



Department
for Education

Parent, Pupil and Learner Panel - May wave

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Executive summary

Introduction

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

This report discusses the findings from the third research wave with parents and secondary aged pupils and learners in years 7 to 13, conducted in May 2022. The headline findings are discussed below.

Computer Science

Around a quarter (27%) of pupils in years 7-9 said they were currently considering taking Computer Science GCSE. One in five pupils in years 10 and 11 (21%) said that they were currently taking Computer Science GCSE.

The main reason for not taking or not considering taking Computer Science GCSE was that pupils did not like the subject (52%). The other most frequent reasons given were that pupils found it difficult (25%) or thought that it would not help their career (23%).

The main reason for taking or considering Computer Science GCSE was that pupils liked the subject (64%). Other reasons given included that pupils were good at it (47%) or thought that it would help their career (47%).

Technology in schools and colleges

More than four in five pupils and learners (84%) said that the technology provided by their school or college was suitable for them to complete their studies. Just over one in ten pupils and learners (13%) did not think the technology was suitable.

Of the minority of pupils and learners who said the technology provided was not suitable for them to complete their studies, three in five (60%) said that the devices were too old, or that the internet was too slow (58%). More than two in five (44%) said that logging on took up too much time. Three in ten (30%) said there are not enough devices available.

Nine in ten parents (90%) were confident that their child could use technology at their school effectively, with generally reliable access to devices, school internet and learning resources and remote education when necessary. A similar proportion of parents (91%)

were confident that their child could use technology at their school safely and securely, where access and internet is filtered and monitored to prevent accessing inappropriate sites, and sensitive data is secure.

Music education

Over half (52%) of parents said their child received singing lessons and two in five (43%) received an instrument lesson provided by their school since the start of the school year in September 2021. More than one in ten parents (15%) said their child had received singing lessons and 16% had received instrument lessons outside of school since the start of the school year in September 2021. More than two in five (43%) said their child's school had a practice space where they can practice singing or playing an instrument before school, during the school day or after school.

A third (33%) of parents said their child had watched a live musical performance at their school since the start of the school year in September 2021. More than a quarter (28%) of parents said their child had taken part in a live musical performance since the start of the school year in September 2021.

Among pupils in years 7-11, two in five (38%) reported that they had received singing lessons at school. Just over half (53%) of pupils reported receiving instrument teaching provided by the school. Seven in ten (72%) pupils in year 7-11 said their school provides them with a space to practice singing or playing an instrument uninterrupted, individually or together, before school, during the day or after school

Pupils in year 7-11 were asked on average how many minutes of timetabled music they received in a typical week at school this academic year. On average (mean score) pupils in year 7-11 reported receiving 71 minutes of timetabled music teaching in a typical week¹.

Just over a third (35%) of pupils in year 7-11 said they had watched a live musical performance at their school since the start of the school year in September 2021. Just under one in five (18%) pupils in year 7-11 said they had taken part in a live musical performance at school since the start of the school year in September 2021.

Perceptions of fair treatment at school or college

Pupils and learners were asked how many of the teachers and staff at their school or college treat everyone fairly². Around two in five (18%) reported that all of the teachers

¹ Music is a national curriculum subject in KS1-KS3 (year 1 to 9) and then becomes optional from year 10 onwards.

² The question specified that 'by fairly we mean treating everyone in the same way'.

and staff at their school or college treat everyone fairly, while half (49%) reported that most of them treat everyone fairly.

Pupils and learners were asked to indicate from a list of reasons why they think they had been treated unfairly by teachers or staff at their school or college. The most frequently mentioned perceived reasons for being treated unfairly was because of the pupil's or learner's gender identity (14%), the way they look (14%), or their age (13%). Pupils and learners were presented with the option to select "Your gender identity (e.g., boy, girl, non-binary, gender-fluid, transgender etc)". Note that those whose gender identity and biological sex align may have selected this code if they felt their teachers had treated them unfairly as a result of either.

Access to period products

The period products scheme is for all girls and women³ who need to access period products in their place of learning.

Around three-quarters (74%) of female pupils and learners⁴ reported that their school provided them with free period products. A quarter (26%) reported they had used the free period products provided and half (48%) reported the school does provide free products but they had not used them. More than one in ten (12%) said that their school or college did not provide free period products.

The most commonly mentioned benefits selected from a list by those who had used free period products at school or college were being able to access period products more easily (60%), feeling less worried and anxious (42%) and being able to concentrate in lessons more easily (25%).

