whose child had experienced bullying around two in five (38%) said that their child had been bullied online (34% by pupils at their school and 7% by someone from outside their school).

Overall, 15% of pupils and learners said that they had been a victim of bullying for any reason in the past 12 months. In most cases, they were bullied by pupils at their school or college (13%), although 3% said that they had been bullied by someone else. Amongst pupils and learners who reported that they had been bullied in the past 12 months, around half (47%) said that at least some of that bullying had taken place online. A third (33%) of those who had experienced bullying said that at least some of it had been online bullying instigated by pupils at their school or college and one in five (19%) said that at least some of it had been online bullying involving somebody from outside their school or college.

Around two thirds (63%) of pupils and learners that experienced online bullying said that it had taken place on social media platforms. A third (36%) of those bullied online said that it had taken place on messaging apps, while one in five (18%) said that it had taken place in online games.

## **United Nations Convention on the Rights of the Child (UNCRC)**

Around a third of pupils and learners (36%) reported that they have heard of the United Nations Convention on the Rights of the Child (UNCRC) prior to their participation in the survey. This consisted of; 6% said that they had heard of the UNCRC and knew a lot about it, 15% had heard of the UNCRC and knew a little about it, and 16% said they had only heard the name.

Pupils and learners who were aware of the UNCRC were asked where they had heard about it from a list. Slightly under half (46%) said that they heard about it during lessons at school or college, while around two in five (37%) said they heard about it on the internet.

## 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 to 2022 academic year. The research aims to help DfE make evidence-based policy decisions during recovery from the COVID-19 pandemic and monitor the impact of existing policies. The research has been structured into two broad phases:

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

This report presents the findings from the second recruitment wave (with pupils and learners in years 12 and 13) as well as the research wave 1 (with parents and pupils in years 7 to 11) which were both conducted in February 2022 (see Table 1).

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

| Wave               | Audience                                                 | Fieldwork period                                               | Fieldwork reference           |
|--------------------|----------------------------------------------------------|----------------------------------------------------------------|-------------------------------|
| Recruitment wave 1 | 4,047 parents and 4,228 secondary pupils (years 7 to 11) | 25 <sup>th</sup> November 2021 to 5 <sup>th</sup> January 2022 | November 2021 to January 2022 |
| Recruitment wave 2 | 2,158 pupils and learners (years 12 to 13)               | 2 <sup>nd</sup> February to 24 <sup>th</sup> February 2022     | February 2022                 |
| Research wave 1    | 2,396 parents and 1,810 secondary pupils (years 7 to 11) | 2 <sup>nd</sup> February to 7 <sup>th</sup> February 2022      | February 2022                 |

## Background

Between August 2020 and July 2021, the Department for Education commissioned a previous panel, the COVID-19 Parent and Pupil Panel (PPP <sup>4</sup>) <sup>5</sup>. 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 to 2021 academic year.

DfE subsequently commissioned the Parent, Pupil and Learner panel (PPLP) <sup>6</sup> 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, pupils and learners which were conducted between 2<sup>nd</sup> and 24<sup>th</sup> February 2022. The first research wave with parents and secondary aged pupils was conducted between 2<sup>nd</sup> February to 7<sup>th</sup> February 2022. Recruitment fieldwork for pupils and learners in years 12 and 13 was open between 2<sup>nd</sup> and 24<sup>th</sup> February 2022.

Pupils in secondary years 7 to 11 and parents of primary and secondary aged pupils, by which we mean academic years 1 to 11, were sampled via the National Pupil Database (NPD). All parents of secondary aged 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.

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<sup>4</sup> 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.

<sup>5</sup> [Parent and pupil panel: omnibus surveys](#)

<sup>6</sup> [Parent, pupil and learner panel omnibus surveys for 2021 to 2022](#)

Parents and pupils in secondary years 7 to 11 who had signed up to the panel in November to December 2021 were invited to take part in a 10-minute online survey by email and SMS. A reminder email was sent on day three and five of fieldwork.

Pupils in school settings years 12 and 13 were sampled from the National Pupil Database (NPD). Learners in college settings aged 16-18 years old were sampled from the Individualised Learner Record (ILR). The college-based learners included those at general FE colleges, sixth-form colleges and specialist colleges, and include those doing vocational and academic programmes. Only those doing classroom-based study programmes were sampled (i.e., apprenticeships and traineeships have been excluded). Based on the learners age they were placed into either the year 12 (aged 16 at the start of the academic year) or year 13 (aged 17 at the start of the academic year) alongside the pupils in school settings creating equivalent year groups. More detail on this recruitment can be found in the technical report.

This recruitment approach for year 12 and 13 differs to the PPP where all panellists were recruited in August 2020 based on the previous academic years (2019/20) NPD data alone. As such, the PPP findings for year 12 likely represent all year 12 pupils and learners, not just those in school sixth forms. Year 12 pupils in August 2020 who moved into year 13 in the 2020 to 2021 academic year are only representative of those in school sixth forms. More details on this can be found in the PPP technical report <sup>7</sup>. The comparisons made between the PPP and PPLP within this report should therefore be treated with caution.

Letters were sent to those sampled to participate in an online survey, lasting approximately 15 minutes. A reminder letter was sent to those who had not completed the survey two weeks after the invitation letter was sent.

Key demographics for respondents are shown in Table 2. Only a subset of the original panel (here meaning parents and secondary aged pupils) took part in each subsequent wave of the survey; however, at each wave, results were weighted to be representative of the full panel.

More information about the methodology of the panel, including participant characteristics can be found in the Methodology chapter of the recruitment wave findings report.

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<sup>7</sup> [Parent and pupil panel: omnibus surveys](#)

**Table 2 Unweighted demographic profile of research wave 1 respondents <sup>8</sup>**

|                                        | <b>Number of parents</b> | <b>% of all parents</b> | <b>Number of pupils and learners (years 7-13)</b> | <b>% of all pupils and learners (years 7-13)</b> |
|----------------------------------------|--------------------------|-------------------------|---------------------------------------------------|--------------------------------------------------|
| All                                    | 2,396                    | 100%                    | 3,968                                             | 100%                                             |
| Primary                                | 1,319                    | 55%                     | 0                                                 | 0%                                               |
| Secondary                              | 1,077                    | 45%                     | 3,968                                             | 100%                                             |
| Pupil or learner: FSM/FME              | 795                      | 33%                     | 793                                               | 20%                                              |
| Pupil or learner: SEN                  | 524                      | 22%                     | 443                                               | 11%                                              |
| Pupil: CiN                             | 836                      | 35%                     | 571                                               | 14%                                              |
| Ethnicity (of pupil or learner): White | 1,904                    | 79%                     | 2,846                                             | 72%                                              |
| Ethnicity (of pupil or learner): Asian | 155                      | 6%                      | 465                                               | 12%                                              |
| Ethnicity (of pupil or learner): Black | 82                       | 3%                      | 222                                               | 6%                                               |
| Ethnicity (of pupil or learner): Mixed | 178                      | 7%                      | 237                                               | 6%                                               |
| Ethnicity (of pupil or learner): Other | 41                       | 2%                      | 88                                                | 2%                                               |
| Gender (of pupil or learner): Male     | 1,197                    | 50%                     | 1,620                                             | 41%                                              |
| Gender (of pupil or learner): Female   | 1,199                    | 50%                     | 2,203                                             | 56%                                              |
| Region: East Midlands                  | 223                      | 9%                      | 344                                               | 9%                                               |
| Region: East of England                | 271                      | 11%                     | 473                                               | 12%                                              |
| Region: London                         | 285                      | 12%                     | 591                                               | 15%                                              |
| Region: North-east                     | 109                      | 5%                      | 170                                               | 4%                                               |
| Region: North-west                     | 305                      | 13%                     | 458                                               | 12%                                              |
| Region: South-east                     | 428                      | 18%                     | 698                                               | 18%                                              |

<sup>8</sup> Note percentages do not always sum to 100% due to some respondents not providing demographic data, or demographic data not being held on the NPD or ILR.

|                              |     |     |     |     |
|------------------------------|-----|-----|-----|-----|
| Region: South-west           | 266 | 11% | 391 | 10% |
| Region: West Midlands        | 267 | 11% | 423 | 11% |
| Region: Yorkshire and Humber | 240 | 10% | 417 | 11% |

Source: Pupil or learner information (year group, FSM or FME, SEN, CiN, Ethnicity, Gender, Region) sourced from information held on the National Pupil Database (NPD) or Individualised Learner Record (ILR).

## School and college attendance

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

Parents, pupils and learners were asked about physical school or college attendance in the previous two weeks at the point they completed the survey (covering the period from 2<sup>nd</sup> to 24<sup>th</sup> February 2022), as well as the reasons for non-attendance.

### How regularly the pupil physically attended school or college in the last two weeks

#### Parents

Around four in five parents (79%) reported that their child had physically attended school every weekday over the previous two weeks, with a further 14% reported to attend most weekdays. A small minority of parents reported that their child attended on some weekdays (6%) or not at all (1%).

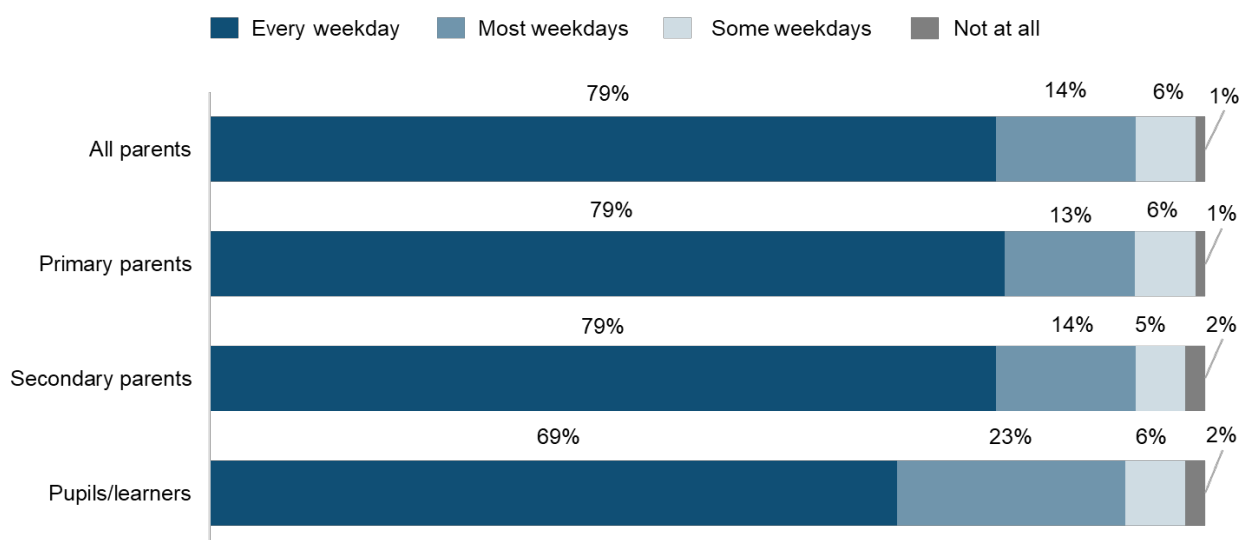
As shown in Figure 1, there was no difference in reported attendance between parents of primary school pupils and parents of secondary aged pupils. Analysis by year group shows that reported attendance was similar across each of the primary year groups. Reported attendance was also similar across most secondary year groups, though the proportion who had not attended at all was higher in year 11 (6%).

Parents of those with CiN status were less likely to report that their child had attended every weekday (72% compared with 79% of those without CiN status). They were more likely to report that their child had not attended at all (4% compared with 1% of those without CiN status).

Parents from ethnic minorities (excluding white minorities) were more likely to say that their child had attended school every weekday (84%) compared with white parents (77%).



**Figure 1 Physical attendance at school or college in the last two weeks (parents and pupils or learners)**



Base: All parents (2,396), All primary school parents (1,319), All secondary school parents (1,077), All pupils or learners (3,698).

Source: PPLP 2022 RW1 parent / pupil or learner survey, How often, if at all, has [Pupil] / have you physically attended school or college in the past two weeks of term time?

The February 2021 PPP <sup>9</sup>, which was conducted at an equivalent time of year <sup>10</sup>, took place during a time when schools were closed to the majority of pupils as part of the national lockdown, leading to very different patterns of physical attendance... At that time 11% of parents said that their child had attended school every weekday over the previous two weeks (compared with 79% in the February 2022 data). A further 4% said that their child had attended on most weekdays (compared with 14% in February 2022) and 5% said their child attended on some weekdays (compared with 6% in February 2022). There was a very pronounced difference in the proportion who had not physically attended school at all – 79% in February 2021 compared with 1% in February 2022.

## Pupils and learners

Seven in ten pupils and learners (69%) reported that they had physically attended school or college every weekday over the previous two weeks and most of the remainder reported they attended on most weekdays (23%). A small proportion of pupils and learners reported that they had attended on some weekdays (6%) or not at all (2%).

<sup>9</sup> 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.

<sup>10</sup> Interviews with parents were conducted between 3<sup>rd</sup> and 5<sup>th</sup> February 2021 in Wave 7 of the Parent and Pupil Panel.

Attendance varied across different groups of pupils and learners:

- Year 12-13 pupils in school settings were more likely than year 12-13 learners in college settings to report they had attended every weekday (81% compared with 44%). Accordingly, pupils and learners in years 12-13 overall were less likely than younger pupils to have attended every weekday (61% compared with 75% of pupils in years 7-11)
- Male pupils and learners were more likely to report attending on every weekday (71% compared with 67% of female pupils and learners)
- Pupils with CiN status were less likely to report that they had attended on every weekday (69% compared with 77% of those without pupils CiN status)
- Pupils and learners from an Asian background (77%) or a black background (80%) were more likely to report they had attended on every weekday than those from a white background (66%) or from a mixed ethnic background (67%)
- London-based pupils and learners were most likely to report that they had attended on every weekday (75% compared with 68% for regions outside London).

The February 2021 PPP <sup>11</sup>, which was conducted at an equivalent time of year <sup>12</sup>, took place during a time when schools and colleges were closed to the majority of pupils as part of the national lockdown meaning pupils were far less likely to have physically attended school or college over the preceding two weeks. At that time 4% of pupils said that they had attended school or college every weekday over the previous two weeks (compared with 69% in the February 2022 data). A further 1% said that they had attended on most weekdays (compared with 23% in February 2022) and 3% said they had attended on some weekdays (compared with 6% in February 2022). The proportion who had not physically attended school or college at all fell from 92% in February 2021 to 2% in February 2022.

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<sup>11</sup> 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.

<sup>12</sup> Interviews with pupils were conducted between 3<sup>rd</sup> and 5<sup>th</sup> February 2021 in Wave 7 of the Parent and Pupil Panel.

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

### Parents

Among parents who reported their child had attended school on 'some' or 'most' days in the last two weeks, the most common reasons for absence from school related to illness.

COVID-19 continued to be a main reason for absence. Around two in five parents who reported their child had attended 'some' or 'most' days in the preceding two weeks reported that their child had recorded a positive COVID-19 test (38%), while 16% reported that their child was self-isolating because of COVID-19 symptoms or possible close contact and 4% reported that their child was unable to attend because their school was closed to certain groups due to the pandemic.

Non-COVID-related illness was also a frequent reason for absence, mentioned by 37% of parents of pupils that had attended 'some' or 'most' days in the preceding two weeks.

Around one in ten parents of pupils that had attended 'some' or 'most' days in the preceding two weeks said that the reason for absence was anxiety or mental health problems (8%). The full breakdown can be found in Figure 2 below.

Parents of absent primary school pupils were more likely to say that their child had recorded a positive COVID-19 test (45% compared with 29% of parents of secondary aged pupils). Parents of secondary aged pupils were more likely to say that their child was absent because of anxiety or mental health problems (12% compared with 4% of parents of primary school children).

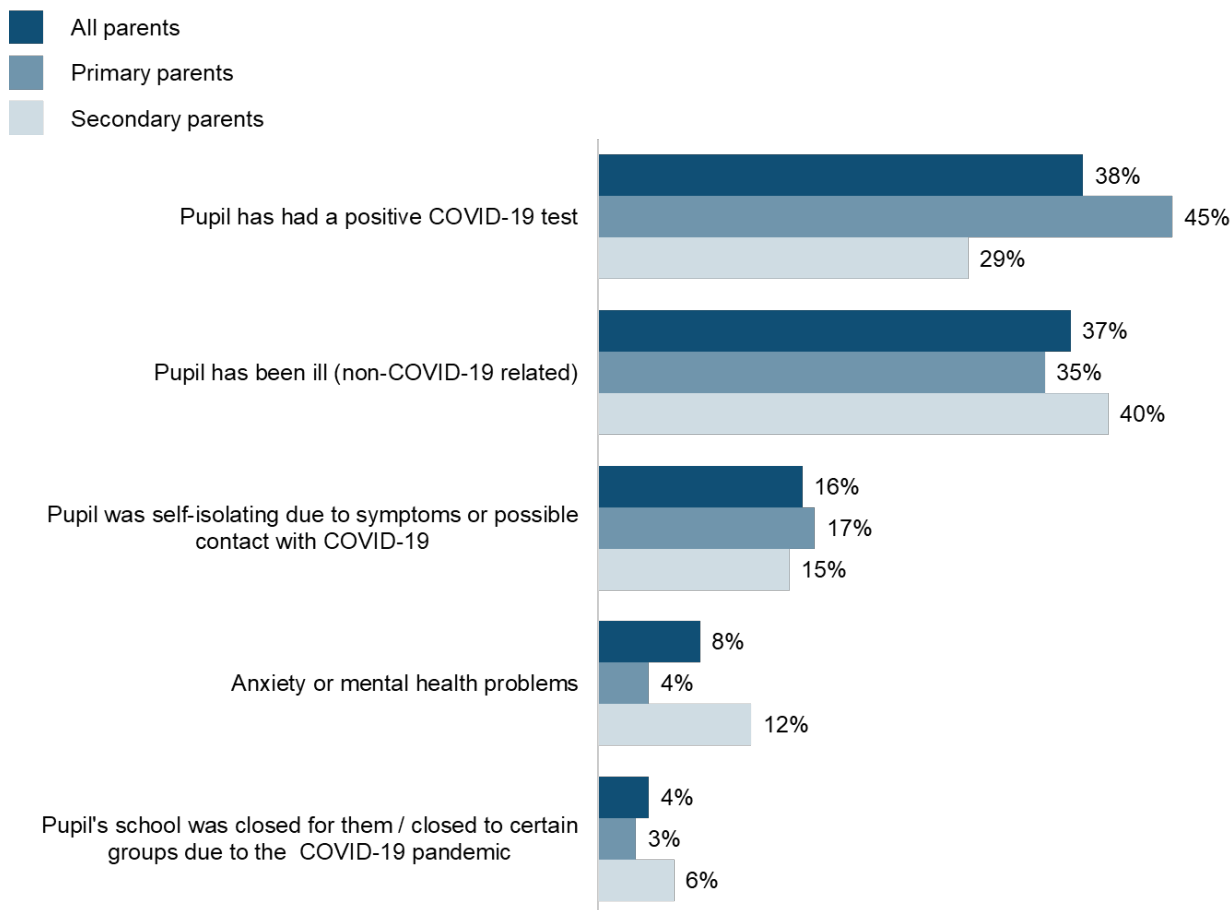
Parents of children eligible for FSM were more likely to say their child did not attend because they had recorded a positive COVID-19 test (42% compared with 25% of those not eligible for FSM).

Those whose children were considered to have SEND were more likely to say that the reason for their child's absence was because of anxiety or mental health problems (23% compared with 4% of those without SEND). Those without SEND were more likely to say that the absence was attributable to the child having a positive COVID test (43% compared with 24% of those considered to have SEND). A fifth (21%) of those considered to have SEND cited an 'other' reason for non-attendance – a higher proportion than was found among those without SEND (10%).

Parents of pupils with CiN status were more likely to report absence because of anxiety or mental health problems (16% compared with 8% of those without CiN status) and difficulty travelling to school (4% compared with less than 1% of those without CiN status). Those without CiN status were more likely to report absence because of a

positive COVID-19 test (38% compared with 27% of those without CiN status). For more information on the prevalence of COVID testing, please see the 'Experiences of COVID-19 and testing' section.

**Figure 2 Reasons for physical non-attendance at school in previous two weeks (parents)**



Note: responses are limited to those given by more than 2% of respondents. Other reasons were presented to parents alongside the presented responses including 'Pupil is being bullied at school,' 'Pupil's school is not open every day to all year groups', 'Difficulty travelling to school', 'Quarantining after travel' and 'Pupil was on holiday'.

Base: Parents of pupils who attended school 'some' or 'most' days in the last 2 weeks: All parents (522), Primary school parents (274), Secondary school parents (248).

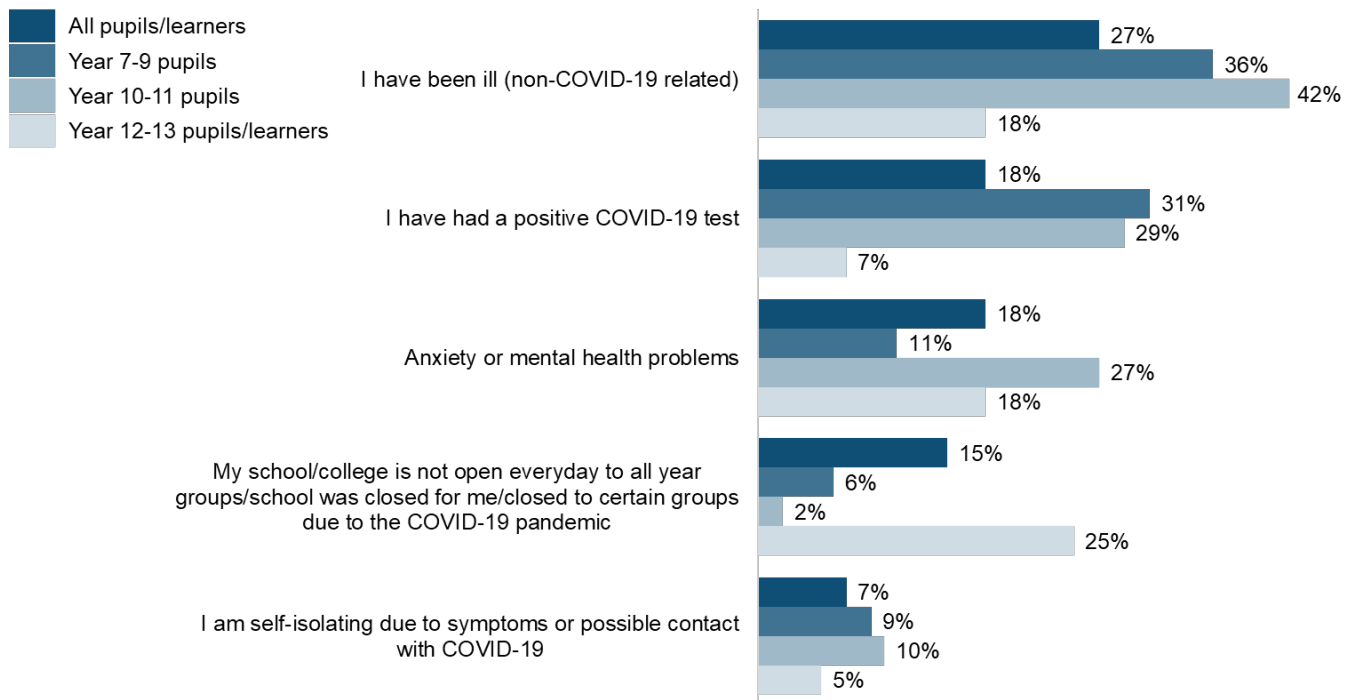
Source: PPLP 2022 RW1 parent survey, Why has [Pupil] not physically attended school every day?

## Pupils and learners

Illness that was not related to COVID-19 was the most common reported reason for physical absence from school or college amongst pupils and learners (mentioned by 27%

of pupils and learners that reported attending 'some' or 'most' days in the preceding two weeks). Around one in five pupils and learners reported that their reason for absence was because of anxiety or mental health problems (18%). The full breakdown can be found in Figure 3 below.

**Figure 3 Reasons for physical non-attendance at school or college in previous two weeks (pupils and learners)**



Note: responses are limited to those given by more than 2% of respondents. Other reasons were presented to pupils or learners alongside the presented responses which included 'Difficulty travelling to school or college', 'I am being bullied at school or college', 'I have been on holiday' and 'I am quarantining after travel'.