Female pupils and learners who said their school or college does provide free period products but they had not used them were asked about their reasons for this. More than half (57%) said it was because their parent or carer provided them with period products, or they had never needed to access period products at school or college (52%). A fifth (19%) reported they were not comfortable with the process of getting the free products (for example, asking their teacher).

Around three in five (59%) reported they had never been unable to access period products because of their cost in the last 12 months. One in five (18%) reported they had

³ When discussing the period products scheme, references to 'girls and women' also includes a reference to learners who menstruate (or may later start menstruating) who may not identify as female but, instead, identify as transgender or non-binary.

⁴ The survey questions on period products represent female pupils and learners identified as female in NPD/ILR and who also identified as female in a survey question at recruitment, therefore the findings refer to 'female pupils and learners' in this section.

been unable to access period products because of the cost in the last 12 months. This includes around one in twenty (6%) who said this happened every month.

Female pupils and learners who reported that they were unable to access period products because of their cost were asked how this had affected them. The most common impact selected from a list was feeling worried or anxious (42%), followed by struggling to concentrate on school or college work (29%).

Cost of living

Just under half of parents (44%) said they had cut back on household costs to be able to afford school related costs such as uniforms or textbooks, since the start of the school year in September 2021. Around half of parents (49%) said they thought they would have to cut back on household costs to be able to afford school related costs such as uniforms or textbooks, during the remainder of the 2021/22 school year.

Parents were asked to describe, in their own words, what they believed were the main challenges they faced in relation to school related costs in the coming months. The most common themes that emerged related to costs of; school uniform, school trips and food, including school meals.

Parents were asked how worried they were about being able to afford various school related costs for their child during the current academic year (2021/22). Being able to afford school trips was the biggest worry for parents, with half (51%) saying they were worried about being able to afford school trips that are not part of lessons and two in five (41%) saying they were worried about being able to afford school trips that are part of lessons.

Two in five parents (41%) said that they had been asked to make a voluntary contribution to their child's school since the start of the school year in September 2021.

Parents were asked whether affordability had impacted on their child during the current academic year, in relation to eight possible types of impact. The most common impact reported by parents was that their child could not participate in (or had reduced usage of) after-school clubs or extra-curricular activities (17%), followed by not getting a full uniform or sports kit (13%).

Pupils and learners in years 12 and 13 were asked how worried they were about being able to afford school/college related costs during the current academic year (2021/22). Around a quarter of pupils and learners were worried about being able to afford technology for studying (24%), or school or college trips that were not part of lessons (24%). One in five were worried about being able to afford school or college trips that were part of lessons (21%) or travel to school or college (21%).

Pupils and learners in years 12 and 13 were asked whether affordability had impacted on them during the current academic year, in relation to ten possible types of impact. The most common impacts reported by pupils and learners were that they needed to start or look for paid work (40%) and that they skipped meals while at school/college (31%).

Pupils and learners in years 12 and 13 were asked about their plans for education, training or employment from September 2022. The majority were planning to continue in education or training, with one in three (33%) planning to go to university or study for a higher education qualification, one in five (22%) planning to continue at school and one in ten (10%) planning to do some other learning at a college or training provider

In total, three in ten (30%) pupils and learners in years 12 and 13 said that their plans for education or training had changed because of the rising cost of living.

Access to SEND support

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 were 'support with learning' (62%) and support from a SEN coordinator (62%).

More than a third of parents of children considered to have SEND (37%) 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 (30% unable to access it).

The main reasons given by parents for why pupils were unable to access specific types of SEND support were that the type of support was not offered (46%) or that there were delays or issues in receiving help (29%).

Parents that considered their child to have SEND were asked if there were any reasonable adjustments in place for their child at school. The most common types of adjustment in place at school were teaching adaptations (48%) and classroom aids (41%).

Parents that considered their child to have SEND were asked if they were aware that the Government has published a SEND and Alternative Provision Green Paper. In total, one in four parents (24%) said they were aware of it. Those that said they were aware of the SEND and Alternative Provision Green Paper were asked how they had heard about it. The most common sources of information were the media (25%), a Department for Education source (19%), schools (16%) or SEN sector led organisations (12%). Four in five parents who were aware of the Green Paper (80%) said they were likely to take part in the consultation.