Base: Pupils or learners who attended school 'some' or 'most' days in the last 2 weeks: All pupils or learners (1,184), year 7-9 pupils (246), year 10-11 pupils (212), year 12-13 pupils or learners (726).

Source: PPLP 2022 RW1 pupil or learner survey, Why have you not physically attended school or college every day?

Pupils and learners also reported being absent for reasons related to COVID-19: because they'd had a positive COVID-19 test (18%); because the school or college had been closed to certain groups due to the pandemic (15%); or because they had been self-isolating due to symptoms or possible close contact (7%).

Amongst those who reported attending on some or most weekdays in the last two weeks, pupils and learners in years 12-13 were less likely to have been absent because of a positive COVID-19 test (7% compared with 29% of pupils in years 10-11 and 31% of

pupils in years 7-9). Pupils and learners in years 12-13 were also less likely to have been absent due to non-COVID-19 related illness (18% compared with 42% of pupils in years 10-11 and 36% of pupils in years 7-9). For more information on the prevalence of COVID testing, please see the 'Experiences of COVID-19 and testing' section.

Year 12-13 pupils and learners were less likely to report that their absence was due to anxiety or mental health problems than pupils in years 10-11 (18% and 27% respectively). Pupils and learners in years 12-13 were more likely to report that their absence was due to the school or college having been closed to certain groups due to the pandemic (25% compared with 2% of pupils in years 10-11 and 6% of pupils in years 7-9).

College-based learners in years 12-13 were more likely to report that their absence was due to their school or college being closed to certain groups due to the pandemic (30% compared with 7% of school-based years 12-13). School-based pupils in years 12-13 were more likely than college-based learners in years 12-13 to say that their absence was due to various factors relating to illness or anxiety.

Female pupils and learners were more likely to say that their absence was because of non-COVID-19 related illness (31% compared with 24% of male pupils and learners) or anxiety or mental health problems (23% compared with 9% of male pupils and learners).

Pupils and learners not eligible for FSM or FME were more likely to report that their absence had been because their school or college had been closed to certain groups due to the pandemic (16% compared with 9% of those eligible for FSM or FME).

Pupils with CiN status were more likely to say that they had been absent because of anxiety or mental health problems (31% compared with 19% of those without CiN status). They were also more likely to say they had been absent because they were being bullied (5% compared with 1% of those without CiN status). Those without CiN status were more likely to report that their absence had been due to non-COVID-19 related illness (39% compared with 21% of those with CiN status).

Pupils and learners in London were more likely to attribute their absence to non-COVID-19 related illness (33% compared with 27% for those outside London). Those outside London were more likely to report that their absence had been due to a positive COVID-19 test (19% compared with 10% of those in London). Those in the north-west were most likely to report that their absence was because their school or college had been closed to certain groups due to the pandemic (24% compared with 14% of all other regions).

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

### Parents

Only 46 parents reported that their child had not attended school at all in the last two weeks. As such, it is not possible to provide a reliable percentage breakdown of the reasons for non-attendance.

### Pupils and learners

Only 90 pupils and learners had not attended school or college at all in the preceding two weeks. As such, although the most common reasons were as follows, the findings should be viewed with caution:

- anxiety or mental health problems (25%)
- a positive COVID-19 test (11%)
- because they were now being permanently home schooled <sup>13</sup> (8%)
- self-isolating due to COVID-19 symptoms or possible contact (7%).

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<sup>13</sup> Pupils and learners who answered that they were now being permanently home schooled were not contacted again for future waves

## Remote education

The COVID-19 pandemic has interrupted school attendance for many pupils. While maximising the time pupils spend in-school has been a high priority throughout the pandemic, home-learning continues to be a necessary part of education provision.

Parents and pupils in years 7 to 11 were asked about remote learning since September 2021, covering topics including: whether their child had needed remote education; reasons why the child had or had not needed remote education; how remote education was delivered and whether feedback was provided by the school; the support given by parents; and the subjects and duration of remote education. Remote education was defined as taking place during term-time and excluding homework.

### Whether pupil has needed remote education between September 2021 and February 2022

#### Parents

Two in five parents (39%) reported that their child had needed to learn at home between September 2021 and February 2022. Parents of secondary aged pupils were more likely to report that remote education had been needed during that period (43% compared with 36% for parents of primary aged pupils). Parents of pupils in year 11 were most likely to say that remote education had been needed (49%).

Parents whose children were considered to have SEND were more likely to say that their child had needed remote education (46% compared with 38% of those without SEND).

Those with CiN status were less likely to report that their child had not needed remote education (53% compared with 58% of those without CiN status).

Parents of children from a black ethnic background were most likely to say that remote education had been needed between September 2021 and February 2022 (54%) compared with 38% of those from a white background and 35% of those from a mixed ethnic background.

#### Pupils

Pupils in years 7-11 were asked if they had needed remote education during term-time between September 2021 and February 2022 (excluding any homework). Two in five (41%) reported that they had needed remote education.

Those in year 9 were less likely to report they had needed remote education (34% compared with 44% of those in year 8 and year 10). Although parents of pupils in year 11



were most likely to say that remote education had been needed, there were no similar significant differences among pupils in different year groups.

Unlike for Parents, pupils with CiN status were less likely to say that they had needed remote education (36% compared with 41% of those without CiN status).

Unlike for Parents there were some regional differences among pupils. Those in the north-east were most likely to say that they had needed remote education (57% compared with 40% of all other regions).

## **Why pupil has not needed remote education between September 2021 and February 2022**

### **Parents**

Parents who said their child had not needed remote education between September 2021 and February 2022 were prompted with three possible reasons why that might be: their child had not needed remote education during term-time; their child was off but too unwell to do schoolwork; their child was off, but their school did not provide them with any work.

Four in five of these parents reported that their child had not received remote education because there had not been any need for it (80%). Around one in ten (9%) said that the lack of remote education was because their child had been off but too unwell to do schoolwork. A similar proportion (8%) said that it was because their child had been off, but their school did not provide them with any work.

Those whose children were considered to have SEND were more likely to say that their child had been off, but their school did not provide them with any work (15% compared with 7% of those without SEND). They were less likely to say that the child had not needed remote education (69% compared with 82% of those without SEND).

Parents of pupils with CiN status were less likely to say that there had been no need for remote education (72% compared with 80% of those without CiN status).

Parents of pupils from a white background were more likely to say that the reason why there had not been a need for remote education was because their child had been off but too unwell to do schoolwork (10% compared with 4% of parents of children from ethnic minorities (excluding white minorities)).

## Pupils

Amongst pupils who reported that they had not received remote education between September 2021 and February 2022, around seven in ten (69%) said there had not been any need for it. Around one in six (16%) said that they had been off but were too unwell to do schoolwork and around one in ten (11%) said they were off but that their school did not provide them with any work.

Pupils considered to have SEN were less likely to say that they had not needed remote education because there had not been any need (56% compared with 71% of those without SEN). Pupils considered to have SEN were also more likely to say that they did not know why they had not needed remote education (15% compared with 6% of those without SEN).

White pupils were more likely to say that they had not needed remote education because they had been off but were too unwell to do schoolwork (17% compared with 9% pupils from ethnic minorities (excluding white minorities)).

## Reasons for needing remote education between September 2021 and February 2022

### Parents

Parents who said that remote education had been needed between September 2021 and February 2022 were asked why that was from a list.

Around half (48%) said it was because their child had been self-isolating because they tested positive for COVID and around one in six (16%) said it was because their child was self-isolating because a close contact had tested positive for COVID. A quarter (27%) said that it was because their child's school or class was shut.

Parents of secondary aged pupils were more likely to say that remote education had been needed because their child's school or class was shut (33% compared with 20% of parents of primary aged children). Parents of primary aged pupils were more likely to say that remote education had been needed because their child was self-isolating because a close contact had tested positive (19% compared with 12% for secondary aged children).

Around one in five (22%) said that some other reason had been behind the need for remote education, with common responses including illness unrelated to COVID, or catching up with missed work.

Parents of children eligible for FSM were less likely to say that they had needed remote education because they were self-isolating after a positive COVID test (35% compared with 52% of those not eligible for FSM).

Those whose children were considered to have SEND were more likely to say that the reason for their absence was because of 'another reason', which fell outside the main prompted reasons (33% compared with 18% of those without SEND).

Parents of pupils with CiN status were less likely to say that they had needed remote education because they were self-isolating after a positive COVID test (35% compared with 49% of those without CiN status). For more information on the prevalence of COVID testing, please see the 'Experiences of COVID-19 and testing' section.

Those with children from a white background were more likely to say that the remote education had been necessary because their child was self-isolating after a positive COVID test (55% compared with 26% of parents of children from an Asian background<sup>14</sup>).

There was some regional variation in responses, though the number of parents answering in many regions was not sufficient to allow robust analysis. Those in the south-east (60%) were more likely to say that the reason for remote education was because their child had tested positive for COVID (compared with 46% of all other regions). Those in the West Midlands were more likely to be uncertain about why remote education had been needed (9% compared with 1% of all other regions).

## Pupils

Amongst pupils who said that they had needed remote education between September 2021 and February 2022, of the reasons presented, the most common reason was because the pupil had tested positive for COVID-19 (53%). This reason was more common among:

- Year 7 pupils (63% compared with 46% of those in year 9 and 49% of pupils in years 10-11)
- Pupils not eligible for FSM (56% compared with 39% of those eligible for FSM)
- Pupils without CiN status (53% compared with 38% of those with CiN status)
- Pupils from a white background (58% compared with 41% of pupils from an Asian background).

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<sup>14</sup> Only 71 parents of children from an Asian ethnic background said that their child had needed remote education. These findings should therefore be treated with caution.

Around a third of pupils who had needed remote education said that this was because their class or school had been shut (34%). Pupils in years 7-9 were more likely to give this as a reason (38% compared with 28% of pupils in years 10-11) as were those eligible for FSM (43% compared with 32% of those not eligible).

One in ten (11%) pupils who had needed remote education said that they had been self-isolating because a close contact tested positive for COVID. This was more common for pupils in years 10-11 (15% compared with 9% of pupils in years 7-9).

Just over one in ten pupils (13%) gave another reason that was not listed. This found that 4% said the reason they had needed remote education was because of a non-COVID related illness.

## **Remote learning types and subjects**

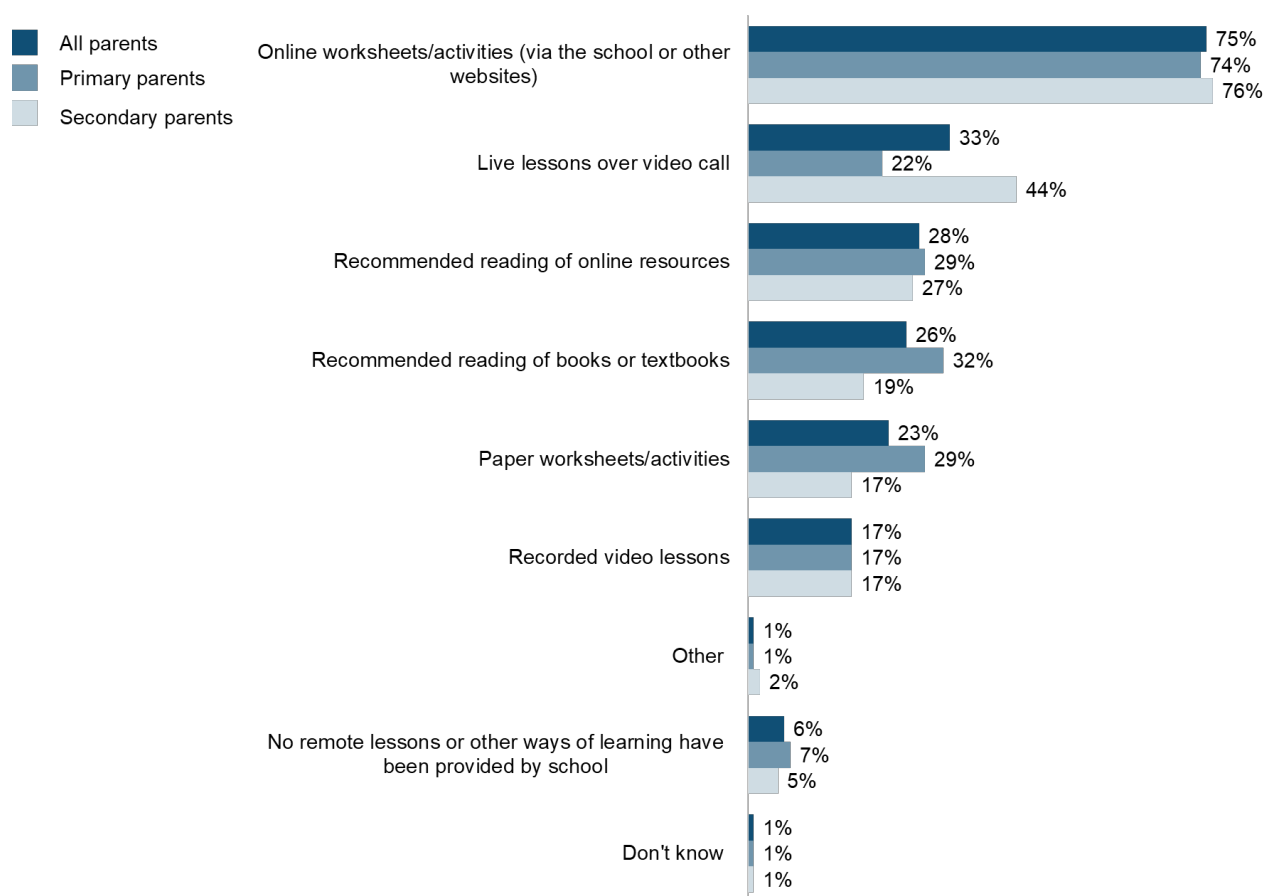
### **Parents**

#### **Remote learning type**

Parents who said that their child had needed remote education during term-time between September 2021 and February 2022 were asked what types of remote lessons or other ways of learning had been offered by the school.

As shown in Figure 4, online worksheets or activities delivered were the most common type of remote learning, mentioned by three-quarters (75%) of those whose children had needed remote education. The other main types of provision were: live lessons delivered over video call (33%); recommended reading of online resources (28%); recommended reading of books or textbooks (26%); paper worksheets or activities (23%); and recorded video lessons (17%). Around one in twenty (6%) parents of pupils that needed remote education said that no remote lessons or other ways or learning had been provided from the school.

**Figure 4 Types of remote learning resources offered by school (parents)**



Base: Parents of pupils who had needed to learn at home during term-time since September 2021: All parents (932), Primary school parents (468), Secondary school parents (464).

Source: PPLP 2022 RW1 parent survey, During the most recent period of remote learning, what type of remote lessons or other ways of learning has [pupil]'s school offered?

Parents of secondary aged pupils were more likely to say that their child had received live lessons over video call if they had needed remote education (44% compared with 22% of parents of primary aged pupils). Parents of primary aged pupils were more likely to say that remote learning had been delivered through recommended reading of books or textbooks (32% compared with 19% of parents of secondary aged children), or through paper worksheets or activities (29% compared with 17% of parents of secondary aged children).

Parents of children eligible for FSM who had needed remote education were more likely to report that their child had received live lessons delivered over video call (42% compared with 30% of those not eligible for FSM) and through paper worksheets or activities (31% compared with 21% of those not eligible for FSM).

Those considered to have SEND were more likely to report that remote learning had been delivered via paper worksheets or activities (32% compared with 22% of those without SEND). They were less likely to say their child had received online worksheets or activities (67% compared with 77% of those without SEND).

Parents of children with CiN status were less likely to say their child had received online worksheets or activities (64% compared with 75% of those without CiN status).

Parents of children from an Asian background (48%) were more likely to say that live lessons had been delivered over video call (compared with 30% of parents of children from a white background <sup>15</sup>). Recorded video lessons were also more commonly reported by parents of children from ethnic minorities (excluding white minorities) (25% compared with 14% of parents from a white background).

There was some regional variation in responses, though the number of parents answering in many regions was not sufficient to allow robust analysis. Amongst parents who said their child had needed remote education, those in Yorkshire and the Humber were particularly likely to report that it had been delivered via online worksheets or activities (85% compared with 74% of all other regions) <sup>16</sup>. Those in the north-west were most likely to have been directed towards recommended reading of books or textbooks (44% compared with 22% of all other regions).

### **Resources used by parents to support remote learning**

Parents whose children had needed remote education during term-time between September 2021 and February 2022 were also asked what resources, if any, they had used to support their child's learning.

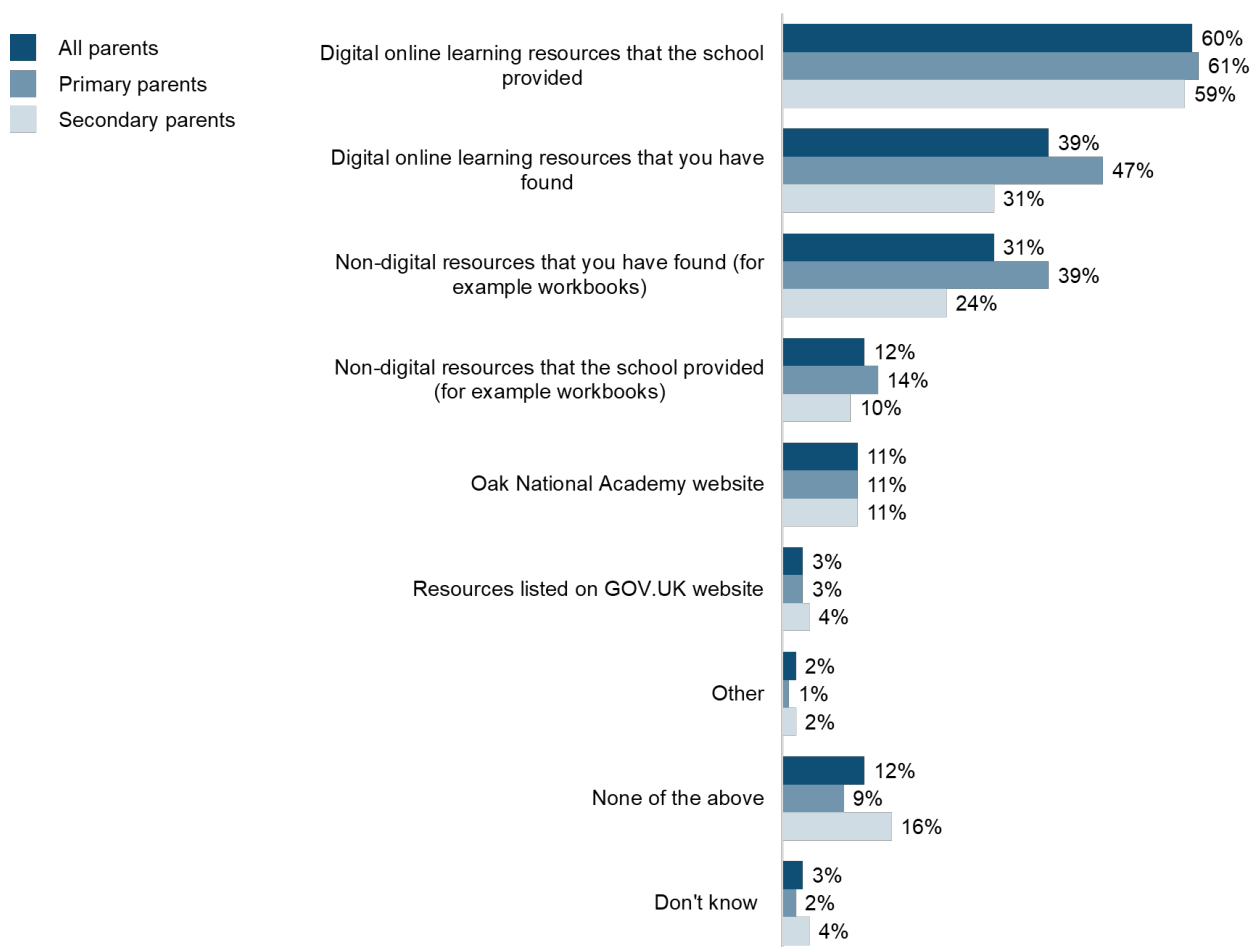
As shown in Figure 5, the most common resources used by parents were digital online learning resources that the school provided (60%); digital online learning resources that the parents had found themselves (39%) and non-digital resources that the parents had found themselves (31%). Other resources included non-digital resources that the school provided (12%) and the Oak National Academy website (11%). Relatively few had used resources listed on the GOV.UK website (3%).

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<sup>15</sup> Only 71 parents of children from an Asian ethnic background said that their child had needed remote education. These findings should therefore be treated with caution.

<sup>16</sup> Only 90 parents of children in Yorkshire and the Humber said that their child had needed remote education. These findings should therefore be treated with caution.

**Figure 5 Types of resources used by parents to support remote learning (parents)**



Base: Parents of pupils who had needed to learn at home during term-time since September 2021: All parents (932), Primary school parents (468), Secondary school parents (464).

Source: PPLP 2022 RW1 parent survey, During the most recent period of remote learning, which, if any, of the following resources did you use to support [pupil]'s learning?

Around one in ten (12%) parents of children who had needed remote education said that they had not used any of the resources listed to support their child.

Parents of primary aged pupils were more likely to say that they had used resources that they had found themselves compared with parents of secondary aged pupils, including digital online learning resources (47% compared with 31%) and non-digital resources (39% compared with 24%). Parents of secondary aged pupils were more likely to say that they had not used any of the resources listed to support their children (16% compared with 9% of parents of primary aged children).

Parents of pupils eligible for FSM were more likely to have used resources listed on the GOV.UK website (6% compared with 2% of those not eligible for FSM).

Parents of pupils with CiN status were also more likely to have used resources listed on the GOV.UK website (7% compared with 3% of those without CiN status). Parents of pupils with CiN status were less likely to have used digital online learning resources that the school provided (46% compared with 61% of those without CiN status) and non-digital resources that the parents had found themselves (23% compared with 32% of those without CiN status).

## **Pupils**

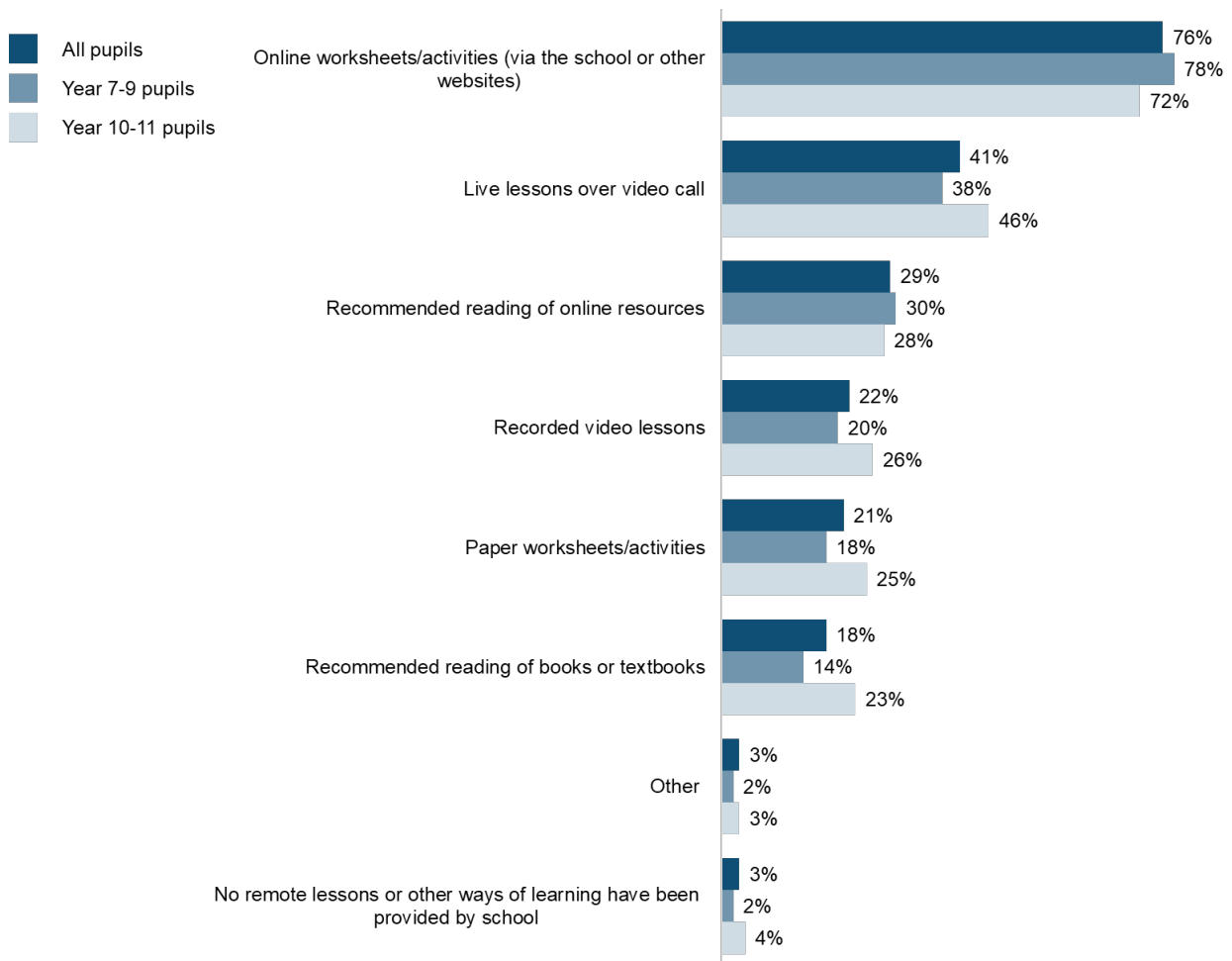
### **Remote learning type**

Pupils in years 7-11 who had needed remote learning during term-time between September 2021 and February 2022 were asked what types of remote lessons or other ways of learning their school had offered when they were not physically attending.

As shown in Figure 6, around three-quarters (76%) of these pupils said that they had used online worksheets or activities. Live lessons over video call were mentioned by two in five (41%) while three in ten (29%) said they had been given recommended reading of online resources. Around one in five mentioned being given recorded video lessons (22%), paper worksheets or activities (21%) or recommended reading of books or textbooks (18%). A small minority (3%) reported that they had not been given any remote lessons or other ways of learning.



**Figure 6 Types of remote lessons or other ways of learning when not physically at school (pupils)**



Base: Pupils (years 7-11) that have done learning at home since September 2022, All pupils (728), year 7-9 pupils (396), year 10-11 pupils (332).

Source: PPLP 2022 RW1 pupil or learner survey, During the most recent period of remote learning, what type of remote lessons or other ways of learning has your school offered when you are not physically attending school?

Year 11 pupils were the most likely to have been offered paper worksheets or activities (33% compared with 18% of pupils in years 7-9) and recommended reading of books or textbooks (29% compared with 14% of pupils in years 7-9).

Female pupils were more likely to say they had been offered paper worksheets or activities (25% compared with 16% for males).

Those eligible for FSM were less likely to report that they had been offered online worksheets or activities (66% compared with 78% of those not eligible for FSM).

Pupils with CiN status were less likely to report that their remote learning had involved online worksheets or activities (59% compared with 76% of those without CiN status) or recommended reading of online resources (18% compared with 30% of those without CiN status).

## **Remote learning subjects**

Pupils who had done remote learning between September 2021 and February 2022 were asked whether they had lessons delivered by video call for various subjects.

The subjects which were most commonly reported to be delivered through video call were English (42%) and Maths (42%). A slightly lower proportion reported video call lessons for the sciences (39%) and history and geography (37%). Three in ten (31%) had received video call lessons for foreign languages. Video call lessons for the following subjects were less common:

- Creative subjects such as art and design and music (26%)
- Religious education (22%)
- Computing or computer science (21%)
- Physical education (19%)
- RSHE/PSHE (14%).

Those considered to have SEN were less likely to report receiving video call lessons for foreign languages (17% compared with 33% of those without SEN).

Pupils with CiN status were more likely to report receiving video call lessons on RSHE/PSHE (26% compared with 14% of those without CiN status) and physical education (28% compared with 19% of those without CiN status).

Pupils from an Asian background were more likely to report receiving video call lessons for computing or computer science (35% <sup>17</sup> compared with 18% of those from a white background).

## **Whether pupil received feedback on the quality of their work when remote learning**

### **Parents**

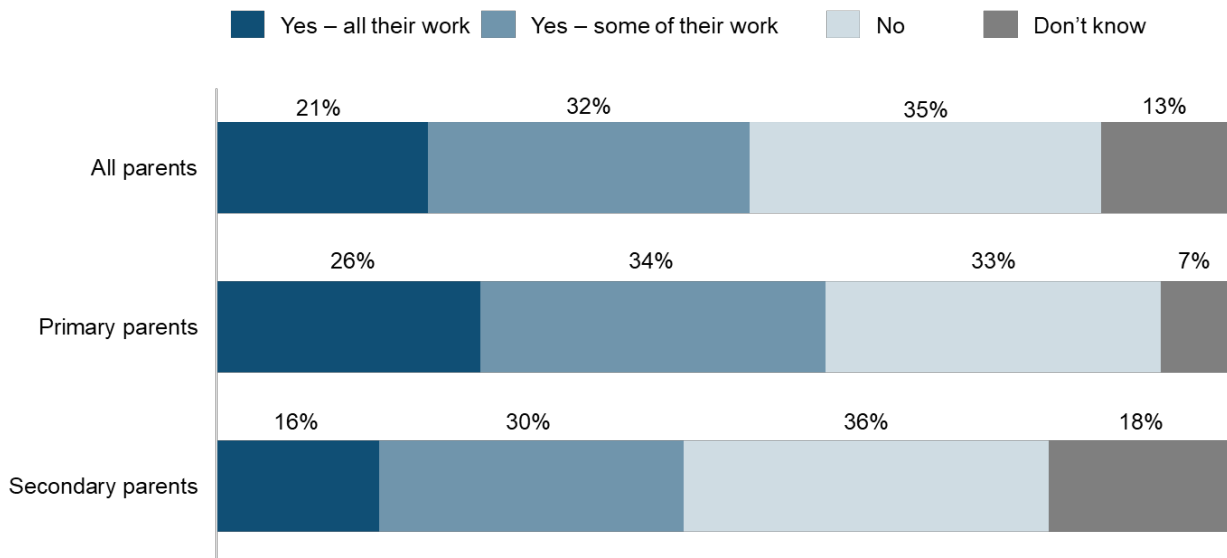
Amongst parents who said that their children had needed remote education during term-time between September 2021 and February 2022, around half (53%) said that the

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<sup>17</sup> Only 60 pupils from an Asian ethnic background said that they needed remote education and studied computing or computer science. These findings should therefore be treated with caution.

child's teacher or someone at their school had marked or provided feedback on the quality of the work submitted during that time, shown in Figure 7. This consisted of one in five (21%) saying that feedback had been provided on all work submitted, and one in three (32%) saying that feedback had been provided on some of the work submitted.

**Figure 7 Whether received feedback from school on remote learning work (parents)**



Base: Parents of pupils who had needed to learn at home during term-time since September 2021: All parents (932), Primary school parents (468), Secondary school parents (464).

Source: PPLP 2022 RW1 parent survey, During the most recent period of remote learning, has [pupil]'s teacher or someone at their school marked and/or provided feedback on the quality of the work [pupil] submitted?

Parents of primary aged pupils were more likely to report receiving feedback on at least some of their work (60% compared with 46% of secondary aged pupils). Specifically, they were more likely to have received feedback on all of their work (26% compared with 16% of secondary aged pupils). Parents of secondary aged pupils were more likely to not know whether feedback had been received (18%) compared with parents of primary aged pupils (7%).

Parents of female pupils were more likely to report receiving feedback on at least some of their work (58% compared with 49% of parents of male pupils).

Those eligible for FSM were more likely to have received feedback on all their remote learning work (36% compared with 17% of those not eligible for FSM). Those who were not eligible for FSM were, however, more likely to have received feedback on some of their work (34% compared with 24% of those eligible for FSM).

Parents of children with CiN status were more likely to say that they had received feedback on all their work (27% compared with 21% of those without CiN status).

Parents of children from ethnic minorities (excluding white minorities) were more likely to report that their child had received feedback on all their remote learning work (30% compared with 17% of parents of children from a white background).

## **Number of hours per day spent learning or studying when remote learning**

Parents and pupils were asked how many hours per day the child typically spent learning or studying during the most recent period of remote learning. Responses are reported as mean hours.

Parents reported that the most recent period of remote learning involved an average of 3.6 hours per day spent learning or studying. The average was higher for secondary aged pupils (4.1 hours compared with 3.1 hours for primary aged pupils) and pupils eligible for FSM (4.1 hours compared with 3.5 hours for those not eligible for FSM).

Pupils in years 7-11 who had learned remotely between September 2021 and February 2022 reported that the most recent period of remote learning had involved a mean of 4.1 hours of learning per day. This is consistent with the mean number of hours given by parents of secondary pupils. Pupils in years 10-11 reported longer remote studying hours (4.4 hours compared with 3.9 hours for pupils in years 7-9).

Female pupils reported that their remote learning had involved an average 4.3 hours of studying per day (compared with 3.8 hours for male pupils). Those considered to have SEN reported a lower amount of remote learning time (3.4 hours compared with 4.2 hours for those without SEN).

## **What parents have done to help pupils recover from learning lost during the pandemic**

### **Parents**

Parents were asked what they had done between September 2021 and February 2022 to help their child to recover from learning lost during the pandemic.

Around half (49%) of parents said that they had helped their child with learning, outside of normal schoolwork and two in five (39%) had enrolled their child in after school clubs. The use of private tutoring was less common – 14% of parents reported that they had paid for tutoring (Figure 8).

Around one in ten (12%) said that they had helped their child to recover from lost learning in 'another way'. When asked what this had involved, the most common responses were that it had involved using workbooks at home, additional reading, online learning or mental health support.

Parents of primary aged pupils were more likely to say that they had helped their child with learning, outside of normal schoolwork (55% compared with 42% of parents of secondary aged children). They were also more likely to report that they had enrolled their child in after school clubs (45% compared with 32% of parents of secondary aged children).

Parents of children considered to have SEND were more likely to say that they had helped their child with learning, outside of normal schoolwork (61% compared with 46% of those without SEND). They were also more likely to have paid for tutoring (20% compared with 13% of those without SEND) or to have helped their child in 'another way' (17% compared with 10% of those without SEND). When asked what this other type of help had involved, the most common responses related to additional reading or workbooks at home.

Parents whose children had CiN status were more likely to report they had helped them in 'another way' (18% compared with 12% of those without CiN status). When asked what this other type of help had involved, the most common responses were in line with those of parents overall: using workbooks at home, additional reading, online learning or mental health support.

Parents of children from a black background (74%)<sup>18</sup>, a mixed ethnic background (65%) or Asian background (58%) were more likely to say that they had helped their child with learning, outside of normal schoolwork compared with 45% of parents of children from a white background). They were also more likely to have paid for tutoring (35% of parents with children from a black background<sup>19</sup>, 29% of parents with children from an Asian background, and 22% of parents of children with a mixed ethnic background, compared with 10% of parents of children from a white background).

On a regional basis, the proportion of parents who said that they had helped their child with learning, outside of normal schoolwork, ranged from 55% in London and the north-west to 42% in the south-west. Enrolment in after school clubs was highest in the north-west (45%) and London (44%) and lowest in the West Midlands (32%). The use of paid tutors was higher in London (29%) than in all other regions in England (12% for regions

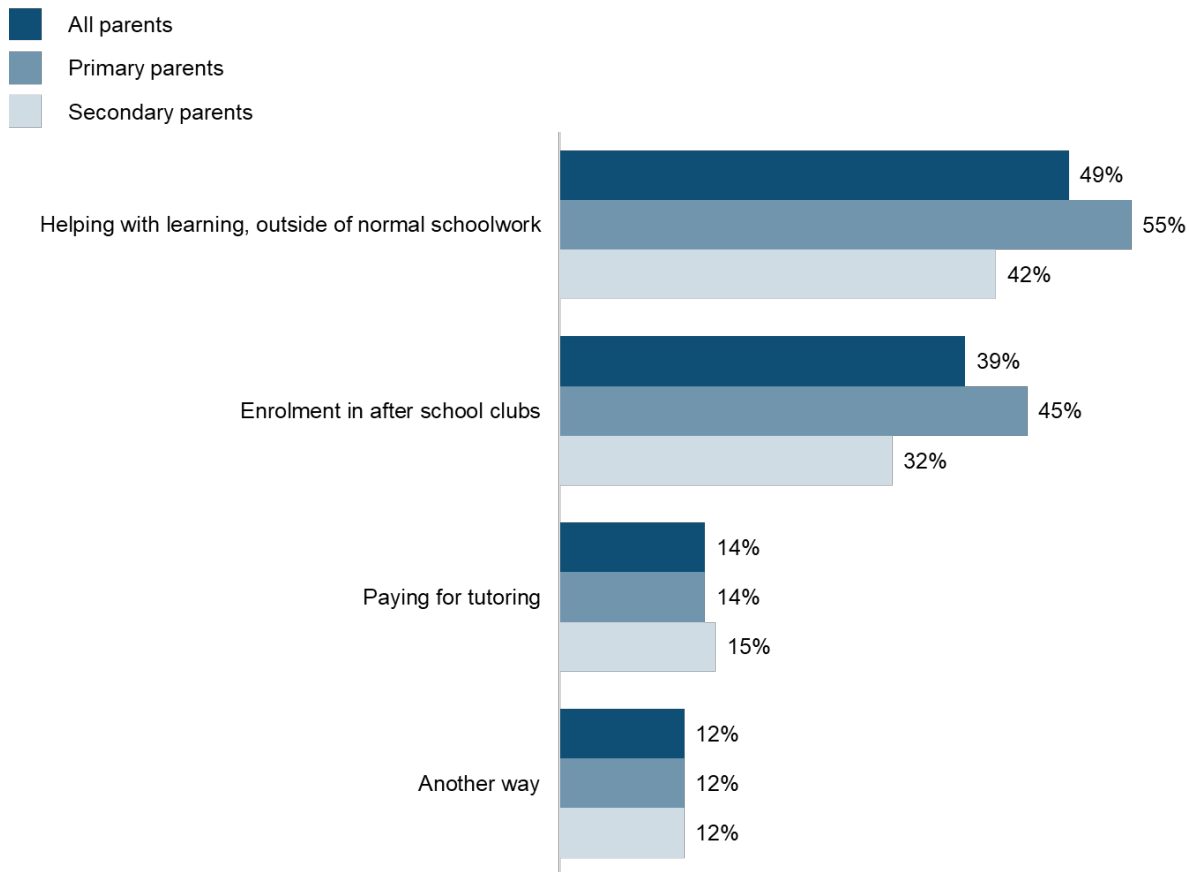
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<sup>18</sup> Only 82 parents of children from a black ethnic background took part in the survey. These findings should therefore be treated with caution.

<sup>19</sup> Only 82 parents of children from a black ethnic background took part in the survey. These findings should therefore be treated with caution.

outside London overall, with take-up varying from 6% in the north-east to 16% in the north-west).

**Figure 8 What was done by parents to help pupil recover from learning lost during the pandemic (parents)**



Base: All parents (2,396), All primary school parents (1,319), All secondary school parents (1,077).

Source: PPLP 2022 RW1 parent survey, Since the start of the school year in September 2021, have you, or are you currently, doing any of the following to help [pupil] recover from learning lost during the pandemic?

## Barriers to learning

Against a backdrop in which pupils and learners have faced significant disruption to 'normal' lesson delivery it is important to understand pupils' and learners' views on the barriers to learning that they might have faced. This section focuses on the self-reported motivation of pupils and learners, along with their ability to concentrate and their perspective on issues which may have caused them difficulties in learning.

It also examines pupils' and learners in years 12 and 13 perceptions of whether their educational progress is on track and, for those in year 12, their thoughts on what additional educational activities would benefit the most from funding.

## Pupils' and learners' views on their motivation to learn and why

When asked to self-assess their motivation to learn, around seven in ten pupils and learners said they were motivated to learn (69%), including 14% that were 'very motivated' and 55% that were 'fairly motivated'. Three in ten (30%) said they were not motivated, including 26% that they were 'not very motivated' and a small minority (4%) that said they were 'not at all motivated'.

The following groups were more likely to say that they were 'very' or 'fairly' motivated to learn:

- Pupils in years 7-9 (74%) compared with pupils in years 10-11 (62%) and pupils and learners in years 12-13 (68%)
- Male pupils and learners (71%) compared with female pupils and learners (67%)
- Pupils and learners from an Asian ethnic background (74%) or a black background (75%) compared with white pupils and learners (67%).

The following groups were less likely to say they were 'very' or 'fairly' motivated to learn:

- Pupils and learners eligible for FSM or FME (63%) compared with pupils and learners not eligible for FSM or FME (70%)
- Pupils with CiN status (61%) compared with pupils without CiN status (69%).

Motivation levels were broadly similar to those recorded in the October 2020 <sup>20</sup> wave of the PPP <sup>21</sup>. The proportion of pupils and learners saying they were 'very motivated' was

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<sup>20</sup> Interviews conducted between 30<sup>th</sup> April and 1<sup>st</sup> November 2020.

<sup>21</sup>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.

slightly higher in October 2020 (18% compared with 14% in February 2022) but the overall proportion who said that they were either 'very' or 'fairly' motivated remained stable (70% in October 2020 compared with 69% in February 2022).

The proportion of pupils and learners reporting that they were 'not at all motivated' decreased slightly (from 8% in October 2020 to 4% in February 2022). However, there was no change in the proportion who said that they were either 'not very motivated' or 'not at all motivated' (29% in October 2020 compared with 30% in February 2022).

Pupils and learners who said that they were not very or not at all motivated to learn were asked an open-ended question about why that was. The most common themes that emerged related to:

- finding school or college or specific subjects boring
- mental health issues
- general lack of motivation.

### **Lack of motivation: finding school or college or subjects boring**

Finding school or college or specific subjects boring was one of the most common responses. Many responses mentioned generally feeling bored at school or college, that they need to learn things that are not interesting to them and that teachers do not make subjects interesting.

“Lessons can get quite boring when we are just writing and writing”

Secondary -pupil, year 8

“Because I get bored and distracted over the smallest of things, and I miss my friends”

Secondary pupil, year 8

### **Lack of motivation: mental health issues**

Responses that mentioned mental health issues raised that their mental health (for example, depression, anxiety, stress) resulted in them being exhausted and lacking energy.



“I don’t enjoy learning anymore and it’s become mentally exhausting. Because I am so burnt out from mocks, and catching up from Covid, I don’t want to learn or study and would rather sleep”

Secondary pupil, year 11

“Anxiety gets me down and it feels like I have no energy to go into the lessons”

Secondary Pupil, year 9

“Constant drama being caused and affecting mine and others mental health. Year 13 is very difficult to maintain any relationship as we are aware exams are our priority and it is very difficult to balance social and educational lives. Constantly tired and exhausted - the environment is very stressful to be in”

Secondary pupil or learner, year 13

### **Lack of motivation: general lack of motivation**

Finally, common responses mentioned a general lack of motivation. Some responses overlapped with mentions of mental health impacting their motivation to attend school or college. Others mentioned the negative impact the COVID-19 pandemic has had on their motivation levels.

“I’m just not motivated to go to school, sometimes I’m just miserable to go and I have no motivation”

Secondary pupil, year 9

“Home learning in lock-down (year 12), which I really struggled with, meant I just lost the motivation to learn”

Secondary pupil or learner, year 13

“Due to covid and the missing work because of lockdown, the school has placed more pressure on students to do a lot of work in a small amount of time. This doesn’t help us to become motivated to learn”

Secondary pupil, year 10

“There is nothing pushing me to do my work besides getting behaviour points if I don’t do them and that it’s for my future”

Secondary pupil, year 7

Other themes that emerged included tiredness or burnout, having too much work to do or finding it hard to keep up, not liking school or college or learning, and finding the teachers unmotivating.

## **Pupils’ and learners’ views on their ability to concentrate in lessons and why**

Three-quarters of pupils and learners (75%) said that they were able to concentrate well in lessons in the classroom, consisting of 13% saying they were able to concentrate ‘very well’ and 62% ‘fairly well’. Around one in five said that they were not able to concentrate very well (19%), and a small minority said that they were not able to concentrate well at all (4%).

The following groups were more likely to say they were able to concentrate ‘very’ or ‘fairly’ well:

- Year 12-13 pupils in school settings (80%) compared with year 12-13 learners in college settings (73%)
- Male pupils and learners (78%) compared with female pupils and learners (74%)
- Pupils and learners from an Asian ethnic background (83%) or a black ethnic background (83%) compared with white pupils and learners (73%).

The following groups were less likely to say they were able to concentrate ‘very’ or ‘fairly’ well:

- Pupils in years 10-11 (71%) compared with pupils and learners in years 12-13 (77%)
- Pupils and learners eligible for FSM or FME (68%) compared with those not eligible for FSM or FME (77%)
- Pupils and learners considered to have SEN (59%) compared with those without SEN (77%)
- Pupils with CiN status (61%) compared with pupils without CiN status (76%)
- Pupils and learners in the south-west (70%) compared with the East Midlands (78%), the north-west (78%), London (77%) or the south-east (77%).

Pupils and learners who said that they were not managing to concentrate very or at all well were asked an open-ended question about why that was. The most common themes that emerged related to:

- the disruptive behaviour of other pupils and learners
- being easily distracted
- being too much noise.

### **Concentration: disruptive behaviour of other pupils and learners**

The most common response for why pupils and learners struggled to concentrate related to the disruptive behaviour of other pupils and learners. Responses related to other pupils or learners disrupting lessons through misbehaviour and disrupting the flow of lessons.

“Because no one knows how to shut up and then it takes time out of the lesson and then by the time they have all stopped it’s the end”

Secondary pupil, year 11

“Other pupils acting up and constantly halting the lessons flow”

Secondary pupil, year 8

“The behaviour in the classroom is terrible”

Secondary pupil, year 7

### **Concentration: being easily distracted**

Pupils and learners acknowledged they could not concentrate due to being easily distracted. Responses included having a short attention span, external distractions outside the classroom and general issues with concentrating.

“Other members of the class distract me and I let myself get dragged away by them”

Secondary pupil or learner, year 13

“Easily distracted by looking out the window, staring around the room, fiddling etc.”

Secondary pupil, year 9

“Noises from other classrooms and things happening outside”

Secondary pupil, year 10

## **Concentration: there being too much noise**

Some pupils and learners cited there being too much noise as the cause of being unable to concentrate. Responses largely referenced other pupils or learners talking too much and creating too much noise as a result.

“Other students talking and messing around”

Secondary pupil, year 8

“People are too loud in class room if the teacher is off”

Secondary pupil, year 9

“Most of my class are noisy and don’t do any of the work”

Secondary pupil, year 9

“It can be loud in the classroom which takes my focus from the teacher to what the noise is”

Secondary pupil or learner, year 13

Finding subjects boring or unenjoyable, having health issues such as autism or ADHD, mental health issues and issues with teachers also featured in pupils’ and learners’ responses.

## **Reasons for difficulty in learning**

Pupils and learners were asked what of a list of issues, if any, had made it difficult for them to learn in the last two weeks of term time. The most common challenges related to struggling with motivation (46%), struggling to concentrate (42%), struggling with mental health (27%) and teacher and staff absences (22%).

Less common issues included struggling to catch up after being off school or college (14%), poor behaviour in the classroom (9%), COVID measures in the school or college (8%) and struggling to get support from teachers (7%).