Pupil and learner mental health and well-being

Pupils and learners were asked to indicate a score between 0 and 10 for how happy they felt yesterday ('happiness'). Overall, pupils and learners reported a mean score of 6.5 for happiness (out of 10). Mean happiness scores tended to be lower in older year groups. Pupils in year 7 had a mean happiness score of 7.2 while pupils and learners in year 13 reported a lower mean score of 6.1. Parents gave a mean score of 7.8 for their child's happiness.

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 a mean score of 6.5 for satisfaction and 6.6 for worthwhileness. However, as was the case with happiness scores, satisfaction and worthwhileness were lower in pupils and learners in older year groups.

Pupils and learners were also asked to indicate a score between 0 and 10 for how anxious they felt yesterday ('anxiousness') (where 0 is 'not at all anxious' and 10 is 'completely anxious'). For the anxiousness measure, a low mean score represents lower levels of anxiousness while a high score represents higher levels of anxiousness. The overall mean score for anxiousness was 4.4 and, again, the mean scores tended to be higher in pupils and learners in higher year groups. Parents gave a mean score of 2.8 for their child's anxiousness.

Around one in five pupils and learners (21%) said they often felt lonely, while two in five (41%) said they felt lonely some of the time and a third (34%) never or hardly ever.

When asked about their own well-being, parents gave an average rating of 7.3 for happiness, 7.1 for life satisfaction, 7.7 for feeling worthwhile and 3.9 for how anxious they were. One in ten parents (10%) said they often felt lonely, while 39% said they felt lonely some of the time and 47% never or hardly ever.

COVID-19 safety measures in school and college

Parents and pupils were asked how many rapid lateral flow tests the pupil had taken in the last 7 days. They were also asked if the pupil had been vaccinated against COVID-19. Pupils were also asked a series of statements about wearing a mask or face covering in school or college.

Parents were asked about specific COVID safety measures that schools asked pupils to follow in the past two weeks of term time, and if they had asked or encouraged their child to follow these. Around three in five parents (64%) reported they had asked or encouraged their child to wash their hands frequently, three in ten had asked or

encouraged them to clean or not share equipment, and one in five (19%) had asked or encouraged them to keep physically distant from other pupils where possible. Fewer than one in five reported asking or encouraging their child to test regularly (17%) or wear a mask (12%).

Pupils and learners were asked about specific COVID safety measures that were in place in their school or college during the past two weeks of termtime, and if they had chosen (even if they had not been asked) to follow these. Three in five (59%) reported they had chosen to wash their hands regularly while a fifth (19%) had chosen to wear a mask in class or communal school/ college areas. Around a quarter (22%) had chosen to keep physically distant from other pupils where possible and a similar proportion (26%) had chosen to regularly test for COVID-19. Around a third (30%) had chosen to clean/ not share equipment.

Introduction

The Department for Education (DfE) commissioned Kantar Public to recruit and maintain a panel of Parents, Pupils and Learners (PPLP) in England. DfE wanted to use the panel to conduct robust, quick turnaround research to explore the views and experiences of parents, pupils and learners starting from the autumn term of the 2021/2022 academic year. The research aims to help DfE make evidence-based policy decisions during recovery from the COVID-19 pandemic and monitor the impact of existing policies. 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 2020/21 academic year to take part in a 15-minute online survey to join the PPLP. Panel members were sampled from the National Pupil Database (NPD) and contacted by letter, inviting them to take part in the online survey (push-to-web approach).
- A second recruitment wave in February 2022 invited pupils and learners in years 12 to 13 in the 2021/22 academic year to take part in a 15-minute online survey to join the PPLP. Panel members were sampled from the National Pupil Database (NPD) and Individualised Learner Record (ILR) and contacted by letter, inviting them to take part in the online survey (push-to-web approach).
- Subsequent reporting waves from the 2022 Spring term will involve inviting all panel members to take part in regular 10-minute surveys.

This report focuses on findings from the May research wave, which are based on surveys with parents, pupils and learners conducted between 4th and 12th May 2022, as shown in 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 th November 2021 to 5 th January 2022	November 2021 to January 2022
Recruitment wave 2	2,158 pupils and learners (years 12 to 13)	2 nd February to 24 th February 2022	February 2022
Research wave 1	2,396 parents and 1,810 secondary pupils (years 7 to 11)	2 nd February to 7 th February 2022	February 2022
Research wave 2	2,639 parents and 2,865 secondary pupils and learners (years 7 to 13)	9 th March to 14 th March 2022	March 2022
Research wave 3	2,521 parents and 2,625 secondary pupils and learners (years 7 to 13)	4 th May to 12 th May 2022	May 2022

Background

Between August 2020 and July 2021, the Department for Education commissioned a previous panel, the COVID-19 Parent and Pupil Panel (PPP ⁵)⁶. 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) ⁷ 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, Cain and SEN pupils and their parents on the panel to ensure

⁵ 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.