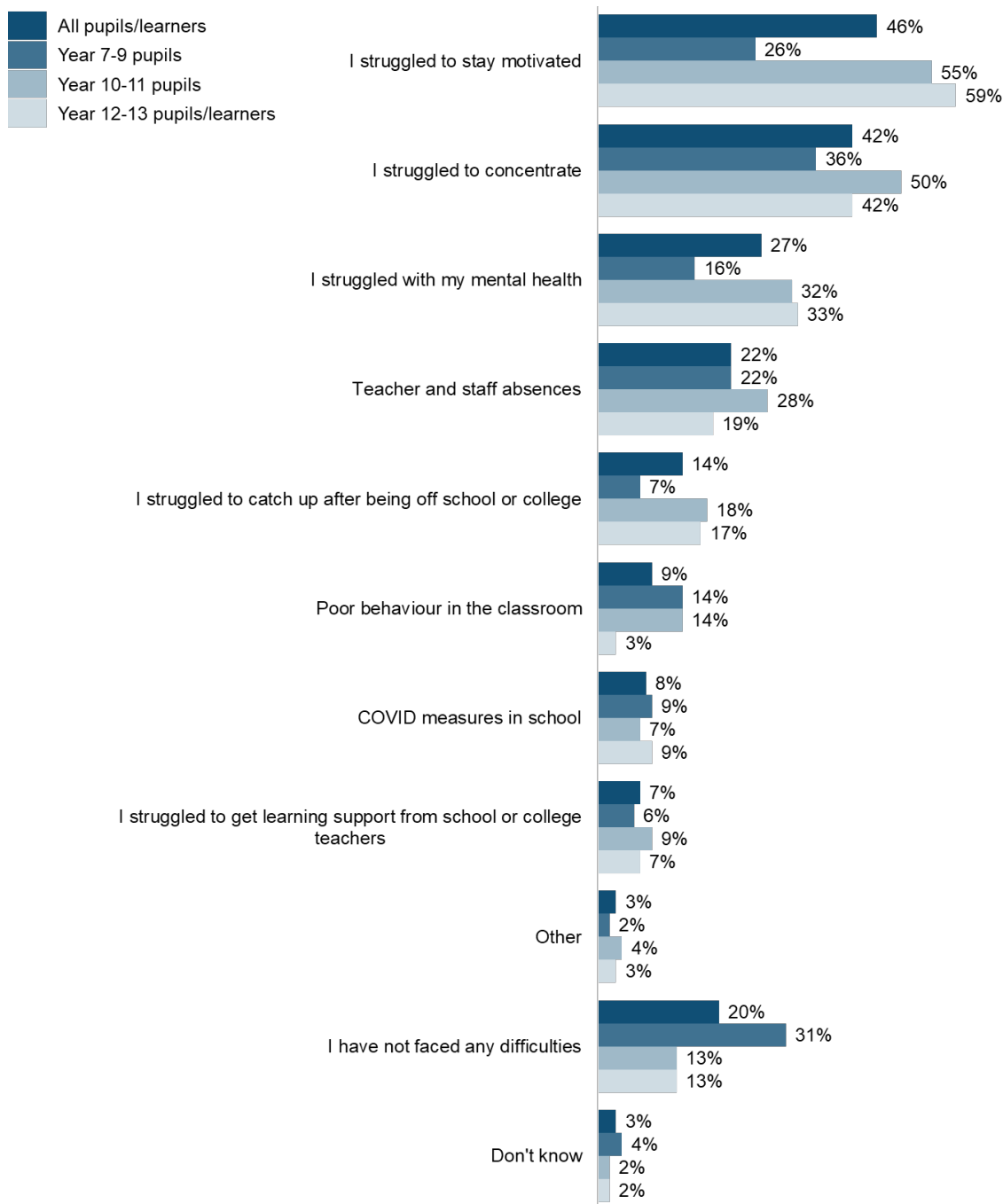
One in five pupils and learners (20%) said that they had not faced any difficulties with their learning.

As shown in Figure 9, there was some variation by year group. Pupils in years 7-9 were more likely to say that they had not faced any difficulties (31% compared with 13% of pupils in years 10-11 and 13% of pupils and learners in years 12-13).

Struggles with motivation (26%), concentration (36%), mental health (16%) and struggling to catch up after being off school or college (7%) were less common for pupils in years 7-9.

Pupils in years 10-11 were more likely to say that teacher absences had been an issue (28%) compared with pupils in years 7-9 (22%) or pupils and learners in years 12-13 (19%). Year 12-13 pupils in school settings were more likely to say that teacher absences had been an issue (27%) compared with year 12-13 learners in college settings (13%).

**Figure 9 Causes of difficulty in learning (pupils or learners)**



Base: All pupils or learners (3,968), All year 7-9 pupils (1,014), All year 10-11 pupils (796), All year 12-13 pupils or learners (2,158).

Source: PPLP 2022 RW1 pupil or learner survey, Now thinking about your learning more generally, which of the following, if any, have made it difficult for you to learn in the last two weeks of term time?

Year 12-13 learners in college settings (17%) were more likely than year 12-13 pupils in school settings (9%) to say that they had not faced any difficulties.

Those eligible for FSM or FME were more likely to report that they struggled to concentrate (46% compared with 41% of those not eligible for FSM or FME).

Pupils and learners considered to have SEN were more likely to report difficulties including:

- Struggling to concentrate (52% compared 41% of pupils and learners without SEN)
- Poor behaviour in the classroom (14% compared with 9% of pupils and learners without SEN)
- Struggling to get learning support from teachers (12% compared with 7% of pupils and learners without SEN).

Those considered to have SEN were less likely to say that they had not had any difficulties (13% compared with 20% of those without SEN).

Pupils with CiN status were more likely to say that they had faced various difficulties:

- Struggling to concentrate (49% compared with 42% for those without CiN status)
- Struggling with mental health (33% compared with 25% for those without CiN)
- Difficulties arising from teacher and staff absences (25% compared with 18% for those without CiN)
- Struggling to catch up after being off school or college (17% compared with 13% of those without CiN)
- Struggling to get learning support from teachers (15% compared with 7% of those without CiN).

Pupils with CiN status were less likely to say that they had not faced any difficulties (15% compared with 21% of those with CiN status).

Pupils and learners from a white ethnic background were less likely to say that they had not faced any difficulties (19% compared with 23% of pupils and learners from ethnic minorities (excluding white minorities)). White pupils and learners were more likely to say they had difficulties with:

- Struggling to stay motivated (47% compared with 43% of those from ethnic minorities (excluding white minorities))
- Struggling to concentrate (45% compared with 35% of Asian pupils and learners and 28% of black pupils and learners)
- Struggling with mental health (28% compared with 18% of Asian pupils and learners and 19% of black pupils and learners)

- Struggling to catch up after being off school or college (14% compared with 7% of black pupils and learners)
- Poor behaviour in the classroom (11% compared with 6% of Asian pupils and learners and 4% of black pupils and learners).

Pupils and learners outside of London were more likely to say that they had not faced any difficulties (20% compared with 15% of those in London). London-based pupils and learners were, however, less likely to report poor behaviour in the classroom (6% compared with 10% of those outside London).

When asked to specify the other reasons which had made it difficult to learn in the last two weeks of term time, pupils and learners were most likely to say physical health (including fatigue), stress (including exams, workloads and burnout), factors related to the teacher (including the teacher being new and the behaviour of the teacher), and problems with the class (including missed school or college and remote education).

A smaller number of pupils and learners reported COVID and COVID measures, the behaviour of other pupils, bullying, mental health and lack of support as reasons which made it difficult to learn in the last two weeks of term time.

## **Whether pupils and learners feel ahead or behind where they should be**

Evidence has shown the negative impact the COVID-19 pandemic had on learning <sup>22</sup>. In the February 2022 wave of research, pupils and learners in years 12-13 were asked whether they thought they were ahead, behind or about where they thought they should be with their learning.

One in twenty pupils and learners (5%) reported that they thought they were well ahead of where they thought they should be, and nearly one in eight (13%) reported that they thought they were a little ahead in their learning.

Around half (48%) reported that they thought they were about where they thought they should be with their learning, while three in ten (28%) reported that they thought they were a little behind in their learning. One in twenty (5%) reported that they thought they were very behind where they thought they should be.

Almost two in five year 13 pupils and learners reported that they thought they were behind in their learning (39% compared with 28% of those in year 12).

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<sup>22</sup> <https://www.gov.uk/government/publications/learning-during-the-pandemic/learning-during-the-pandemic-quantifying-lost-time--2>



School-based pupils in years 12-13 were less likely to report that they thought they were ahead in their learning to some extent (14% compared with 20% of college-based learners in years 12-13). They were more likely to report that they thought they were behind in their learning to some extent (36% compared with 31% of year 12-13 learners in college settings).

Female pupils and learners were less likely to report that they thought they were ahead in their learning to some extent (15% compared with 20% of male pupils and learners). Female pupils and learners were more likely to report that they thought they were behind in their learning (36% compared with 30% of male pupils and learners).

Pupils and learners considered to have SEN were more likely to report that they thought they were behind in their learning to some extent (48% compared with 32% of those without SEN).

Around two in five pupils and learners from an Asian ethnic background reported that they thought they were behind in their learning to some extent (42% compared with 32% of pupils and learners from a white background).

## **The additional activities that would benefit the most from funding**

Pupils and learners in year 12 were asked what additional activities, if any, they felt would give them the most benefit as a result of any additional funding. Respondents were able to select more than one of the prompted types of support activities. The most frequently mentioned activities were:

- Support with mental health, wellbeing and resilience (37%)
- Extra in-person one to one or small group tutoring in addition to usual class time (36%)
- Support with progressing into employment (34%)
- Support with progressing into the next stage of education (31%)
- Support with study skills (28%)
- Additional time in placements (9%).

A small proportion (4%) said they would not find any of these additional activities beneficial.

Year 12 in school settings were more likely to say that extra in-person one to one or small group tutoring sessions would be beneficial (44% compared with 30% of year 12 in

college settings). They were also more likely to say that support with progressing to the next stage of education would be beneficial (37% compared with 26% of year 12 in college settings) and to say that support with study skills would be beneficial (33% compared with 23% of year 12 in college settings).

Male pupils and learners were more likely to think that support with progressing into employment would be beneficial (38% compared with 30% of female pupils and learners). Female pupils and learners were, instead, more focused on the benefits of support with mental health, wellbeing and resilience (47% compared with 25% of male pupils and learners) and extra in-person one to one or small group tutoring (41% compared with 32% of male pupils and learners).

Year 12 pupils and learners not eligible for FSM or FME were more likely to feel that support with progressing to the next stage of education would be beneficial (32% compared with 20% of those eligible for FSM or FME).

Those considered to have SEN were more likely to say that additional time in placements would benefit them (20% compared with 9% of those without SEN) <sup>23</sup>.

Pupils and learners from a white ethnic background were more likely to say that support with mental health, wellbeing and resilience would be helpful (40% compared with 28% of those from ethnic minorities (excluding white minorities)). Pupils and learners from an Asian ethnic background were more likely to think a range of support options would be beneficial:

- Extra in person one to one or small group tutoring (52% compared with 34% of pupils and learners from a white ethnic background)
- Support with progressing to the next stage of education (43% compared with 29% of pupils and learners from a white ethnic background).

Pupils and learners in London were most likely to say that support with progressing to the next stage of education would be beneficial (40% compared with 29% of those outside London).

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<sup>23</sup> Only 78 year 12 pupils and learners considered to have SEN answered this question. These findings should therefore be treated with caution.

## **COVID-19 safety measures in school and college**

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

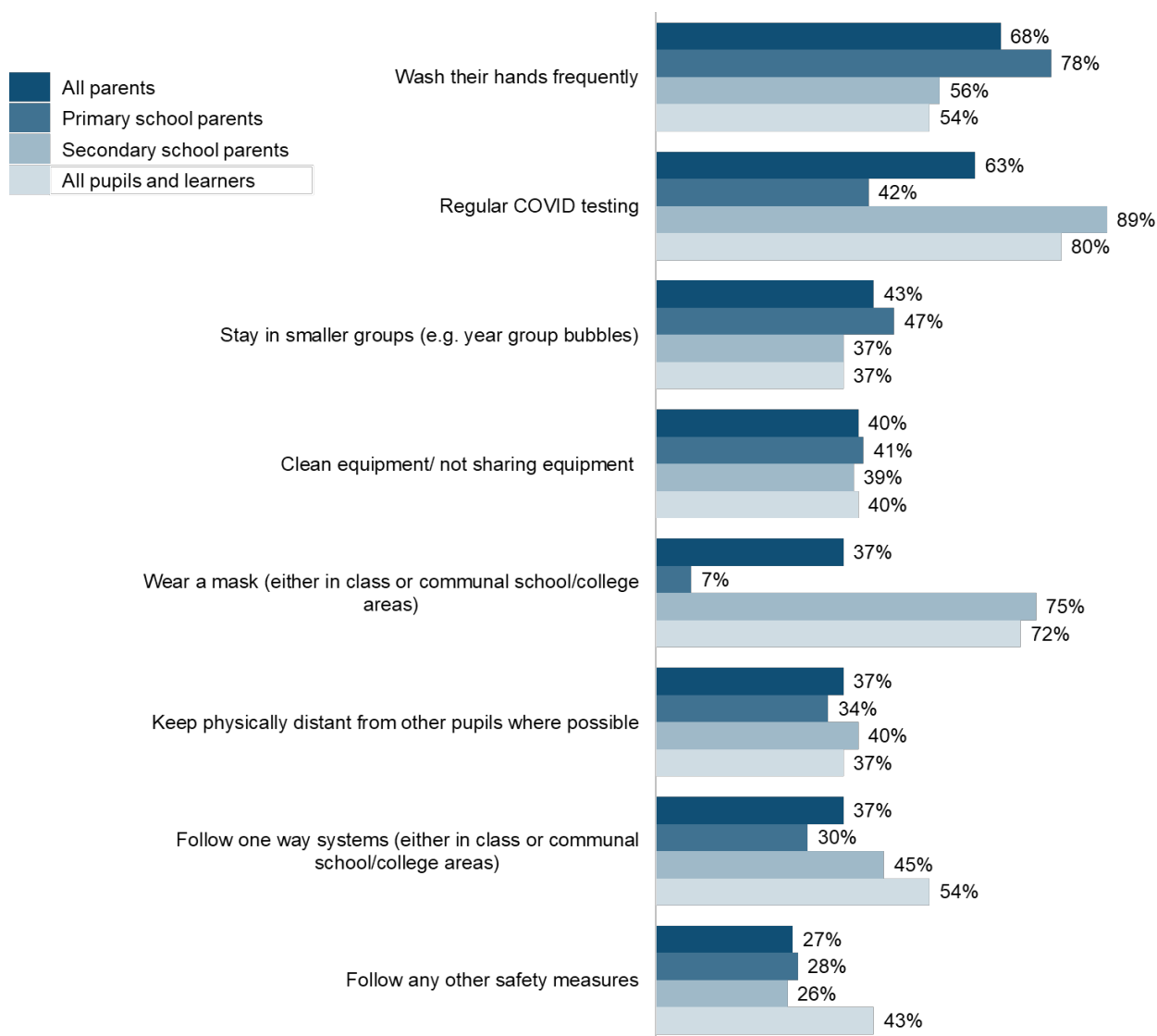
This section examines the protective measures that were in place in schools and colleges from 20<sup>th</sup> January 2022. The recommendation for pupils and learners of secondary school age or above to wear face coverings in classrooms was lifted on 20<sup>th</sup> January 2022, but the recommendation to wear them in communal areas remained in place until January 27<sup>th</sup> 2022 and regular testing continued to be recommended until late February. It also looks at perceptions of those safety measures, among both parents, pupils and learners.

### **Specific safety measures in place in schools and colleges from 20<sup>th</sup> January 2022**

#### **Parents**

Parents were asked about specific safety measures that were in place in their child's school from 20<sup>th</sup> January 2022 (Figure 10).

**Figure 10 Specific safety measures in place in schools (parents and pupils or learners)**



Base: All parents (2,396), All primary school parents (1,319), All secondary school parents (1,077), All pupils or learners (3,698).

Source: PPLP 2022 RW1 parent / pupil or learner survey, Since restrictions were lifted on the 20th of January, in [pupil]'s school / your school or college, was [pupil] / have you been asked to...?

Two-thirds of parents (68%) said that pupils were asked to wash their hands frequently. The following groups of parents were more likely to have reported this:

- Parents of primary aged pupils (78% compared with 56% of secondary parents)
- Parents of pupils eligible for FSM (73% compared with 67% of those not eligible for FSM).

Three in five parents (63%) reported that their child's school asked for regular COVID testing <sup>24</sup>. The following groups of parents were more likely to have reported this:

- Parents of secondary aged pupils (89% compared with 42% of parents of primary aged pupils)
- Parents in the West Midlands (68%) and London (67%) compared with the north-west (50%) and Yorkshire and the Humber (54%).

Two in five parents (40%) said their child was asked to clean equipment or to avoid sharing equipment. The following groups of parents were more likely to have reported this:

- Parents of pupils eligible for FSM (52% compared with 36% of those not eligible for FSM)
- Parents of pupils with CiN status (46% compared with 39% of those without CiN status)
- Parents of pupils from an Asian ethnic background (55% compared with 37% of parents of pupils from a white ethnic background).

Parents of pupils in the north-east (25%) were less likely than pupils in all other regions (40%) to report that this child was asked to clean equipment or to avoid sharing equipment.

Around two in five (43%) parents said that their child had been asked to stay in smaller groups. The following groups of parents were more likely to have reported this:

- Parents of primary aged pupils (47% compared with 37% of parents of secondary aged pupils)
- Parents of pupils eligible for FSM (49% compared with 41% of those not eligible for FSM)
- Parents of pupils with CiN status (51% compared with 43% of those without CiN status).

Those in the south-west (51%) were more likely to say that pupils had been asked to stay in smaller groups than the East Midlands (38%), London (38%) and East of England (40%).

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<sup>24</sup> Regular testing continued to be recommended until late February.

Around two in five (37%) parents said that their child was asked to wear a mask <sup>25</sup>. The following groups of parents were more likely to have reported this:

- Parents of secondary aged pupils (75% compared with 7% of primary school parents)
- Parents of pupils eligible for FSM (42% compared with 36% of those not eligible for FSM)
- Parents of pupils from an Asian (46%) or black (53%) ethnic background (compared with 35% of parents of white pupils).

Around two in five (37%) parents reported that pupils had been asked to keep physically distant from each other where possible. The following groups of parents were more likely to report this:

- Parents of secondary aged pupils (40% compared with 34% of parents of primary aged pupils)
- Parents of pupils eligible for FSM (45% compared with 34% of those not eligible for FSM)
- Parents of pupils with CiN status (47% compared with 36% of those without CiN status)
- Parents of pupils from an Asian (49%) or black (52%) ethnic background (compared with 33% of parents of white pupils).

Around two in five (37%) parents said their child was asked to follow one-way systems (either in class or in communal areas within the school). The following groups of parents were more likely to have reported this:

- Parents of secondary aged pupils (45% compared with 30% of parents of primary aged pupils)
- Parents of pupils eligible for FSM (42% compared with 35% of those not eligible for FSM)
- Parents of pupils with CiN status (46% compared with 36% of those without CiN status)
- Parents of pupils from an Asian (50%) or black (54%) ethnic background (compared with 34% of parents of white pupils).

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<sup>25</sup> The recommendation for pupils of secondary school age or above to wear face coverings in classrooms was lifted on January 20<sup>th</sup> 2022, but the recommendation to wear them in communal areas remained in place until January 27<sup>th</sup> 2022

Around a quarter (27%) of parents said their child had been asked to follow another safety measure since January 20<sup>th</sup> 2022.

Fewer safety measures were reported as being in place since January 20<sup>th</sup> 2022 than had been reported as being in place between September and October 2021 <sup>26</sup>. The proportion of parents who said that their child had been asked to do each of the following changed as follows over this period:

- Frequent hand washing fell from 81% in September/October 2021 to 68% since January 20<sup>th</sup> 2022
- Wearing a mask fell from 43% to 37%
- Staying in smaller groups fell from 65% to 43%
- Keeping physically distant from other pupils where possible fell from 51% to 37%.

## Pupils and learners

Pupil and learners were asked about specific safety measures that were in place in their school or college from 20<sup>th</sup> January 2022 (Figure 10).

Four in five pupils and learners (80%) said they were asked to regularly test for COVID-19 <sup>27</sup>. The following groups of pupils and learners were more likely to have reported this:

- Pupils and learners in years 7-9 or years 12-13 (80% and 81%, compared with 71% of pupils and learners in years 10-11)
- Female pupils and learners (82%, compared with 77% of male pupils and learners)
- Pupils and learners eligible for FSM/FME (81% compared with 76% of those that were not eligible)
- White pupils and learners (81% compared with 71% of black pupils and learners)
- Pupils and learners in the East of England (85%), the south-east (83%) or the south-west (83% compared with 75% in the north-west and 73% in the north-east).

Around three quarters (72%) said they were asked to wear a mask <sup>28</sup>. This was more common among:

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<sup>26</sup> Data for September to October 2021 is sourced from the November 2021 PPLP recruitment wave. The questionnaire for this survey prompted respondents with fewer types of safety measures, so not all categories from the most recent wave of interviewing are included in this comparison.

<sup>27</sup> Regular testing continued to be recommended until late February.

<sup>28</sup> The recommendation for pupils of secondary school age or above to wear face coverings in classrooms was lifted on January 20<sup>th</sup> 2022, but the recommendation to wear them in communal areas remained in place until January 27<sup>th</sup> 2022.

- Pupils and learners in years 12-13 (75% compared with 70% of pupils in years 7-9 and 66% of pupils in years 10-11)
- Asian (81%) or black (76%) pupils and learners (compared with 69% of white pupils and learners)
- Pupils and learners in London (80% compared with 70% of those outside of London).

Just over half of pupils and learners said they were asked to follow one-way systems (54%). This was more common among:

- Pupils in years 7-9 (64% compared with 51% of pupils in years 10-11 and 48% of pupils and learners in years 12-13)
- School-based pupils in years 12-13 (54% compared with 44% of college-based learners in years 12-13)
- Pupils and learners eligible for FSM/FME (64% compared with 53% of those not eligible)
- Pupils with CiN status (66% compared with 57% without CiN)
- Asian pupils and learners (62% compared with 53% of white pupils and learners).

Over half (54%) were asked to wash their hands frequently. The following groups of pupils and learners were more likely to have reported this:

- Pupils in years 7-9 (53%) or pupils and learners in years 12-13 (58% compared with 47% of pupils in years 10-11)
- College-based learners in years 12-13 (63% compared with 52% of school-based pupils in years 12-13)
- Pupils and learners eligible for FSM/FME (60% compared with 53% of those not eligible)
- Pupils with CiN status (65% compared with 51% without CiN).

Two in five (40%) were asked to clean equipment or not share equipment. The following groups of pupils and learners were more likely to have reported this:

- Pupils in years 7-9 (39%) or pupils and learners in years 12-13 (45% compared with 32% of pupils in years 10-11)
- College-based learners in years 12-13 (52% compared with 37% of school-based pupils in years 12-13)
- Pupils and learners eligible for FSM/FME (45% compared with 39% of those not eligible)



- Pupils with CiN status (48% compared with 36% without CiN)
- Asian pupils and learners (48% compared with 39% of white pupils and learners).

Just over a third (37%) were asked to keep physically distant from each other where possible. This was more common among:

- Pupils in years 7-9 (37%) or pupils and learners in years 12-13 (43% compared with 28% of pupils in years 10-11)
- College-based learners in years 12-13 (48% compared with 37% of school-based pupils in years 12-13)
- Pupils and learners eligible for FSM/FME (43% compared with 36% of those not eligible)
- Pupils with CiN status (47% compared with 34% without CiN)
- Asian pupils and learners (43% compared with 36% of white pupils and learners).

Just over a third (37%) were asked to say in smaller groups. This was more common among:

- Pupils in years 7-9 (35%) or pupils and learners in years 12-13 (41% compared with 30% of pupils in years 10-11)
- Pupils and learners eligible for FSM/FME (44% compared with 35% of those not eligible)
- Pupils with CiN status (47% compared with 35% without CiN)
- Asian pupils and learners (42% compared with 36% of white pupils and learners).

## **Perceptions of COVID-19 safety measures in schools and colleges from 20<sup>th</sup> January**

### **Parents**

When considering the COVID-19 safety measures in their child's school from 20<sup>th</sup> January 2022, three-quarters of parents (74%) thought that the measures were about right, 10% thought they were not strict enough and 4% thought they were too strict.

Perceptions of COVID safety measures varied across different groups of parents:

- Parents of pupils eligible for FSM were less likely to say that the safety measures were about right (67% compared with 76% of those not eligible for FSM) and more likely to say that they were not sure whether or not the measures were suitable (16% compared with 11% of those not eligible for FSM).

- Parents of pupils with CiN status were more likely to say that the measures were not strict enough (13% compared with 10% of those without CiN status) and more likely to say that they were not sure whether or not the measures were suitable (16% compared with 11% of those without CiN status). They were less likely to say the measures were about right (67% compared with 74% of those without CiN status).
- Parents of pupils from a mixed ethnic background were more likely to say that the measures were not strict enough (17% compared with 9% of parents of pupils from a white background). Parents of pupils from an Asian (17%) or black (30%) ethnic background <sup>29</sup> were more likely to say that they were not sure whether or not the measures were suitable (compared with 9% of parents of pupils from a white background). Parents of pupils from a white background were more likely to say the measures were about right (78% compared with 67% of parents of pupils from an Asian background, 67% of parents of pupils from a mixed ethnic background, and 52% of parents of pupils from a black background <sup>30</sup>).
- Those in the south-west (81%) were more likely to think the measures were about right compared with all other regions (74%). There was no regional difference in the proportion thinking the measures were too strict.

As discussed above, fewer safety measures were reported as being in place since January 20<sup>th</sup> 2022 than had been reported as being in place between September and October 2021. In spite of this reduction in reporting of safety measures, there was no corresponding increase in the proportion of parents saying that they thought the measures in place were not strict enough (10% for the measures in place since January 20<sup>th</sup> 2022, compared with 11% for the measures in September/October 2021) <sup>31</sup>. The proportion who thought the safety measures were about right decreased slightly, from 79% for the measures in September/October 2021 to 74% for the measures since January 20<sup>th</sup> 2022. The proportion who were not sure if the safety measures were suitable increased over the same period (from 5% to 12%).

There was a relationship between parental attitudes towards safety measures and the specific measures that had been implemented in a given school. Those who thought the measures were not strict enough were also less likely to report that the school had asked pupils to implement various safety measures. Those who thought the measures were too strict were more likely to report that the school had asked pupils to implement various safety measures. These results are summarised in Table 3 below.

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<sup>29</sup> Only 82 parents of pupils from a Black background answered this question. These findings should therefore be treated with caution

<sup>30</sup> Only 82 parents of pupils from a Black background answered this question. These findings should therefore be treated with caution

<sup>31</sup> Data for safety measures in place from September to October 2021 is sourced from the November 2021 PPLP recruitment wave

There was a particularly large difference in perceptions of safety measures where pupils had been asked to stay in smaller groups. Around a quarter (26%) of parents who felt the rules were not strict enough said their children had been asked to stay in smaller groups, compared with 71% of those who felt the rules were too strict.

**Table 3 Safety measures implemented in child’s school, by parental attitude towards safety measures**

| Safety measures used in child’s school | Total   | Parents who thought that safety measures were not strict enough | Parents who thought that safety measures were about right | Parents who thought that safety measures were too strict |
|----------------------------------------|---------|-----------------------------------------------------------------|-----------------------------------------------------------|----------------------------------------------------------|
| Base                                   | (2,396) | (258)                                                           | (1,759)                                                   | (99)                                                     |
| Wash hands frequently                  | 68%     | 51%                                                             | 73%                                                       | 82%                                                      |
| Wear a mask                            | 37%     | 26%                                                             | 40%                                                       | 44%                                                      |
| Stay in smaller groups                 | 43%     | 26%                                                             | 47%                                                       | 71%                                                      |
| Keep physically distant                | 37%     | 19%                                                             | 39%                                                       | 57%                                                      |
| Regular COVID testing                  | 63%     | 47%                                                             | 67%                                                       | 68%                                                      |
| One-way systems                        | 37%     | 28%                                                             | 40%                                                       | 49%                                                      |
| Clean / avoid sharing equipment        | 40%     | 24%                                                             | 44%                                                       | 57%                                                      |

Base: All parents (2,396)

Source: PPLP 2022 RW1 parent survey, Since restrictions were lifted on the 20<sup>th</sup> of January, in [Pupil’s] school, was [Pupil] asked to... / Since restrictions were lifted on 20<sup>th</sup> of January, do you think the COVID-19 safety measures in [Pupil’s] school have been...

## Pupils and learners

Two thirds of pupils and learners (67%) felt that the COVID-19 safety measures in their school or college had been about right since many restrictions were eased on the 20<sup>th</sup> of January. Around one in five (18%) thought the safety measures were not strict enough and 6% thought that they were too strict. Around one in ten (9%) were unsure about the suitability of the safety measures that were in place.

Pupils in years 10-11 were most likely to think that the safety measures were not strict enough (27% compared with 17% of pupils in years 7-9 and 15% of pupils and learners in years 12-13). This corresponds to the lower incidence of active safety measures reported by pupils in years 10-11 in the preceding section.

Year 12-13 pupils in school settings were more likely to say that the safety measures were not strict enough (18% compared with 13% of year 12-13 learners in college settings).

Female pupils and learners were more likely to have concerns, with 20% saying that the safety measures were not strict enough (compared with 15% of male pupils and learners).

Pupils and learners eligible for FSM or FME were more likely to think that the rules were too strict (9% compared with 6% of those not eligible for FSM or FME).

Pupils with CiN status (15%) or pupils and learners SEN status (17%) were more likely to be unsure about whether the safety measures were suitable (compared with 8% of pupils without CiN status and 8% of pupils and learners without SEN). Those considered to have SEN were more likely to think the safety measures were too strict (10%) compared with those without SEN (6%).

Pupils in years 7-11 had previously been asked for their views on the suitability of safety measures that had been in place from September to October 2021 <sup>32</sup>.

Pupils in years 7-9 had become more likely to think that the safety measures in place were not strict enough (17% since January 20<sup>th</sup> 2022 compared with 13% in September/October 2021) and were less likely to think the safety measures were about right (from 74% to 67% over the same period).

Pupils in years 10-11 had also become more likely to say that the safety measures in place were not strict enough (27% since January 20<sup>th</sup> 2022 compared with 19% in September/October 2021) and were less likely to think the safety measures were about right (from 69% to 57% over the same period).

## **Pupils' and learners' views towards masks and ventilation**

### **Masks**

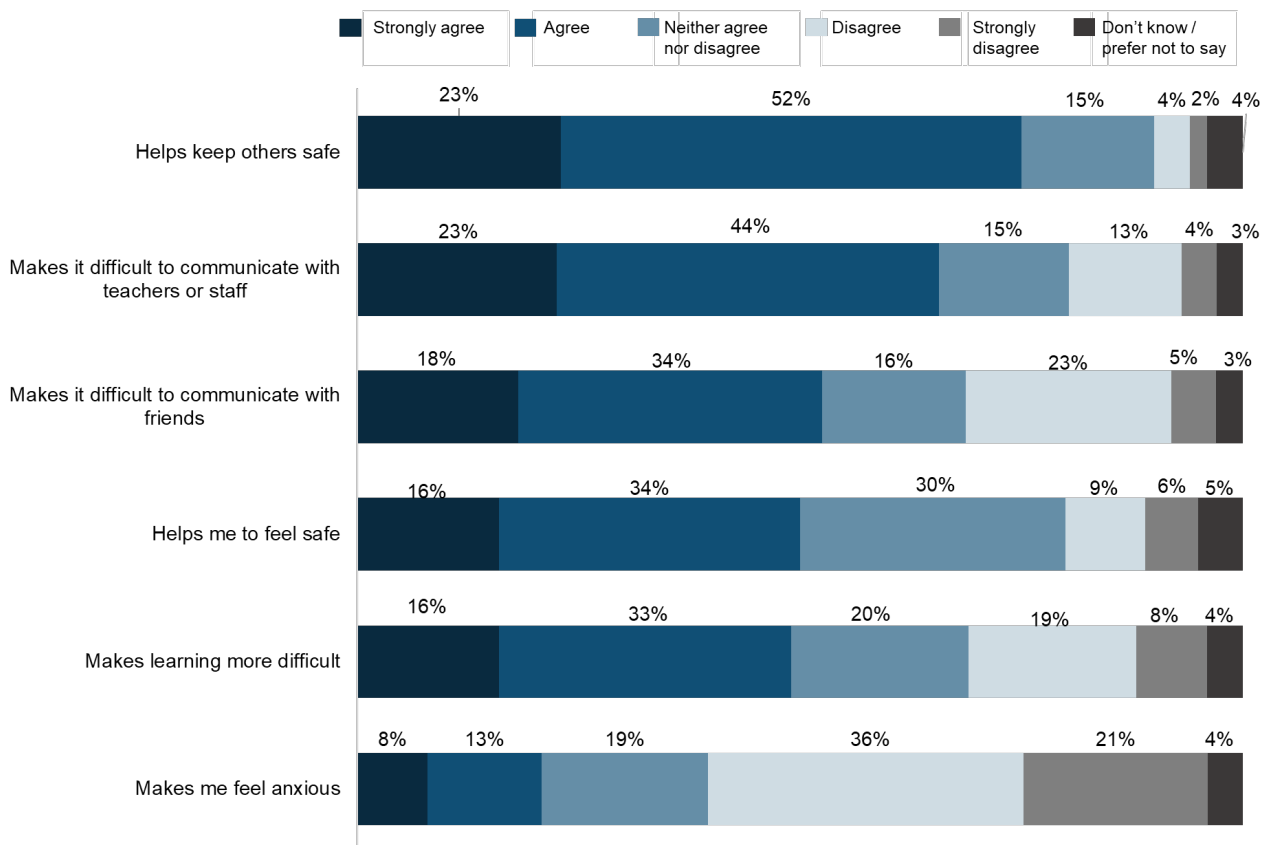
There were mixed views towards mask or face covering wearing, as detailed in Figure 11 below. Three-quarters (75%) agreed to some extent that wearing a mask or face covering helps keep others safe (23% said they 'strongly agree' and a further 52% said they 'agree') and half (50%) agreed to some extent that masks or face coverings helped them to feel safe.

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<sup>32</sup> Data for safety measures in place from September to October 2021 is sourced from the November 2021 PPLP recruitment wave.

However, two thirds (66%) agreed to some extent that wearing a mask or face covering made communication with teachers or school or college staff difficult and around half (52%) agreed to some extent that masks or face coverings made it difficult to communicate with friends. Half of pupils and learners (49%) said that they agreed to some extent that wearing a mask or face covering makes learning more difficult. One in five pupils and learners (21%) agreed that wearing a mask or face covering made them feel anxious, while three in five (57%) disagreed that this was the case.

**Figure 11 Attitudes towards wearing a mask or face covering (pupils and learners)**



Base: All pupils or learners (3,968).

Source: PPLP 2022 RW1 pupil or learner survey, To what extent do you agree or disagree with the following? Wearing a mask or face covering in my school or college...

There was more agreement that wearing a mask or face covering in school or college helps them to feel safe amongst:

- Year 12-13 pupils in school settings (52% compared with 45% of year 12-13 learners in college settings)
- Those from an Asian (66%) or black (55%) ethnic background (compared with 46% for those from a white background).

- London-based pupils and learners (55% compared with 49% for those outside London).

The following groups were more likely to agree that wearing a mask or face covering helps keep others safe:

- Year 12-13 pupils in school settings (81% compared with 72% of year 12-13 learners in college settings)
- Those not eligible for FSM or FME (76% compared with 70% of those eligible)
- Pupils and learners without SEN (76% compared with 66% of those considered to have SEN)
- Pupils without CiN status (76% compared with 69% of those with CiN status)
- Those from an Asian ethnic background (85% compared with 73% of those from a white background).

There was less variation in agreement that wearing a mask or face covering makes learning more difficult. College-based learners in years 12-13 were more likely to agree (50% compared with 46% for school-based pupils in years 12-13) as were pupils and learners from a white background (52% compared with 42% background of Asian pupils and learners). Pupils and learners outside of London were also more likely to agree that wearing a mask or face covering makes learning more difficult (50% compared with 44% of those in London).

Agreement that wearing a mask or face covering makes it difficult to communicate with teachers or school or college staff was more common among year 12-13 learners in college settings (67% compared with 61% of year 12-13 pupils in school settings). Those from a white ethnic background were also more likely to agree with this (68% compared with 57% of those from an Asian ethnic background).

Pupils and learners from a white ethnic background were more likely to agree that wearing a mask or face covering makes it difficult to communicate with friends (54% compared with 47% for pupils and learners from an Asian ethnic background).

There was more agreement that wearing a mask or face covering in school or college makes them feel anxious amongst:

- College-based learners in year 12-13 (24% compared with 17% for school-based pupils in year 12-13)
- Female pupils and learners (24% compared with 17% of male pupils and learners)
- Pupils and learners eligible for FSM or FME (27% compared with 20% for those not eligible for FSM or FME)

- Pupils and learners considered to have SEN (30% compared with 20% for those without SEN)
- Pupils with CiN status (30% compared with 20% for those without CiN status)
- Pupils and learners from a white ethnic background (23% compared with 10% for those from a black ethnic background)
- Pupils and learners living outside London (22% compared with 17% for pupils and learners in London). Agreement was highest in the north-east (32%).

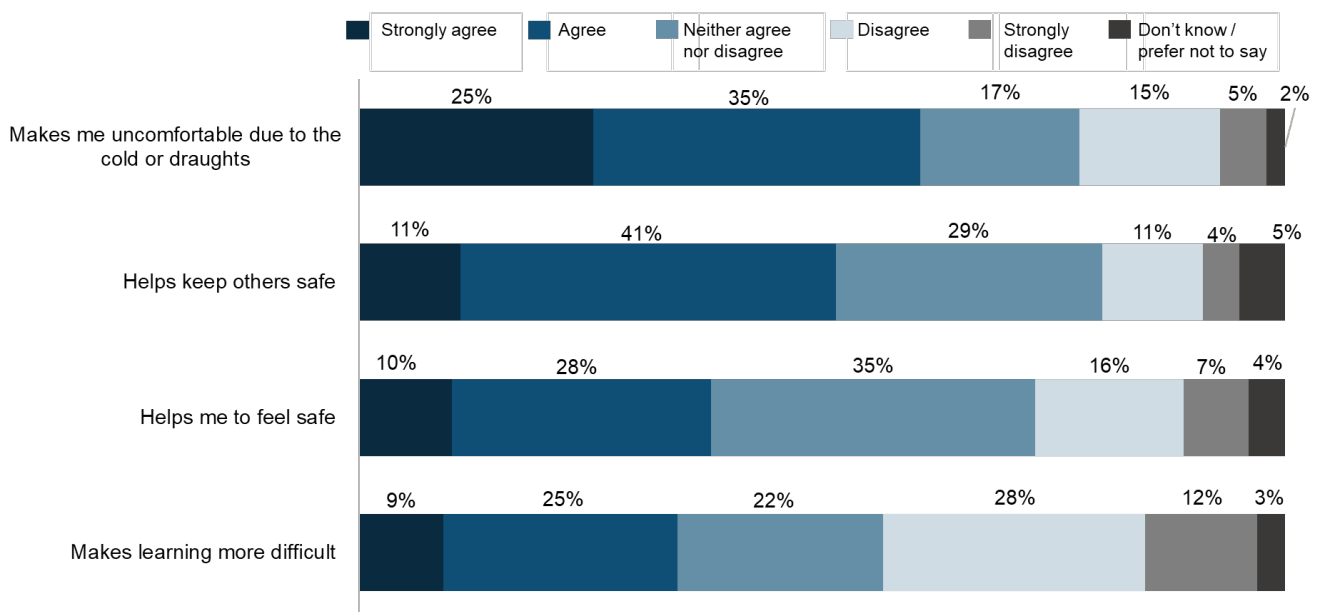
## Ventilation

As shown in Figure 12, three in five pupils and learners (60%) agreed to some extent that opening windows in classrooms for fresh air made them uncomfortable due to the cold or draughts (25% said they ‘strongly agree’ and a further 35% said they ‘agree’).

Half of pupils and learners (51%) agreed to some extent that opening windows in classrooms helps keep others safe, while one in three (29%) neither agreed nor disagreed and one in seven (15%) disagreed.

Two in five pupils and learners (38%) agreed to some extent that opening windows in classrooms helps to make them feel safe and a third (34%) agreed that opening windows makes learning more difficult.

**Figure 12 Attitudes towards ventilation (pupils and learners)**



Base: All pupils or learners (3,968).

Source: PPLP 2022 RW1 pupil or learner survey, To what extent do you agree or disagree with the following? Opening windows in my classroom for fresh air...

The following groups were more likely to agree that opening windows in classrooms helps to make them feel safe:

- Pupils in years 7-9 (41%) and pupils and learners in years 12-13 (38%) compared with pupils in years 10-11 (33%)
- Year 12-13 learners in college settings (41% compared with 35% for year 12-13 pupils in school settings)
- Male pupils and learners (41% compared with 35% of female pupils and learners)
- Pupils and learners eligible for FSM or FME (44% compared with 37% for those not eligible for FSM or FME)
- Pupils with CiN status (44% compared with 37% for those without CiN status)
- Pupils and learners from an Asian ethnic background (47% compared with 35% for those from a white ethnic background).

There was relatively little difference in agreement that opening windows in classrooms helps keep others safe, though it was slightly higher for pupils in years 7-9 (53%) and pupils and learners years 12-13 (52%) compared with pupils in years 10-11 (47%). Those from an Asian ethnic background were also slightly more likely to agree that it helps keep others safe (56% compared with 50% for those from a white ethnic background). Pupils and learners in the north-west (42%) were the least likely to agree that opening windows helps to keep others safe compared with all other regions (53%).

The following groups were more likely to agree that opening windows in classrooms makes learning more difficult:

- Pupils in years 10-11 (38% compared with 33% of pupils in years 7-9 and 33% of pupils and learners in years 12-13)
- Year 12-13 pupils in school settings (40% compared with 27% for year 12-13 learners in college settings)
- Female pupils and learners (40% compared with 28% of male pupils and learners)
- Pupils and learners not eligible for FSM or FME (35% compared with 29% for those eligible for FSM or FME)
- Pupils and learners outside London (35% compared with 29% for those in London).

There were also differences in agreement that opening windows in classrooms makes them uncomfortable due to the cold or draughts. The following groups were more likely to agree that this is the case:



- Pupils in years 10-11 (65% compared with 57% of pupils in years 7-9 and 59% of pupils and learners in years 12-13)
- Year 12-13 pupils in school settings (67% compared with 52% for year 12-13 learners in college settings)
- Female pupils and learners (69% compared with 50% of male pupils and learners)
- Pupils and learners not eligible for FSM or FME (61% compared with 52% for those eligible for FSM or FME)
- Pupils and learners without SEN (61% compared with 51% for those considered to have SEN)
- Pupils and learners outside London (60% compared with 54% for those in London).

## Whether masks should be mandatory

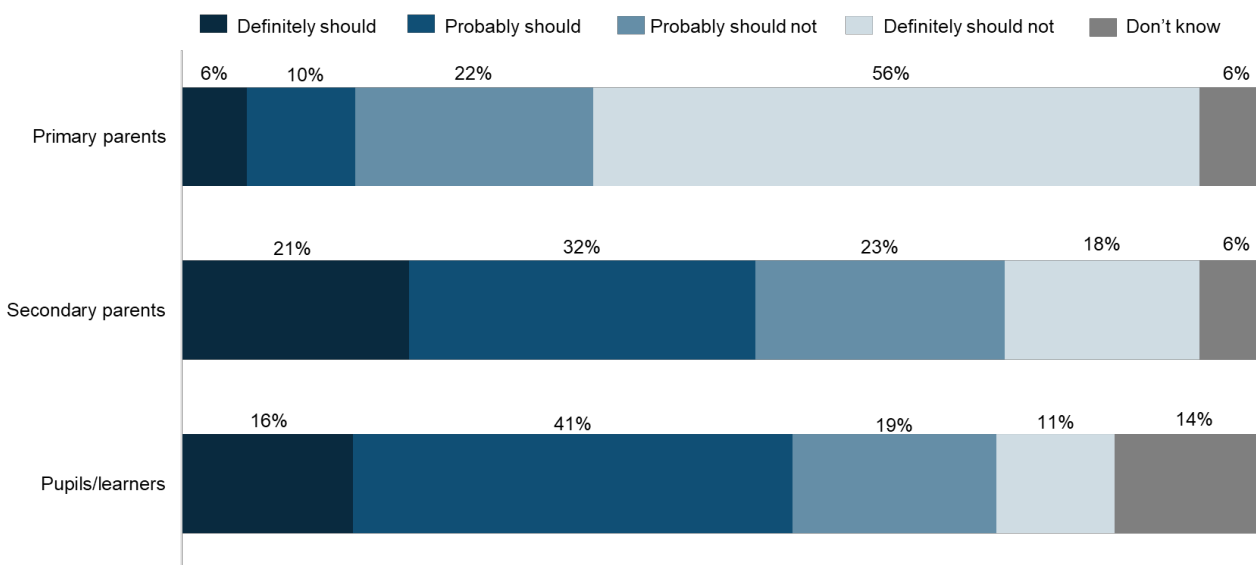
### Parents

Parents of primary aged children were asked whether primary schools should or should not make pupils wear masks while attending school, unless they are exempt. Parents of secondary aged children were asked a similar question about whether masks should be required at secondary school.

### Parents of primary aged children

As shown in Figure 13, parents were generally against the idea of requiring in primary schools. Four in five parents of primary aged children (79%) thought that masks should not be required in primary schools (56% thought they should 'definitely not' be required while 22% thought they should 'probably not' be required). Fewer than one in five (16%) thought that masks should be required in primary schools (6% 'definitely' and 10% 'probably').

**Figure 13 Whether or not masks should be mandatory in schools and colleges (parents and pupils or learners)**



Base: All primary school parents (1,319), All secondary school parents (1,077), All pupils or learners (3,968).

Source: PPLP 2022 RW1 parent / pupil or learner survey, Do you think secondary / primary schools should or should not make pupils wear masks while attending school, unless they are exempt? / Do you think secondary schools and colleges should or should not make pupils wear masks while attending school or college unless they are exempt?

Parents of primary aged children from an Asian ethnic background were more likely to say that masks should be required in primary schools (45% compared with 10% of parents of children from a white background).

### Parents of secondary aged children

As shown in Figure 13, around half of parents of secondary aged children (53%) thought that masks should be mandatory in secondary schools, unless exempt (21% thought they should 'definitely' be required while 32% thought they should 'probably' be required).

Two in five parents of secondary aged children (41%) thought that masks should not be mandatory in secondary schools (18% thought they should 'definitely not' be required while 23% thought they should 'probably not' be required).

Amongst parents of secondary aged children, those with CiN status were less likely to think that masks should not be required (32% compared with 42% of those without CiN status).

Parents of secondary aged children from an Asian ethnic background were more likely to think that masks should be required <sup>33</sup> (71% compared with 49% of parents of children from a white ethnic background). Almost half of parents of secondary aged children from white backgrounds thought that masks should not be required (45% compared with 27% of parents of children from Asian backgrounds <sup>34</sup>).

## Pupils and learners

As shown in Figure 13, around three in five (57%) pupils and learners said that secondary schools and colleges should make pupils wear masks while attending, unless they are exempt (16% thought they should 'definitely' be required and 41% thought they should 'probably' be required).

Three in ten (29%) said that mask wearing in schools and colleges should not be mandatory, (11% thought they should 'definitely not' be required while 19% thought they should 'probably not' be required). A relatively large proportion were uncertain about whether or not masks should be a requirement (14%).

Pupils and learners in years 12-13 were more likely to say that masks should not be mandatory (32% compared with 27% of pupils in years 10-11).

Year 12-13 pupils in school settings were more likely to think that masks should be mandatory (61% compared with 52% of year 12-13 learners in college settings).

Female pupils and learners were slightly more likely to say that masks should be required (58% compared with 54% of male pupils and learners).

Those who were not eligible for FSM or FME were more likely to say schools and colleges should not make masks mandatory (30% compared with 25% of those eligible for FSM or FME).

Pupils and learners without SEN were more likely to think that mask wearing should be required (58% compared with 47% of those considered to have SEN).

Pupils and learners from an Asian ethnic background were more likely to think that masks should be mandatory (68% compared with 54% for those from a white background).

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<sup>33</sup> Only 80 parents of pupils from an Asian ethnic background answered this question. These findings should therefore be treated with caution

<sup>34</sup> Only 80 parents of pupils from an Asian ethnic background answered this question. These findings should therefore be treated with caution

## Experiences of COVID-19 and testing

This section covers experiences of parents, pupils and learners of COVID-19 in their school or college. It includes whether pupils and learners have been vaccinated, the number of tests pupils and learners have taken recently, and their barriers to taking and reporting tests. At the time of the survey regular testing continued to be recommended until late February.

### COVID vaccinations

#### Pupils and learners

Seven in ten (69%) pupils and learners who consented to answering the question said that they had been vaccinated against COVID-19. A further 17% reported that they had not yet been vaccinated but intended to. Around one in ten (12%) said that they had not been vaccinated and did not intend to, while 2% said that they preferred not to say.

Reflecting the vaccination roll-out criteria, pupils in year 7 were much less likely to report having been vaccinated than those in older year groups (22% compared with 69% of pupils in year 8, rising to 81% of pupils and learners in year 13).

Year 12-13 pupils in school settings (83%) were more likely to have been vaccinated than year 12-13 learners in college settings (76%).