⁶ [Parent and pupil panel: omnibus surveys](#)

⁷ [Parent, pupil and learner panel omnibus surveys for 2021 to 2022](#)

sufficient responses from these groups. More on the sampling approach and recruitment can be found in the technical report ⁸.

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 4th and 12th May 2022. Fieldwork was extended due to technical issues experienced by a small proportion of respondents to ensure all those who wished to participate could do so.

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.

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.

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 to 2020) 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 ⁹. The

⁸ See footnote 7.

⁹ See footnote 6.

comparisons made between the PPP and PPLP within this report should therefore be treated with caution.

Parents, pupils and learners on the panel were invited to take part in a 10-minute online survey by email and SMS. A reminder email and SMS was sent on day three and six and seven of fieldwork.

Key demographics for respondents are shown in Table 2. Only a subset of the original panel of parents and secondary aged pupils and learners 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.

Table 2 Unweighted demographic profile of research wave 3 respondents¹⁰

	Number of parents	% of parents	Number of pupils / learners (years 7-13)	% of pupils / learners (years 7-13)
All	2,521	100%	2,625	100%
Primary	1,260	50%	0	0%
Secondary	1,261	50%	2,625	100%
PUPIL/ LEARNER: FSM/FME	737	29%	614	23%
PUPIL/ LEARNER: SEN	601	24%	417	16%
PUPIL: CiN	693	27%	434	17%
Ethnicity (of pupil/learner): White	1,999	79%	1,912	73%
Ethnicity (of pupil/learner): Asian	169	7%	301	11%
Ethnicity (of pupil/learner): Black	86	3%	142	5%
Ethnicity (of pupil/learner): Mixed	180	7%	160	6%
Ethnicity (of pupil/learner): Other	36	1%	41	2%
Gender (of pupil/learner): Female	1,251	50%	1,584	60%
Gender (of pupil/learner): Male	1,270	50%	933	36%
Region: East Midlands	224	9%	239	9%
Region: East of England	302	12%	322	12%
Region: London	302	12%	366	14%
Region: North-east	125	5%	120	5%
Region: North-west	302	12%	290	11%
Region: South-east	436	17%	478	18%
Region: South-west	275	11%	238	9%
Region: West Midlands	283	11%	292	11%
Region: Yorkshire and Humber	270	11%	279	11%

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

¹⁰ 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.

Computer Science

This section examines whether pupils in years 7-11 are taking, or are considering taking, Computer Science GCSE, and looks at the reasons for their choices. Computer science remains a relatively new subject, with the GCSE introduced in 2013, and the computing curriculum introduced in England in 2014. Following its introduction, there were rapid increases in participation at GCSE, but participation has been heavily dominated by male pupils. Teachers have had to learn how to teach unfamiliar subject content, including completely new areas of knowledge and skills, such as algorithms and programming; and subject expertise at secondary still varies widely depending upon the qualification background of individual teachers, and their main teaching specialism.

Computer Science GCSE

Around a quarter (27%) of pupils in years 7-9 said they were currently considering taking Computer Science GCSE. There were no differences by individual year group. Male pupils were more likely than female pupils to be considering taking Computer Science GCSE (35% compared with 16%).

One in five pupils in years 10 and 11 (21%) said that they were currently taking Computer Science GCSE. Again, the proportion was higher among male than female pupils (35% compared with 10%). It was also higher among pupils from an Asian ethnic background (36%) compared with white pupils (19%)¹¹.

Reasons for not taking or considering Computer Science GCSE

Pupils in years 7-9 were asked why they were not considering taking Computer Science GCSE, while those in years 10 and 11 were asked why they did not choose to take it.

The main reason for not taking or not considering taking Computer Science GCSE was that pupils did not like the subject (52%), while the other main reasons given were that pupils found it difficult (25%) or thought that it would not help their career (23%). Details are shown in Table 3.

¹¹ Only 95 pupils from an Asian ethnic background answered this question. These findings should therefore be treated with caution.