Pupils and learners eligible for FSM or FME were less likely to have been vaccinated (54% compared with 72% of those not eligible for FSM or FME), as were pupils with CiN status (57% compared with 67% of those without CiN status).

White pupils and learners (72%) were more likely to have been vaccinated than pupils and learners from ethnic minorities (excluding white minorities) (60%). The lowest rates of vaccination by ethnic group were for Asian pupils and learners (64%) and black pupils and learners (49%). A relatively high proportion of pupils and learners from black backgrounds said that they had not been vaccinated but intended to do so in the future (25% compared with 16% of pupils and learners from white backgrounds).

Vaccination rates were lowest for pupils and learners in London (60% compared with 70% outside London). The regions with the highest proportion of pupils and learners who had not been vaccinated and did not plan to be vaccinated in the future were the north-east (18%), London (17%) and the West Midlands (16%) and lower in the south-east (9%) and the south-west (8%).

Year 7-11 pupils were asked a similar question in the November 2021 recruitment PPLP wave. Vaccination rates had increased between the November 2021 recruitment PPLP

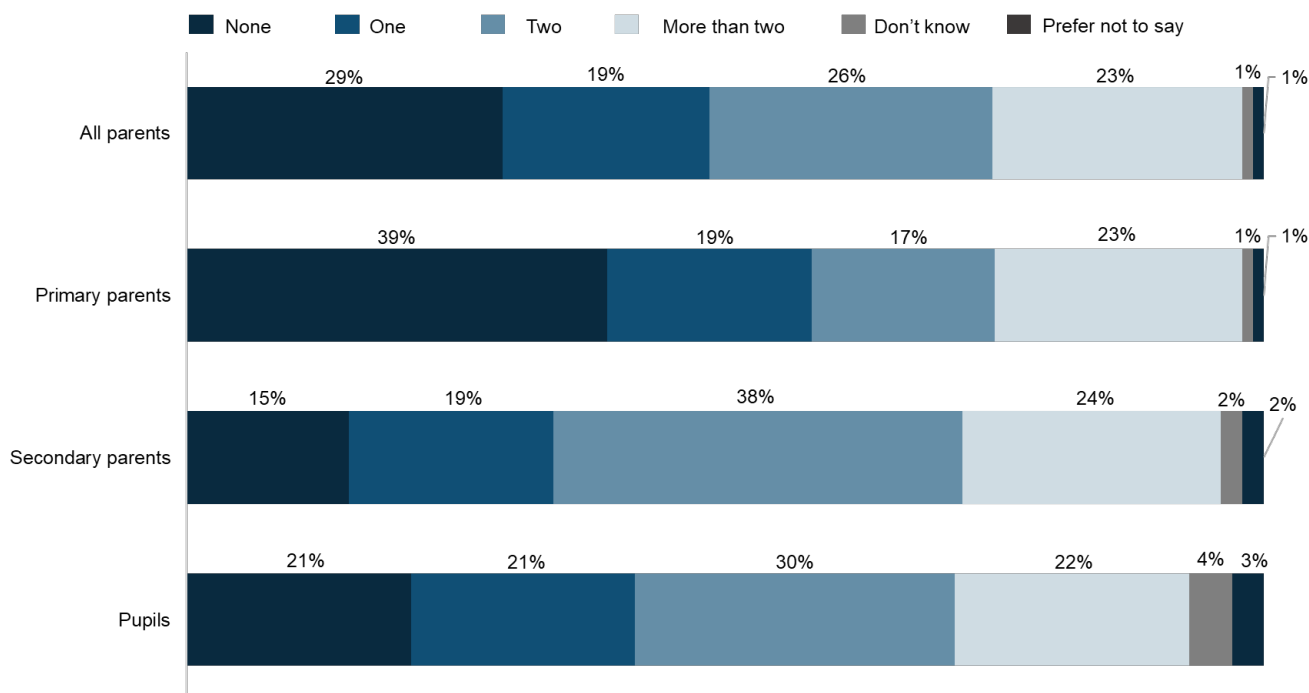
wave and the February 2022 wave. For pupils in years 7-9, the proportion who had received at least one vaccine dose increased from 42% to 52% over that period. For pupils in years 10-11 the proportion who had received at least one vaccine dose increased from 60% to 76%.

## Number of lateral flow tests taken by pupil in last seven days

### Parents

Around seven in ten parents (69%) reported that their child had taken a rapid lateral flow test in the previous seven days, shown in Figure 14. This included 19% who reported their child had taken one test during that time, 26% that had taken two and 23% that had taken three or more tests.

**Figure 14 Number of lateral flow tests taken by pupil in last seven days (parents and pupils or learners)**



Base: All parents (2,396), All primary school parents (1,319), All secondary school parents (1,077), All pupils/learners (3,968).

Source: PPLP 2022 RW1 parent / pupil or learner survey, During the last 7 days, how many rapid lateral flow tests has [pupil] / have you taken at home to see if they have COVID-19/ coronavirus?

This represents an increase in the amount of reported testing compared with the November 2021 recruitment wave, when 55% of parents reported that their child had taken at least one rapid lateral flow test in the previous seven days. The proportion of

parents reporting that their child had taken three or more tests in the past seven days increased from 10% to 23% over this period.

The proportion of parents reporting that their child had taken a test in the past seven days was higher amongst parents of secondary aged pupils (81% compared with 59% of parents of primary aged pupils).

Testing was also more frequent amongst parents of children from a white background (71% compared with 61% of parents of children from ethnic minorities (excluding white minorities)).

Reported testing rates were lowest in the north-west (55%) and Yorkshire and the Humber (58%) compared with the south-west (80%), the south-east (73%), London (73%), the East of England (73%) and the East Midlands (72%).

## **Pupils and learners**

Around three-quarters of pupils and learners (73%) reported that they had taken a rapid lateral flow test in the previous seven days, shown in Figure 14. This included 21% who reported they had taken one test during that time, 30% that had taken two and 22% that had taken three or more tests.

Pupils and learners in years 12-13 (69%) were less likely to have taken a lateral flow test in the past seven days than pupils in years 7-9 (76%) and pupils in years 10-11 (74%).

Female pupils and learners were more likely to have taken a lateral flow test (76% compared with 69% of male pupils and learners).

Pupils and learners from a black (52%) or Asian (65%) background were less likely to have taken a lateral flow test compared with white pupils and learners (75%) or pupils and learners from a mixed ethnic background (76%).

Focusing only on pupils in years 7-11 to allow comparison with the previous wave of research, testing rates had increased compared with the November 2021 PPLP recruitment wave <sup>35</sup>. For year 7-9 pupils, the proportion who had taken at least one lateral flow test in the past seven days increased from 70% in the November 2021 PPLP recruitment wave to 76% in February 2022. For pupils in years 10-11, the proportion who had tested at least once increased from 63% to 74% over the same period.

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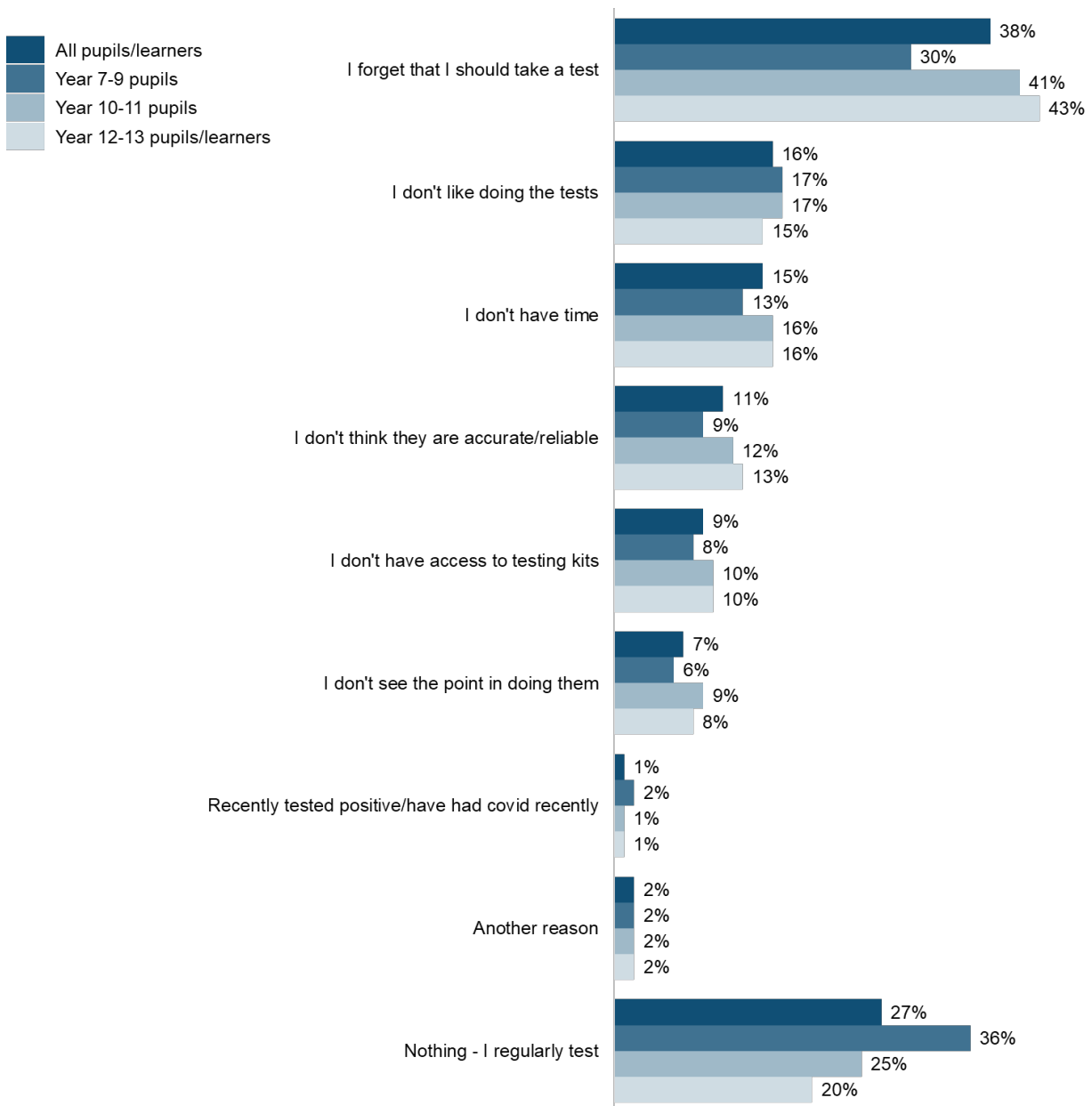
<sup>35</sup> Fieldwork took place between November 2021 and January 2022

## Barriers to taking regular lateral flow tests

When asked what, if anything, stops them from regularly taking a lateral flow test from a list, the most common response was that the pupils and learners forgot that they should take a test (38%), as shown in Figure 15. Around one in six (16%) said that they didn't like taking the tests, while 15% said they didn't have time and 11% didn't think they were accurate or reliable.

Not having access to testing kits was a barrier for 9% of pupils and learners, while 7% said they couldn't see the point in doing them. Around a quarter (27%) said they had no barriers to regular testing.

**Figure 15 Barriers to taking a regular lateral flow test (pupils or learners)**



Base: All pupils or learners (3,968), year 7-9 pupils (1,014), year 10-11 pupils (796), year 12-13 pupils or learners (2,158).

Source: PPLP 2022 RW1 pupil or learner survey, What, if anything, stops you from regularly taking a lateral flow test?

Pupils in years 7-9 were less likely to say that they had no barriers to regular testing (36% compared with 25% of pupils in years 10-11 and 20% of pupils and learners in years 12-13).



Year 12-13 pupils in school settings were more likely to say that forgetting to take a test was the main barrier (49% compared with 37% of year 12-13 learners in college settings). Year 12-13 learners in college settings were more likely to say that they don't like doing the tests (17% compared with 13% of year 12-13 pupils in school settings).

Female pupils and learners were more likely to say that they forget that they should take tests (41% compared with 33% of male pupils and learners). Male pupils and learners were more likely to say that they don't like taking tests (20% compared with 13% of female pupils and learners).

Pupils and learners eligible for FSM or FME were more likely to say that they do not like taking tests (24% compared with 15% of those not eligible for FSM or FME) and less likely to say they forgot they should take tests (32% compared with 39% of those not eligible for FSM or FME).

Pupils with CiN status were more likely to say that they do not like taking tests (20% compared with 16% of those without CiN status) and less likely to say they forgot they should take tests (29% compared with 38% of those without CiN status).

Pupils and learners considered to have SEN were more likely to say that they had no barriers to regular testing (34% compared with 26% of those without SEN) and to say that they don't like doing the tests (22% compared with 15% of those without SEN). They were also less likely to say they forgot they should take tests (28% compared with 39% of those without SEN).

Pupils and learners from an Asian ethnic background were more likely to say that they don't like doing the tests (25% compared with 15% of pupils and learners from a white background). They were also more likely to say that they don't have time for tests (17% compared with 13% of pupils and learners from a white background). Those from white backgrounds were more likely to say that they don't have access to testing kits (10% compared with 7% of pupils and learners from ethnic minorities (excluding white minorities)). Pupils and learners from a white background were also more likely to say that they had no barriers to regular testing (29% compared with 18% of pupils and learners from a black background).

## **Barriers to reporting lateral flow test results**

When asked what, if anything, stops them from regularly reporting their test results (from a list of potential reasons), around a third (35%) of pupils and learners said that nothing stopped them from reporting their test results and they regularly do report them.

The most frequently cited barrier to reporting test results was forgetting that you are meant to report them (28%). Around one in six (16%) said they don't see the point and a

similar proportion (14%) said that they were unaware that they were meant to report test results. One in ten (10%) said they didn't have time to report results, while 7% said they didn't know how to report test results and 4% mentioned some other barrier.

Forgetting to report results was more frequently mentioned by:

- Pupils in years 10-11 (34%) and pupils and learners years 12-13 (31%) compared with pupils in years 7-9 (21%)
- Year 12-13 pupils in school settings (34% compared with 28% of year 12-13 learners in college settings)
- Female pupils and learners (32% compared with 23% of male pupils and learners)
- Pupils and learners without SEN (29% compared with 22% of those considered to have SEN).

A higher proportion of pupils and learners in the following groups said that they don't see the point in reporting results:

- Pupils in years 10-11 (18%) and pupils and learners years 12-13 (19%) compared with pupils in years 7-9 (10%)
- Year 12-13 pupils in school settings (21% compared with 17% of year 12-13 learners in college settings).

A lack of awareness of the need to report test results was more common among year 12-13 learners in college settings (15% compared with 12% of year 12-13 pupils in school settings).

Not having time to report test results was more frequently mentioned by pupils in years 10-11 (13%) and pupils and learners in years 12-13 (12%) compared with pupils in years 7-9 (7%). A lack of time was also mentioned more frequently by pupils and learners from an Asian ethnic background (16% compared with 10% of pupils and learners from a white background).

A lack of knowledge about how to report test results was more common for pupils in years 10-11 (9% compared with 6% of pupils and learners in years 12-13).

A higher proportion of pupils and learners in the following groups said that nothing stopped them from reporting their test results and they regularly do report them:

- Pupils in years 7-9 (42% compared with 31% of pupils in years 10-11 and 30% of pupils and learners in years 12-13)
- Male pupils and learners (38% compared with 31% of female pupils and learners).

## Childcare for primary aged pupils

This section looks at the childcare provision that had been used by parents of primary aged children since the start of term in January 2022, and specifically at the reasons for parents not accessing childcare, whether childcare provision met parents' needs and, if not, why that was. Finally, the section also examines changes in the price of childcare since the beginning of the autumn term in 2021. The findings help support the government's objective of ensuring all families can access affordable, flexible, and high-quality childcare.

### Types of childcare usually accessed

Around half of parents of primary aged children (47%) reported that they had used some kind of childcare for their primary aged children since the start of the January 2022 term.

After school clubs on a school site were the most widely used type of childcare provision, having been used by 30% of parents of primary aged children during this period. Before school clubs on a school site were used by 17% of parents of primary aged children. Childminders were used by 6% of parents of primary aged children; after school clubs away from the school site were used by 5%; and weekend clubs were used by 2%. A small proportion (3%) reported using some other kind of childcare provision for their primary aged children since the start of January 2022. When asked what this other type of childcare was, the most common response was friends or family.

After school clubs on a school site were more commonly used by:

- Parents of female pupils (34% compared with 27% for male pupils)
- Parents of pupils not eligible for FSM (33% compared with 20% for those eligible for FSM)
- Parents of pupils without SEND (33% compared with 23% for those considered to have SEND)
- Parents of pupils from a white ethnic background (33% compared with 23% of parents of pupils from ethnic minorities (excluding white minorities)).

Looking specifically at ethnicity, parents of pupils from ethnic minorities (excluding white minorities) were more likely to report that they had used before school clubs *away* from a school site (5% compared with 1% of parents of children from a white background) and were also more likely to have used weekend clubs (5% compared with 1% of parents of children from a white background).

Parents in London were the most likely to report that they had used weekend clubs (6% compared with 1% of those outside of London).

## Reasons for not accessing childcare

Parents of primary aged children who had not used childcare since the start of term in January 2022 were asked why that was from a list. The majority indicated that they 'don't normally use childcare' (71%). Around one in ten said that it was because childcare is too expensive (12%) and the same proportion said it was because they no longer need childcare (12%).

Around one in twenty (6%) of those who had not used childcare since the start of the January term said that it was because working at home meant that they didn't need as many hours of childcare.

Concerns around the safety of childcare provision due to COVID-19 were not common and were selected by 2% of parents. Support given by family or friends was mentioned by 2% of parents and 1% said that the reason they had not used childcare was because their provider had reduced the hours they operate.

Those not eligible for FSM were more likely to say that they had not used childcare because working from home means they don't need as many hours of childcare (8% compared with 2% of those eligible for FSM).

Parents of pupils with CiN status were more likely to say that they hadn't used childcare because they were unable to find a place for their child (2% compared with less than 1% for those without CiN status).

Parents of children from ethnic minorities (excluding white minorities) were more likely to say that they had not used childcare because it is too expensive (20% compared with 9% of parents of children from a white background).

## Whether childcare provision met parents' needs

A large majority of parents of primary aged children who had used childcare since the start of term (January 2022) reported that the childcare provision had met their needs (88%). Fewer than one in ten (7%) said the provision had not met their needs and 6% indicated they were unsure.

The following groups of parents were more likely to say that they that the provision had not met their needs:

- parents of pupils eligible for FSM (13% compared with 5% of those not eligible for FSM)
- parents of pupils considered to have SEND (14% compared with 6% of those without SEND)

parents of pupils from ethnic minorities (excluding white minorities) (13% compared with 5% of parents of white pupils).

Those who said the childcare provision had not met their needs were asked why that was. Only 47 parents reported that the provision had not met their needs, with an inability to find childcare for the times needed, expense, and an inability to find a place for their child the main reasons cited. As such, it is not possible to provide a reliable percentage breakdown of the reasons why.

## **Whether price of childcare has changed since beginning of Autumn 2021**

All parents of primary aged children were asked whether the price of their childcare had changed since the beginning of the autumn term in 2021.

Of those parents that responded to this question and had used childcare over this period, three-quarters (75%) of this group said that the price had not changed and around a quarter (24%) said the provider had increased their prices. Less than 1% of parents said that the childcare provider had decreased their prices.

## Access to SEND support

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

### SEND support being accessed

#### Parents

Around one in five parents (18%) said that they considered their child to have a special educational need or disability (SEND). Parents that considered their child to have a special educational need or disability were asked if their child was receiving various types of specialist support. The most common types of support accessed was 'support with learning' (63%) and support from a SEN coordinator (60%). The other types of support most commonly received, included support from an educational psychologist (21%), mental health support (21%), speech and language therapy (17%) and medical support (16%) as shown in Table 4.

Around a third of parents of children considered to have SEND (35%) said that their child needed support from an educational psychologist but was unable to access it. There were also gaps in provision for mental health support (29% unable to access it), support with learning (22% unable to access) and support from a SEN coordinator (20% unable to access). A third of parents (35%) also reported that their child needed 'another type of support' but were unable to access it.

**Table 4 Access to SEND support (parents of children considered to have SEND)**

|                                          | <b>Needs this support</b> | <b>Receives this support</b> | <b>Needs this support, but they are unable to access it</b> | <b>Does not need this type of support</b> |
|------------------------------------------|---------------------------|------------------------------|-------------------------------------------------------------|-------------------------------------------|
| Support with learning                    | 84%                       | 63%                          | 22%                                                         | 16%                                       |
| Support from SEN coordinator             | 80%                       | 60%                          | 20%                                                         | 20%                                       |
| Support from an educational psychologist | 56%                       | 21%                          | 35%                                                         | 44%                                       |
| Mental health support                    | 49%                       | 21%                          | 29%                                                         | 51%                                       |
| Another type of support                  | 40%                       | 5%                           | 35%                                                         | 60%                                       |
| Speech and language therapy              | 33%                       | 17%                          | 15%                                                         | 67%                                       |
| Occupational therapy                     | 26%                       | 9%                           | 17%                                                         | 74%                                       |
| Medical support                          | 25%                       | 16%                          | 8%                                                          | 75%                                       |
| Social Services Support                  | 22%                       | 7%                           | 15%                                                         | 78%                                       |
| Physiotherapy                            | 18%                       | 8%                           | 11%                                                         | 82%                                       |

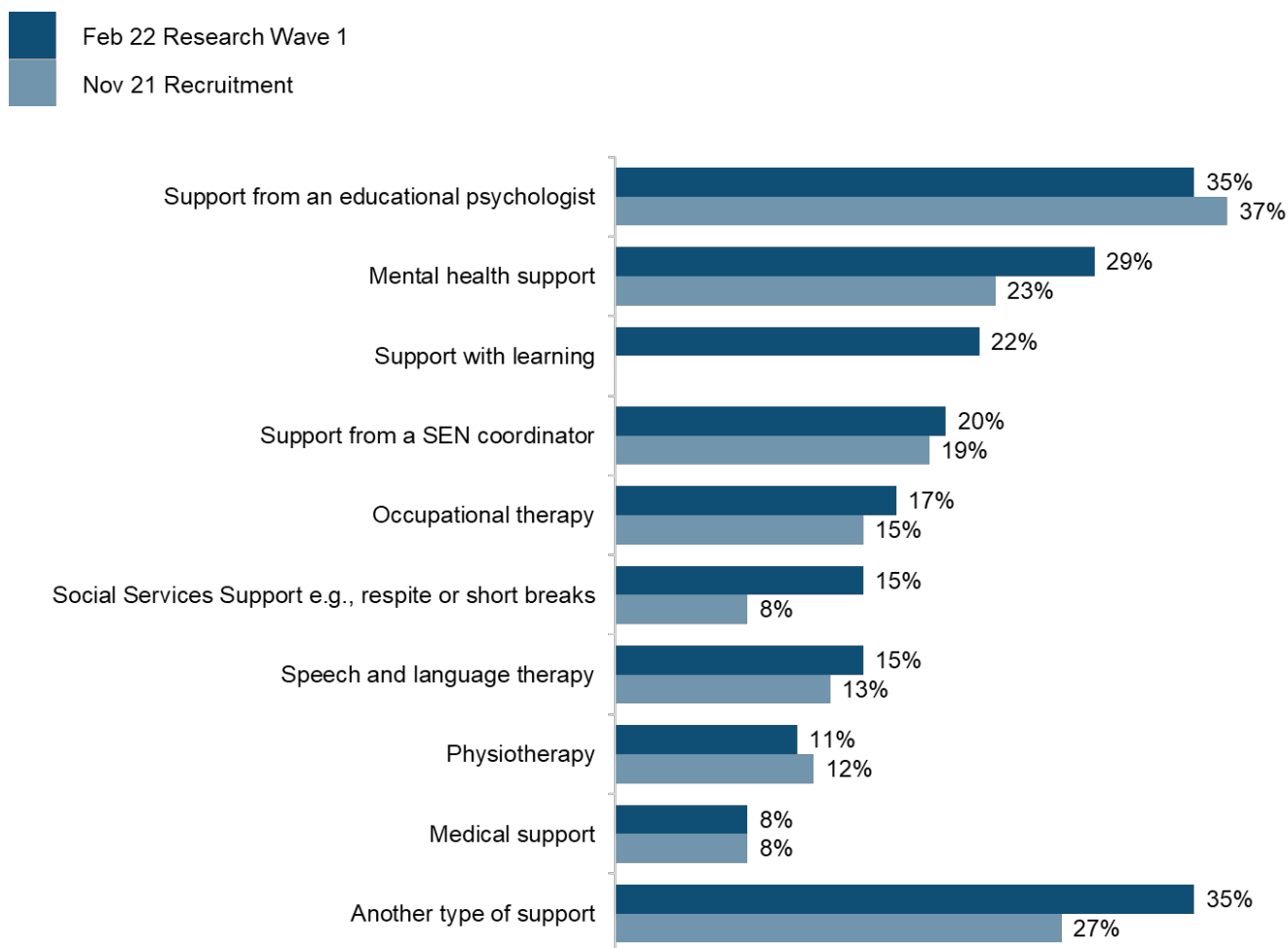
Base: Parents who consider their child to have SEND (524).

Source: PPLP 2022 RW1 parent survey, Is [Pupil] currently receiving any of the following types of specialist support?

Findings were largely in line with the November 2021 recruitment wave, though there had been an increase in the proportion of parents of children considered to have SEND who said that their child needed mental health support (from 43% to 49%) and also an increase in the proportion who said that their child needed mental health support but were unable to access it (from 23% to 29%, shown in Figure 16).

There was also an increase in the proportion of parents of children considered to have SEND who said that they needed social services support (from 17% to 22%) and also an increase in the proportion who reported that necessary social services support was not available (from 8% to 15%).

**Figure 16 Parents of SEND pupils who are unable to access specialist support**



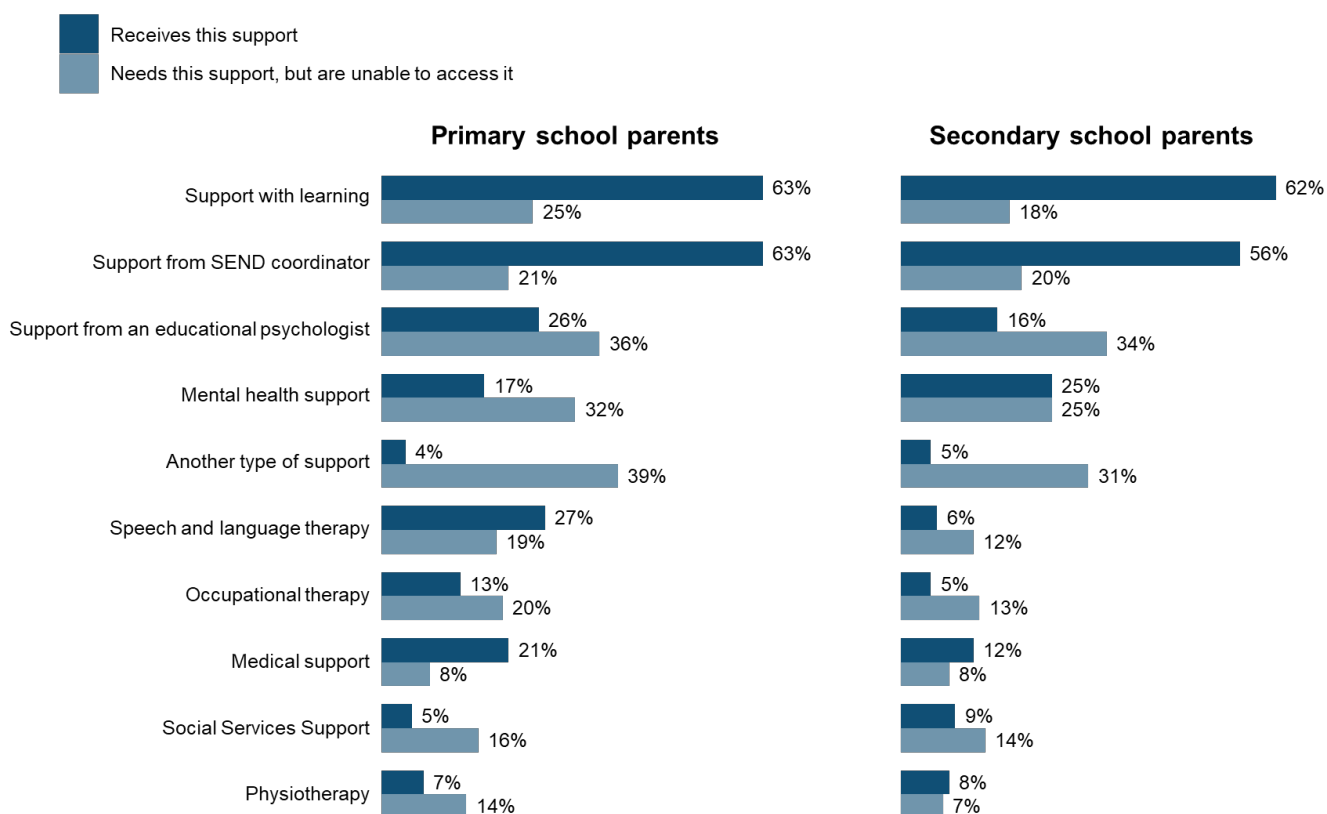
Base: All parents who consider their child to have SEND November 21 Recruitment Wave (860), All Parents who consider their child to have SEND Research Wave 1 (524).

Source: PPLP 2021 recruitment parent survey and PPLP 2022 RW1 parent survey, Is (Pupil) currently receiving any of the following types of specialist support? No – they are unable to access it

Figure 17 shows the differences between primary and secondary school pupils. Primary school pupils considered to have SEND were more likely than those in secondary school to receive speech and language therapy (27% compared with 6%) and occupational therapy (13% compared with 5%).



**Figure 17 Types of SEND support received (parents)**



Primary parents who consider their child to have SEND (277), Secondary parents who consider their child to have SEND (247). Source: PPLP 2022 RW1 parent survey, Is [pupil] currently receiving any of the following types of specialist support?

Parents that considered their child to have SEND were equally likely to say that female and male pupils had accessed an educational psychologist (22% and 20%), however parents of male pupils were more likely to say that their child was not able to access support from an educational psychologist (40%) compare with parents of female pupils (27%).

Male pupils considered to have SEND were more likely to receive speech and language therapy (23% compared with 8% of female pupils considered to have SEND) and were also more likely to receive support from a SEN coordinator (68% compared with 46% of female pupils considered to have SEND). Female pupils considered to have SEND were more likely to receive mental health support (28% compared with 16% of male pupils considered to have SEND).

Amongst those considered to have SEND, pupils eligible for FSM were more likely to have received support from an educational psychologist (30% compared with 17% of those not eligible for FSM). They were also more likely to feel that they needed Social Services support but were unable to access it (22% compared with 12% of those not

eligible for FSM). They were also more likely to feel that their child needed 'another type of support' but were unable to access it (45% compared with 31% of those not eligible for FSM).

Amongst those considered to have SEND, pupils with CiN status were more likely to have received support through:

- An educational psychologist (30% compared with 20% of those without CiN status)
- Speech and language therapy (25% compared with 17% of those without CiN status)
- Occupational therapy (16% compared with 9% of those without CiN status)
- Mental health support (32% compared with 20% of those without CiN status)
- Social Services support (19% compared with 6% of those without CiN status).

The parents of children with CiN status were more likely to feel that their child needed support with learning but were unable to access it (30% compared with 21% of those without CiN status). They were also more likely to feel that their child needed medical support but were unable to access it (16% compared with 8% of those without CiN status).

## **Pupils and learners**

Around one in seven pupils and learners in years 12 and 13 (15%) said that they considered themselves as having a special educational need or disability (SEND), with around three in five (59%) saying they were entitled to specialist support. Those who said that they were entitled to specialist support were asked what types of support they needed and received. The findings are detailed in Table 5 below.

The most common types of support accessed was support with learning (52%), mental health support (30%), support from a SEN coordinator (24%), support from an educational psychologist (13%) and medical support (12%).

Three in ten (30%) pupils and learners who said they were entitled to specialist support reported that they needed mental health support but were unable to access it. This represented the largest gap between support needs and availability. The other largest gaps related to support with learning (22% said they needed this but were unable to access it) and support from an educational psychologist (15% said they needed this but couldn't access it).

Only 159 pupils and learners answered this question. As such, it is not possible to provide reliable sub-group analysis.

**Table 5 Access to SEND support (pupils or learners who believe they are eligible for specialist SEND support)**

|                                          | <b>Needs this support</b> | <b>Receives this support</b> | <b>Needs this support, but can't access it</b> | <b>Does not need this type of support</b> | <b>Don't know if getting this support</b> |
|------------------------------------------|---------------------------|------------------------------|------------------------------------------------|-------------------------------------------|-------------------------------------------|
| Support with learning                    | 74%                       | 52%                          | 22%                                            | 19%                                       | 7%                                        |
| Mental health support                    | 60%                       | 30%                          | 30%                                            | 36%                                       | 3%                                        |
| Support from SEN coordinator             | 34%                       | 24%                          | 10%                                            | 49%                                       | 18%                                       |
| Support from an educational psychologist | 29%                       | 13%                          | 15%                                            | 57%                                       | 15%                                       |
| Another type of support                  | 29%                       | 16%                          | 13%                                            | 53%                                       | 18%                                       |
| Medical support                          | 22%                       | 12%                          | 9%                                             | 75%                                       | 3%                                        |
| Social Services Support                  | 19%                       | 9%                           | 10%                                            | 75%                                       | 6%                                        |
| Occupational therapy                     | 14%                       | 6%                           | 8%                                             | 74%                                       | 12%                                       |
| Physiotherapy                            | 13%                       | 3%                           | 10%                                            | 77%                                       | 10%                                       |
| Speech and language therapy              | 9%                        | 3%                           | 6%                                             | 86%                                       | 5%                                        |

Base: Pupils or learners who believe they are eligible for specialist SEND support (159).

Source: PPLP 2022 RW1 pupil or learner survey, Are you currently receiving any of the following types of specialist support?

## **Reasons why pupil or learner is unable to access SEND support**

### **Parents**

The main reasons given by parents for why pupils were unable to access specific types of SEND support that were selected from a list were that the child was currently being assessed or awaiting a SEND referral (31%) or that support staff were not available (31%). The full results are shown in Table 6.

The main reasons were generally in line with the November 2021 recruitment wave, though there was a reduction in the proportion of parents who said that they had been unable to access support due to delays or issues in receiving help (from 10% to 5%).

**Table 6 Reasons why pupil is unable to access SEND support (parents)**

|                                                      | <b>Total</b> |
|------------------------------------------------------|--------------|
| Currently being assessed / awaiting SEND referral    | 31%          |
| Support staff are not available                      | 31%          |
| Delays/issues in receiving help                      | 5%           |
| Suitable room/facilities are not available in school | 4%           |
| Child doesn't meet criteria                          | 5%           |
| Not offered                                          | 5%           |
| Pupil is self-isolating                              | 1%           |
| Travelling to school is too difficult                | 2%           |
| Other reason                                         | 10%          |
| Don't know                                           | 21%          |

Base: Parents whose child is unable to access specialist support (319).

Source: PPLP 2022 RW1 parent survey, Why is [Pupil] currently unable to access this support?

## **Pupils and learners**

The number of year 12-13 pupils and learners who said they were eligible for specialist support but unable to access it was low (73 respondents). As such, the following findings should be viewed with caution.

The most common reason for being unable to access specialist support was that support staff were not available (28%). A quarter (25%) said that they were currently being assessed or referred for SEND and were not therefore able to access services and 15% said that suitable rooms or facilities were not available in their school or college. Around one in ten (8%) said it was because travelling to school or college was too difficult. A significant proportion said they were not sure why the support was unavailable (22%) or specified another reason (21%).

## Pupil and learner mental health and well-being

Pupil and learner mental health and wellbeing is an ongoing priority for DfE. The pandemic and associated lockdown measures have affected children and young people's mental health and wellbeing in a variety of ways <sup>36</sup>. Being in school or college is thought to be beneficial for children and young people, while being away from school or college will likely have had some negative impact on their mental health and wellbeing.

Parents, pupils and learners were asked a series of ONS-validated questions about personal wellbeing, including how happy they felt yesterday, their life satisfaction, the extent to which they feel the things they do in life were worthwhile, and their anxiousness levels. These questions are known as the 'ONS-4' measures <sup>37</sup>. Responses have been reported as mean scores.

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.

### Pupils' and learners' views on their happiness

Pupils and learners were asked to indicate a score between 0 and 10 for how happy they felt yesterday ('happiness').

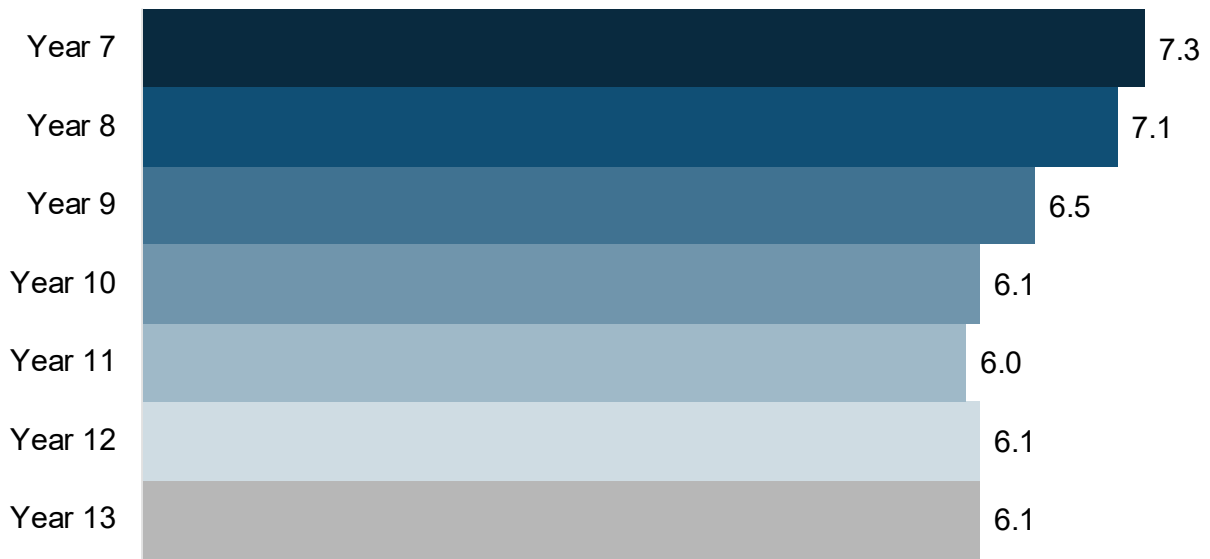
Overall, pupils and learners had broadly positive mean scores for happiness (6.4) though happiness tended to decrease in older pupils and learners. As detailed in Figure 18, pupils in year 7 had a mean happiness score of 7.3, falling to 6.1 for pupils in year 10 and then remained at a similar level through to pupils and learners year 13 where the mean was also 6.1.

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<sup>36</sup> See the DfE's 2021 State of the Nation report for a summary of current evidence: [State of the nation 2021: children and young people's wellbeing - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachmentatachment_data/file/97821/2021-state-of-the-nation-report-children-and-young-peoples-wellbeing)

<sup>37</sup> <https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/methodologies/surveysusingthe4officeforationalstatisticspersonalwellbeingquestions>

**Figure 18 Pupils' and learners' views of their own happiness (mean scores among pupils or learners)**



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

Base: year 7 pupils (349), year 8 pupils (318), year 9 pupils (347), year 10 pupils (378), year 11 pupils (418), year 12 pupils/learners (1,155), year 13 pupils or learners (1,003).

Source: PPLP 2022 RW1 pupils or learners survey, Overall, how happy did you feel yesterday?

Looking at the trend over time, in February 2021 PPP <sup>38</sup> wave (wave 7), which was conducted at an equivalent time of year, the overall mean score for happiness was the same (6.4).

In addition to those in the later stages of their schooling, the following groups had lower mean happiness scores:

- Female pupils and learners (6.0 compared with 6.9 for male pupils and learners)
- Pupils with CiN status (6.1 compared with 6.5 for those without CiN status)
- Pupils and learners from a white background (6.3 compared with 6.9 for pupils and learners from an Asian background and 6.7 from a black background).

<sup>38</sup> 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.

## Parents' views on pupil happiness

Primary and secondary parents were asked how happy their child appeared yesterday. Parents' views were more positive than pupils. Parents gave an average of 7.9 for their child's happiness. This was in line with the mean score of 8.0 that was recorded in the November 2021 PPLP recruitment survey. Looking at the slightly longer-term trend, in February 2021 PPP <sup>39</sup> wave (wave 7), which was conducted at an equivalent time of year, the mean score was 7.4.

Primary parents gave a higher mean score for their child's happiness (8.2) than secondary parents, who gave a mean score of 7.5.

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

- parents of male pupils (8.0 compared with 7.8 for parents of female pupils)
- parents of pupils not eligible for FSM (7.9 compared with 7.7 for parents of pupils eligible for FSM)
- parents of pupils not considered to have SEND (8.2 compared with 6.5 for those with SEND)
- parents of pupils without CiN status (7.9 compared with 7.3 for those without CiN status)
- parents of pupils from an Asian or mixed ethnic background (both 8.3 compared with 7.7 for parents of pupils from a white background).

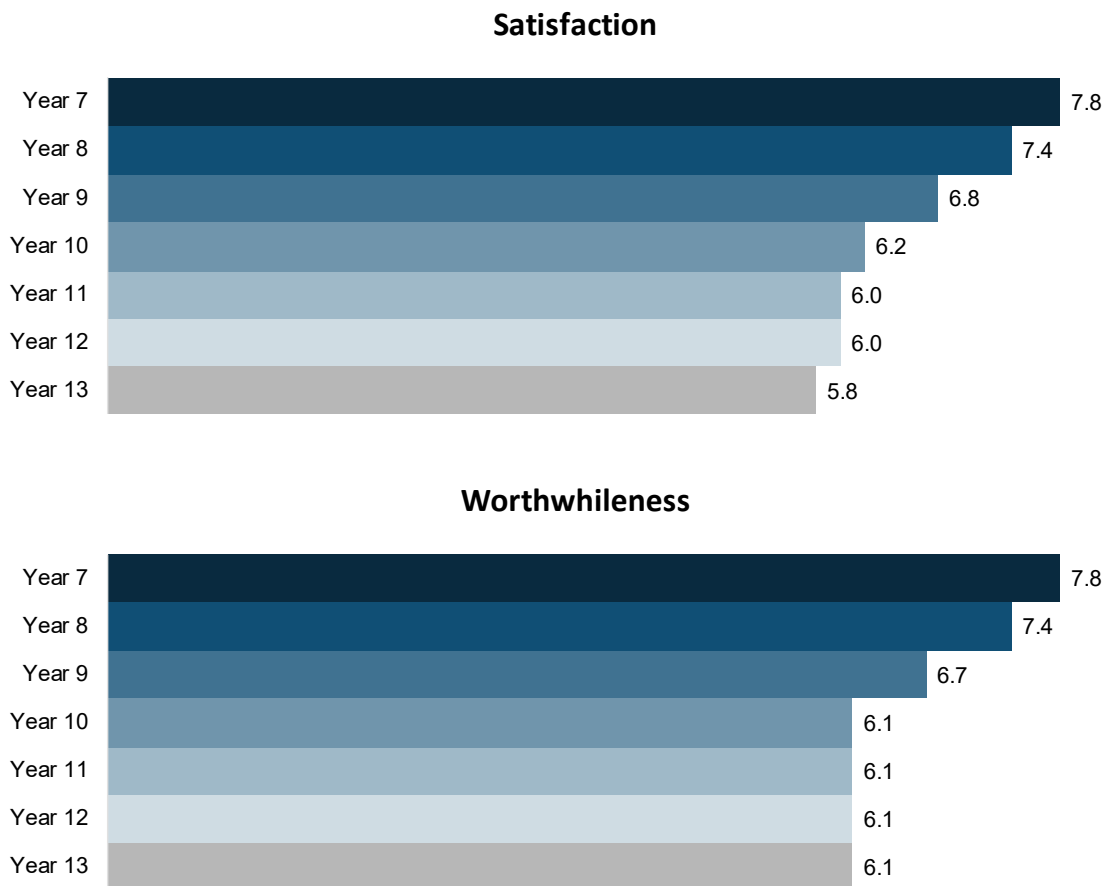
## Pupils' and learners' views on satisfaction and worthwhileness

Pupils and learners 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 ('worthwhile'), shown in Figure 19.

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<sup>39</sup> 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.

**Figure 19 Pupils' and learners' views of their own satisfaction and worthwhileness (mean scores among pupils or learners)**



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

Base: year 7 pupils (349), year 8 pupils (318), year 9 pupils (347), year 10 pupils (378), year 11 pupils (418), year 12 pupils or learners (1,155), year 13 pupils or learners (1,003).

Source: PPLP 2022 RW1 pupils or learners survey, Overall, how satisfied are you with your life nowadays, where 0 is not at all satisfied and 10 is completely satisfied? Overall, to what extent do you feel that the things you do in your life are worthwhile, where 0 is not at all worthwhile and 10 is completely worthwhile?

Overall, pupils and learners had broadly positive mean scores for satisfaction (6.4) and worthwhileness (6.6). However, as was the case with happiness scores, satisfaction and worthwhileness also tended to decrease in older pupils and learners. Pupils in year 7 had a mean satisfaction score of 7.8 and this declined with each successive year group, such that pupils and learners in year 13 had a mean satisfaction score of 5.8.

Similarly, pupils in year 7 had a mean worthwhileness score of 7.8, falling to 6.1 for pupils in year 10 and then remained at a similar level through to pupils and learners year 13 where the mean score was also 6.1. Looking at the trend over time, the February 2021



PPP <sup>40</sup> wave (wave 7), which was conducted at an equivalent time of year, the overall mean score for satisfaction has increased, from 6.2 in February 2021 to 6.4 in February 2022. The mean score for worthwhileness has also increased, rising from 6.3 in February 2021 to 6.6 in February 2022.

Alongside the tendency for older pupils and learners to give lower scores, the following groups had lower mean satisfaction scores:

- Female pupils and learners (6.1 compared with 6.9 for male pupils and learners)
- Pupils with CiN status (6.1 compared with 6.7 for those without CiN status).

The following groups had lower mean worthwhileness scores:

- Female pupils and learners (6.3 compared with 6.9 for male pupils and learners)
- Pupils with CiN status (6.2 compared with 6.7 for those without CiN status)
- White pupils and learners (6.5 compared with 6.9 for both Asian and black pupils and learners).

## **Pupils' and learners' views on their anxiousness**

Pupils and learners were also 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 indicates higher wellbeing, as it represents low levels of anxiousness. Conversely, a high score indicates lower wellbeing, as it represents high levels of anxiousness.

The overall mean score for anxiousness was 4.0 and, again, the mean scores tended to be higher in older pupils and learners, though the highest negative score for this measure occurs for pupils in year 11 (4.8), decreasing for pupils and learners in years 12 (4.2) and year 13 (4.4).

Compared with the February 2021 PPP <sup>41</sup> wave (wave 7), which was conducted at an equivalent time of year, the overall mean score for anxiousness has worsened, increasing from 3.5 in February 2021 to 4.0 in February 2022.

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<sup>40</sup> 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.

<sup>41</sup> 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.

Alongside the tendency for older pupils and learners to give less positive scores, the following groups had higher mean anxiousness scores:

- Female pupils and learners (4.7 compared with 3.2 for male pupils and learners)
- White pupils and learners (4.2) compared with black and Asian pupils and learners (3.0 and 3.3).

## Parents' views on pupil anxiousness

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

As noted above, for the anxiousness measure a low mean score indicates higher wellbeing, as it represents low levels of anxiousness. Conversely, a high score indicates lower wellbeing, as it represents high levels of anxiousness.

Parents gave a mean score of 2.9 for their child's anxiousness. This is higher than the mean score of 2.4 that was recorded in the November 2021 PPLP recruitment survey. Looking at the slightly longer-term trend, in February 2021 PPP <sup>42</sup> wave (wave 7), which was conducted at an equivalent time of year in, the mean score was 2.7.

Secondary parents gave a higher mean anxiousness score of 3.2 for their child compared with 2.7 for primary parents.

The following groups of parents gave higher mean anxiousness scores for their child (meaning that their children were more anxious):

- parents of female pupils (3.1 compared with 2.7 for parents of male pupils)
- parents of pupils eligible for FSM (3.4 compared with 2.8 for parents of pupils not eligible for FSM)
- parents of pupils considered to have SEND (4.5 compared with 2.5 for those without SEND)
- parents of pupils with CiN status (3.5 compared with 2.9 for those without CiN status).

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<sup>42</sup> 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.

## Pupils' and learners' views on loneliness

Overall, 20% of pupils and learners said they often felt lonely, while 42% said they felt lonely some of the time and 34% hardly ever or never felt lonely.

These figures were virtually identical to those gathered in the February 2021 PPP<sup>43</sup> wave (wave 7), which was conducted at an equivalent time of year. In February 2021 20% of secondary aged pupils said they often felt lonely, while 43% said they felt lonely some of the time and 34% hardly ever or never felt lonely.

Once again, there was variation by year group as shown in Figure 20, with older pupils having less positive responses. Pupils and learners in year 13 were more than three times as likely as pupils in year 7 to say that they often feel lonely (30% compared with 8%).

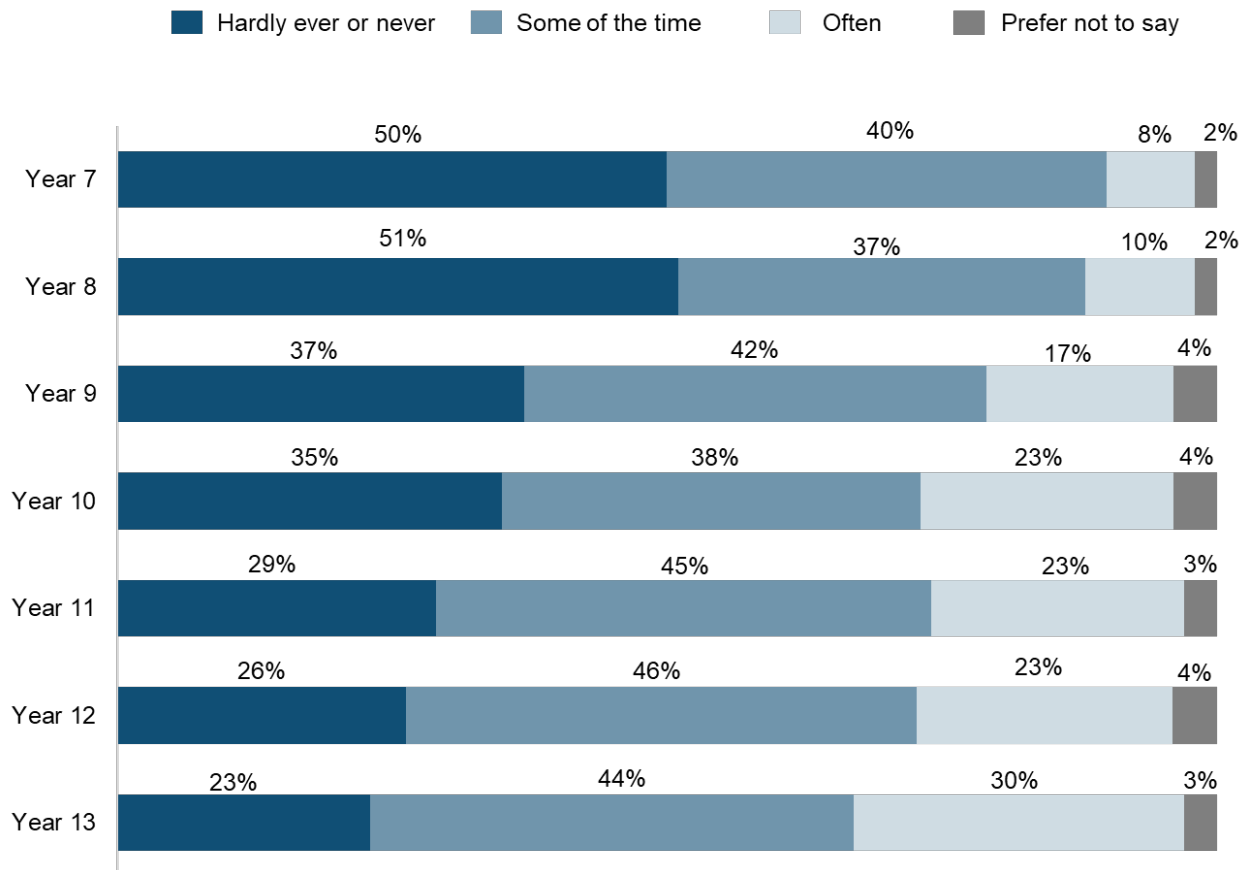
In addition to those in higher year groups, the following groups were more likely to say that they often feel lonely:

- College-based years 12-13 (28% compared with 24% of school-based years 12-13)
  - Female pupils and learners (23% compared with 16% of male pupils and learners)
  - Pupils with CiN status (24% compared with 18% of those without CiN status)
- Pupils and learners from a white background (21%) and from a mixed ethnic background (23%) compared with Asian pupils and learners (14%).

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<sup>43</sup> 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.

**Figure 20 How often pupils and learners feel lonely (pupils and learners)**



Base: all year 7 pupils (349), year 8 pupils (318), year 9 pupils (347), year 10 pupils (378), year 11 pupils (418), year 12 pupils or learners (1,155), year 13 pupils or learners (1,003).

Source: PPLP 2022 RW1 pupils or learners survey, How often do you feel lonely?

## Access to and perceptions of mental health support

Early support for pupils and learners mental health and wellbeing is one of the key elements of how schools and colleges can promote and support mental health and wellbeing. This section looks at awareness and uptake of the mental health and wellbeing support which may be available to pupils and learners through their school or college, such as school counselling. It also looks at parental perceptions and self-perceptions of pupils' mental health and support networks. And, finally, this section outlines the extent to which pupils and learners feel comfortable about speaking to adults in their school or college about their mental health.

### Awareness of mental health support at pupils' school or college

#### Parents

Around two in five parents (42%) said that they were aware of mental health and wellbeing support available through their child's school or college.

Awareness of such support was higher among parents of secondary aged children (48% compared with 38% for parents of primary aged children).

Parents of children with CiN status were more likely to be aware of mental health and wellbeing support available through the school or college (49% compared with 42% for those without CiN status).

Parents of children from white backgrounds (45%) were more likely to be aware of mental health and wellbeing support than those from Asian backgrounds (34%).

Those in the south-east (49%) and south-west (48%) were the most likely to know of support offered through their child's school or college. Awareness was lowest in the north-east (30%).

#### Pupils and learners

Seven in ten pupils and learners (71%) said that they were aware of mental health and wellbeing support available through their school or college.

Awareness of mental health and wellbeing support was lower for pupils in years 7-9 (66% compared with 72% of pupils in years 10-11 and 74% of pupils and learners in years 12-13).

Pupils and learners eligible for FSM or FME tended to be less aware of mental health and wellbeing support offered through their school or college (65% compared with 72% of those not eligible for FSM or FME).

Those considered to have SEN also tended to be less aware of support (62% compared with 72% of those without SEN). Pupils with CiN status also tended to be less aware of support (64% compared with 69% of pupils without CiN status).

## Use of mental health support

### Parents

Those parents who were aware of any mental health and wellbeing support available through their child's school or college were asked whether their children had made use of that support.

Around three in ten (28%) of those aware of the mental health and wellbeing support reported that their child had made use of it.

Amongst those aware of mental health and wellbeing support offered by their child's school or college, the following groups were more likely to report that the support had been used:

- Parents of female pupils (32% compared with 24% for parents of male pupils)
- Parents of pupils eligible for FSM (37% compared with 26% of those not eligible for FSM)
- Parents of pupils considered to have SEND (42% compared with 23% of those without SEND)
- Parents of pupils with CiN status (46% compared with 27% of those without CiN status).

### Pupils and learners

Around a quarter (23%) of pupils and learners who were aware of any mental health and wellbeing support offered by their school or college said that they had made use of that support.

Amongst those aware of any support offered by their school or college, reported uptake was higher amongst:

- Female pupils and learners (28% compared with 16% of male pupils and learners)

- Pupils and learners eligible for FSM or FME (29% compared with 22% of those not eligible for FSM or FME)
- Pupils and learners considered to have SEN (40% compared with 21% of those without SEN)
- Pupils with CiN status (36% compared with 23% of those without CiN)
- Pupils and learners from a white background (25% compared with 14% of those from an Asian background).

## Perceptions of pupils' mental health and support networks

### Parents

Parents were asked whether or not they felt that a range of issues relating to the mental health of their child applied to them. The question was asked using a 'yes/no' structure.

#### Whether parents feel confident they can look after their child's mental health

A large majority of parents (81%) reported that they felt confident they could look after the mental health of their child. Around one in ten (9%) said that they did not feel confident that they could look after the mental health of their child and a similar proportion reported that they did not know (10%).

The following groups were less likely to say that they were confident they could look after the mental health of their child:

- Parents of secondary aged pupils (76% compared with 84% of parents of primary aged pupils)
- Parents of female pupils (78% compared with 83% of parents of male pupils)
- Parents of pupils considered to have SEND (60% compared with 86% of those without SEND)
- Parents of pupils with CiN status (76% compared with 81% of those without CiN status).

#### Whether there are staff in the child's school parents would feel comfortable speaking to about their child's mental health

Almost three quarters (73%) of parents said there were staff at their child's school who they would feel comfortable speaking to about their child's mental health. Around a quarter (27%) reported either that there were not any staff they would feel comfortable talking to about this (12%) or that they did not know (15%).

The following groups were less likely to say that there were staff at their child's school who they would feel comfortable speaking to about their child's mental health:

- Parents of secondary aged pupils (65% compared with 79% of parents of primary aged pupils)
- Parents of pupils eligible for FSM (67% compared with 74% of those not eligible for FSM)
- Parents of pupils from a black ethnic background (54% compared with 75% of those from a white ethnic background)
- Parents of children in London (66% compared with 74% for parents in the rest of England).

### **Whether the support provided by the child's school or college was helpful**

Parents whose child had made use of any mental health and wellbeing support offered by their school or college were asked if that support had been helpful. A large majority (86%) reported that the support had been helpful, while 6% said it had not been helpful and 8% did not know.

There were no differences between the key sub-groups, though the number of parents falling into many of these groups of interest was relatively low, meaning that robust analysis is not possible.

### **Whether the support provided by the child's school or college would be helpful if used**

Parents who were aware of any mental health and wellbeing support offered by their child's school or college, but whose children had not used it, were asked if they thought that support would be helpful if they used it. Four in five such parents (80%) thought that the support would be helpful if they used it. Around one in five (17%) parents aware of support provided by their child's school or college said that they did not know if the support would be helpful. A small proportion (3%) said that the support would not be helpful.

Those whose children had CiN status were less likely to think the support offered by their child's school or college would be helpful (72% compared with 81% of those without CiN status).



## **Pupils and learners**

### **Whether pupils and learners feel confident they can look after their own mental health**

Around three in five (62%) said that they felt confident they could look after their mental health, while 16% said they did not feel confident that they could look after their mental health and 22% reported that they did not know.

The following groups were less likely to say that they were confident they could look after their own mental health:

- Pupils in years 10-11 (55% compared with 65% of pupils in years 7-9 and 63% of pupils and learners in years 12-13)
- Year 12-13 pupils in school settings (61% compared with 66% of year 12-13 learners in college settings)
- Female pupils and learners (56% compared with 71% of male pupils and learners)
- Pupils and learners eligible for FSM or FME (58% compared with 63% of those not eligible for FSM or FME)
- Pupils and learners considered to have SEN (47% compared with 64% of those without SEN)
- Pupils with CiN status (51% compared with 63% of those without CiN status)
- White pupils and learners (60%) compared with Asian pupils and learners (71%) and black pupils and learners (73%).

### **Whether the school or college teaches pupils and learners about how to look after their mental health**

Around three in five (57%) pupils and learners said that their school or college teaches them about how to look after their mental health. Around a quarter (27%) of pupils and learners reported that their school or college does not teach them how to look after mental health and 16% said that they did not know.

Pupils in years 7-9 were more likely to say their school or college teaches them how to look after their mental health (65%) than pupils in years 10-11 (53%) and pupils and learners years 12-13 (52%).

Pupils without CiN status were also more likely to report the school or college teaches pupils about how to look after mental health (59% compared with 49% of those with CiN status).

Pupils and learners from an Asian background were more likely to say their school or college teaches them how to look after their mental health (69%) than those from a white background (55%).

### **Whether the support provided by school or college was helpful**

Pupils and learners who had made use of any mental health and wellbeing support offered by their school or college were asked if that support had been helpful. Two thirds (66%) reported that the support had been helpful, while 18% said it had not been helpful and 16% did not know.

Year 7-9 pupils were more likely to say the support they had received had been helpful (75% compared with 55% of pupils in years 10-11 and 64% of pupils and learners in years 12-13).

Male pupils and learners were also more positive about the support they had received, with around three quarters (78%) saying it had been helpful, compared with 63% of female pupils and learners.

### **Whether the support provided by school or college would be helpful if used**

Pupils and learners who were aware of any mental health and wellbeing support offered by their school or college, but had not used it, were asked if they thought that support would be helpful if they did use it.

Three in five such pupils and learners (58%) thought that the support would be helpful if they used it, while 16% thought it would not be helpful and 26% were uncertain whether or not it would be helpful.

The following groups were more likely to think that the support would be helpful if they used it:

- Pupils in years 7-9 (67% compared with 52% of pupils in years 10-11 and 55% of pupils and learners in years 12-13)
- Year 12-13 learners in college settings (59% compared with 51% of year 12-13 pupils in school settings)
- Male pupils and learners (61% compared with 56% of female pupils and learners).

### **Whether the teachers and staff at school or college have time to help pupils with their mental health**

Just over half of pupils and learners (51%) said that teachers and staff at their school or college have time to help pupils with their mental health. Around one in five (21%) said they did not and over a quarter (28%) said they did not know. The following groups were

more likely to think that teachers and staff have time to help pupils with their mental health:

- Pupils in years 7-9 or pupils and learners in years 12-13 (51% and 53% compared with 45% of pupils in years 10-11)
- College-based years 12-13 (55% compared with 49% of school-based years 12-13)
- Male pupils and learners (56% compared with 49% of female pupils and learners)
- Asian pupils and learners (57% compared with 51% of white and 47% of black pupil and learners).

## **Comfort in speaking to adults about mental health**

Overall, 43% of pupils and learners said that they would feel comfortable discussing mental health with adults in their school or college. More specifically, 8% said they would feel 'very comfortable' and 35% said that they would feel 'fairly comfortable'.

Half of pupils and learners (51%) said they would not feel comfortable discussing mental health with adults in their school or college, with 34% saying they would feel 'not very comfortable' and 17% saying they would feel 'not at all comfortable'. Fewer than one in ten (7%) said they were not sure whether or not they would feel comfortable.

The following groups were more likely to feel uncomfortable speaking about mental health to adults in their educational setting:

- Pupils in years 10-11 (56%) and pupils and learners years 12-13 (53%) compared with pupils in years 7-9 (44%)
- School-based years 12-13 (56% compared with 51% of college-based years 12-13)
- Female pupils and learners (56% compared with 44% of male pupils and learners)
- Pupils and learners without SEN (51% compared with 43% of those considered to have SEN).

## Bullying

The Government has sent a clear message to schools and colleges that bullying, including cyberbullying, for whatever reason, is unacceptable. It can have a devastating effect on individuals, harm their education and have serious and lasting consequences for their mental health.

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

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

## Whether pupil is experiencing bullying

### Parents

Around one in five parents (22%) said that their child had been a victim of bullying of any type in the previous 12 months. The bullying typically stemmed from pupils at their child's school (21%), although 2% said that their child had been bullied by someone else.

Parents of secondary aged pupils were more likely to report that their child had been a victim of bullying (25%) compared with parents of primary aged pupils (20%). More specifically, parents of pupils in years 7-9 were more likely to report that their child had been a victim of bullying (28%) compared with parents of pupils in years 1-6 (20%).

Parents of secondary aged pupils were more likely to report that they had been bullied by somebody who didn't go to their school (3% compared with 1% of parents of primary aged children).

Parents of pupils considered to have SEND were more likely to report bullying of any type (34% compared with 20% of parents of pupils considered not to have SEND).

Parents of pupils with CiN status were more likely to report bullying of any type (34% compared with 22% of those without CiN status).

Parents of white pupils were more likely to report bullying of any type (24%) compared with parents of pupils from ethnic minorities (excluding white minorities) (17%).

## Pupils and learners

Overall, 15% of pupils and learners said that they had been a victim of bullying for any reason in the past 12 months. In most cases, they were bullied by pupils at their school or college (13%), although 3% said that they had been bullied by someone else.

As summarised in Table 7, the incidence of reported bullying by pupils and learners at school or college decreased with age, from 27% for those in year 7 to 7% in year 13. Pupils in year 7 were significantly more likely than all other year groups to say they had been a victim of bullying (27%), and there was a relatively large decline in bullying between year 7 (27%) and year 8 (18%).

In spite of the overall decrease in bullying in older pupils and learners, the incidence of bullying by people outside of school or college remained consistent in years 7 to 13.

**Table 7 Experience of bullying in past 12 months (pupils and learners)**

|                                  | Total | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 |
|----------------------------------|-------|--------|--------|--------|---------|---------|---------|---------|
| Yes                              | 15%   | 27%    | 18%    | 18%    | 17%     | 15%     | 10%     | 7%      |
| - by pupils at school or college | 13%   | 25%    | 17%    | 17%    | 15%     | 13%     | 7%      | 4%      |
| - by someone else                | 3%    | 2%     | 2%     | 3%     | 4%      | 3%      | 4%      | 3%      |
| No                               | 80%   | 67%    | 76%    | 74%    | 75%     | 81%     | 86%     | 89%     |
| Don't know                       | 5%    | 6%     | 5%     | 8%     | 8%      | 4%      | 4%      | 4%      |

Base: All pupils or learners (3,968) all year 7 pupils (349), year 8 pupils (318), year 9 pupils (347), year 10 pupils (378), year 11 pupils (418), year 12 pupils/learners (1,155), year 13 pupils or learners (1,003).

Source: PPLP 2022 RW1 pupil or learner survey, In the past 12 months have you been a victim of bullying for any reason? Please include any online bullying (cyberbullying) or bullying in person.

In addition to pupils in lower year groups, the following groups of pupils and learners were more likely to report that they had been bullied in the past 12 months:

- College-based years 12-13 (10% compared with 6% of school-based years 12-13)
- Pupils and learners eligible for FSM or FME (19% compared with 14% of those not eligible for FSM or FME)
- Pupils and learners considered to have SEN (27% compared with 13% of those without SEN)
- Pupils with CiN status (31% compared with 16% of those without CiN status)

- White pupils and learners (17% compared with 9% of black and 10% of Asian pupils and learners).

The incidence of reported bullying was lower in the north-west (10%) compared with the East Midlands (17%), the West Midlands (17%), the north-east (19%) and the south-east (19%).

There was evidence of links between pupil and learner wellbeing and bullying, for example, pupils and learners who said they had been a victim of bullying had less positive mean scores for happiness (5.9 compared with 6.6 for those who did not report they had been a victim of bullying).

## Online bullying

### Parents

Parents who reported that their child had experienced any type of bullying in the past 12 months were asked whether their child had experience this online. Of those who had experienced bullying, around two in five (38%) said that their child had been bullied online (34% by pupils at their school and 7% by someone from outside their school).

Amongst those who reported that their child had experienced bullying, the following groups were more likely to report that any type of online bullying had happened:

- Parents of secondary aged pupils (51% compared with 25% for primary aged pupils)
- Parents of female pupils (46% compared with 31% for male pupils)
- Parents of pupils eligible for FSM (49% compared with 35% of those not eligible for FSM).

Parents of secondary aged pupils were also more likely to report their child having experienced online bullying by someone from outside their school (11% compared with 4% of primary aged pupils).

Parents of pupils with CiN status were more likely to have experienced online bullying by someone from outside their school (12% compared with 7% of those without CiN status), as were those eligible for FSM (16% compared with 5% of those not eligible for FSM).

### Pupils and learners

Amongst pupils and learners who reported that they had been bullied in the past 12 months, around half (47%) said that at least some of that bullying had taken place online. A third (33%) of those who had experienced bullying said that at least some of it had

been online bullying instigated by pupils at their school or college and one in five (19%) said that at least some of it had been online bullying involving somebody from outside their school or college.

The following groups of pupils and learners who had experienced bullying were more likely to say that they had been bullied online:

- Pupils and learners considered to have SEN (59% compared with 44% of those without SEN)
- White pupils and learners (51% compared with 29% of pupils and learners ethnic minorities (excluding white minorities)).

## **Online platform on which bullying is experienced**

Pupils and learners who had experienced online bullying in the past 12 months were asked on which platforms that bullying had occurred.

Around two thirds (63%) of those that experienced online bullying said that it had taken place on social media platforms.

A third (36%) of those bullied online said that it had taken place on messaging apps, while one in five (18%) said that it had taken place in online games.

Bullying over video call services was reported less frequently (6%). Bullying on video sharing platforms was also less common (5%) and few reported bullying on online forums (1%).

Only 273 pupils and learners were asked this question, so the scope for sub-group analysis is limited. However, female pupils and learners were more likely to report being bullied on social media (73% compared with 51% of males). Male pupils and learners were more likely to say that they had been bullied in online games (35% compared with 4% of female pupils and learners).

## United Nations Convention on the Rights of the Child (UNCRC)

The United Nations Convention on the Rights of the Child (UNCRC) is underpinned by four General Principles:

- Non-discrimination
- Best interest of the child
- Right to life survival and development
- Right to be heard.

Knowledge of the UNCRC is important for children's own understanding of their rights. Pupils and learners were therefore asked whether they were aware of the Convention and, if so, where they had heard about it. The Department is currently reporting to the UN Committee on the UNCRC and is gathering more information on children's awareness of their rights.

### Whether pupil or learner has heard of UNCRC

Around a third of pupils and learners (36%) reported that they have heard of the UNCRC prior to their participation in the survey. This consisted of; 6% said that they had heard of the UNCRC and knew a lot about it, 15% had heard of the UNCRC and knew a little about it, and 16% said they had only heard the name.

The proportion of pupils and learners who said they had heard of the UNCRC was higher for:

- Pupils and learners in years 12-13 (41%) and pupils in years 10-11 (37%) compared with pupils in years 7-9 (31%)
- Male pupils and learners (39% compared with 34% of female pupils and learners)
- Pupils and learners from an Asian ethnic background (43%) compared with pupils and learners from a white ethnic background (35%).

Pupils and learners in the West Midlands (45%) and London (43%) were most likely to have heard of the convention, while those in the north-east (29%) and Yorkshire and the Humber (31%) were least likely to have heard of it.

### Where pupil or learners heard about UNCRC

Pupils and learners who were aware of the UNCRC were asked where they had heard about it. Slightly under half (46%) said that they heard about it during lessons at school or



college, while around two in five (37%) said they heard about it on the internet. One in ten pupils and learners said that they had heard about the UNCRC from their parents (10%) or from their wider community (10%). A small minority (5%) had heard about it from their friends or from some other source (2%) while one in ten (11%) were unsure where they had heard about it.

Amongst those aware of the UNCRC, pupils in years 7-9 were more likely to say they had heard about it in lessons at school or college (53% compared with 42% of pupils in years 10-11 and 44% of pupils and learners in years 12-13). Pupils in years 10-11 (46%) and pupils and learners years 12-13 (40%) were more likely to have heard of it on the internet compared with pupils in years 7-9 (26%).

Female pupils and learners were more likely to have heard of the UNCRC during lessons at school or college (52% compared with 42% of male pupils and learners). Male pupils and learners were more likely to have heard of it online (40% compared with 33% of female pupils and learners).

Pupils and learners considered to have SEN were more likely to say that they had heard of the UNCRC from their parents (20% compared with 9% of those without SEN).

Pupils and learners from an Asian ethnic background were more likely to say that their awareness of the UNCRC stemmed from the internet (45% compared with 35% for pupils and learners from a white ethnic background). Pupils and learners from a black ethnic background were more likely to say that they had heard of the UNCRC from their wider community (23% compared with 10% for pupils and learners from a white background, 7% for pupils and learners from an Asian background and 5% for pupils and learners from a mixed ethnic background) <sup>44</sup>.

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<sup>44</sup> Only 88 pupils and learners from mixed ethnic backgrounds and 88 pupils and learners from a black ethnic background answered this question. These findings should therefore be treated with caution.

## Glossary

**All ethnic minorities (excluding white minorities).** For comparisons with the white group as a whole, we use 'ethnic minorities (excluding white minorities)'.

**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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