Table 3 Reasons why pupils were not considering taking Computer Science GCSE or why they hadn't chosen to take it

	Total
I do not like Computer Science	52%
I find Computer Science difficult	25%
Computer Science will not help my career	23%
I do not like the way Computer Science is taught in my school	8%
My school does not offer this subject at GCSE	6%
I wouldn't fit in with the other pupils doing this subject	5%
The technology at home would make homework challenging	4%
The technology at my school isn't good enough	3%
A good mark in Computer Science requires more work than other subjects	3%
My school requires a good grade in maths to take Computer Science	3%
My friends didn't pick this subject	3%
Computer Science had a timetable clash with another subject I wanted to take (Y10-11 only)	3%
My parent(s) do/did not want me to take Computer Science	1%
Other	10%
Don't know	8%

All pupils in years 7-11 who were not taking Computer Science GCSE or were not considering taking it (1,470).

Source: PPLP 2022 W3 pupils and learners survey. Why are you not considering taking / Why did you not choose to take Computer Science GCSE?

Findings were consistent by year group, except for year 7. Pupils in year 7 were more likely to report they did not know to why they were not considering Computer Science GCSE (19% gave a 'don't know' response compared with 3%-10% in other year groups).

Female pupils were more likely than male pupils to give multiple reasons why they were not considering taking Computer Science GCSE or why they did not choose to take it. They were more likely to say they did not like Computer Science (62% compared with 40%), that they found it difficult (30% compared with 18%) and that it would not help their

career (27% compared with 18%). Female pupils were also more likely to say they would not fit in with the other pupils doing this subject (7% compared with 2% of male pupils).

Pupils not eligible for FSM were more likely than those who were eligible to say that Computer Science would not help their career (25% compared with 16%).

Pupils without SEN status were more likely than those with SEN status to say they did not like Computer Science (54% compared with 41%) and that it would not help their career (25% compared with 11%).

Pupils without CiN status were more likely than those with CiN status to know why they weren't considering taking Computer Science GCSE or why they hadn't taken it (8% compared with 15% gave a 'don't know' answer). They were also more likely to say that they didn't like Computer Science (53% compared with 44%).

There were some differences in relation to pupils' ethnicity. White pupils were more likely than Asian pupils to say that they did not like Computer Science (53% compared with 40%), while those with a mixed ethnic background were more likely to say the technology at home would make homework challenging (14%), compared with white pupils or Asian pupils (both 3%)¹².

Reasons for taking or considering Computer Science GCSE

Pupils in years 7-9 who were considering taking Computer Science GCSE were asked why they were considering it, while those in years 10 and 11 who were taking Computer Science GCSE were asked why they chose to take it.

The main reason for taking or considering Computer Science GCSE was that pupils liked the subject (64%). Other main reasons given were that pupils were good at it (47%) or thought that it would help their career (47%). Details are shown in Table 4.

¹² Only 94 pupils from a mixed ethnic background answered this question. These findings should therefore be treated with caution.

Table 4 Reasons why pupils were considering taking Computer Science GCSE or had chosen to take it

	Total
I like Computer Science	64%
I am good at Computer Science	47%
Computer Science will help my career	47%
I like the way Computer Science is taught in my school	15%
The technology at my school is good	14%
My friends picked this subject	7%
A good mark in Computer Science requires less work than other subjects	7%
My parent(s) want(ed) me to take Computer Science	7%
I attended an after-school club or event on Computer Science	3%
Other	5%
Don't know	6%

Base: All pupils in years 7-11 who were taking Computer Science GCSE or were considering taking it (397).

Source: PPLP 2022 W3 pupils and learners survey. Why are you considering taking / Why did you choose to take Computer Science GSCE?

Male pupils were more likely than female pupils to say they liked Computer Science (69% compared with 49%) and that they were good at it (51% compared with 34%), while female pupils were more likely than male pupils to say that their parents wanted them to take it (13% compared with 4%) or to give other reasons (10% compared with 3%).

White pupils were more likely than pupils from ethnic minorities (excluding white minorities) to say that they liked Computer Science (70% compared with 50%) and that they were good at it (53% compared with 37%) but were less likely to say that a good mark in Computer Science requires less work than other subjects (4% compared with 14%).

Technology in schools and colleges

The ultimate beneficiaries of the Department's new digital and technology standards¹³ are pupils and learners. Monitoring their views, along with the views of their parents, on the suitability and safety of the technology available in schools and colleges, is key to monitoring whether the standards are meeting intended outcomes. As such, this section looks at the technology that is provided in schools and colleges for pupils and learners. It starts by asking pupils and learners how suitable the technology is for their studies, as well as the reasons why it is not always suitable. Parents are asked how confident they are in the technology provided by the school, in relation to pupils accessing digital resources effectively and safely.

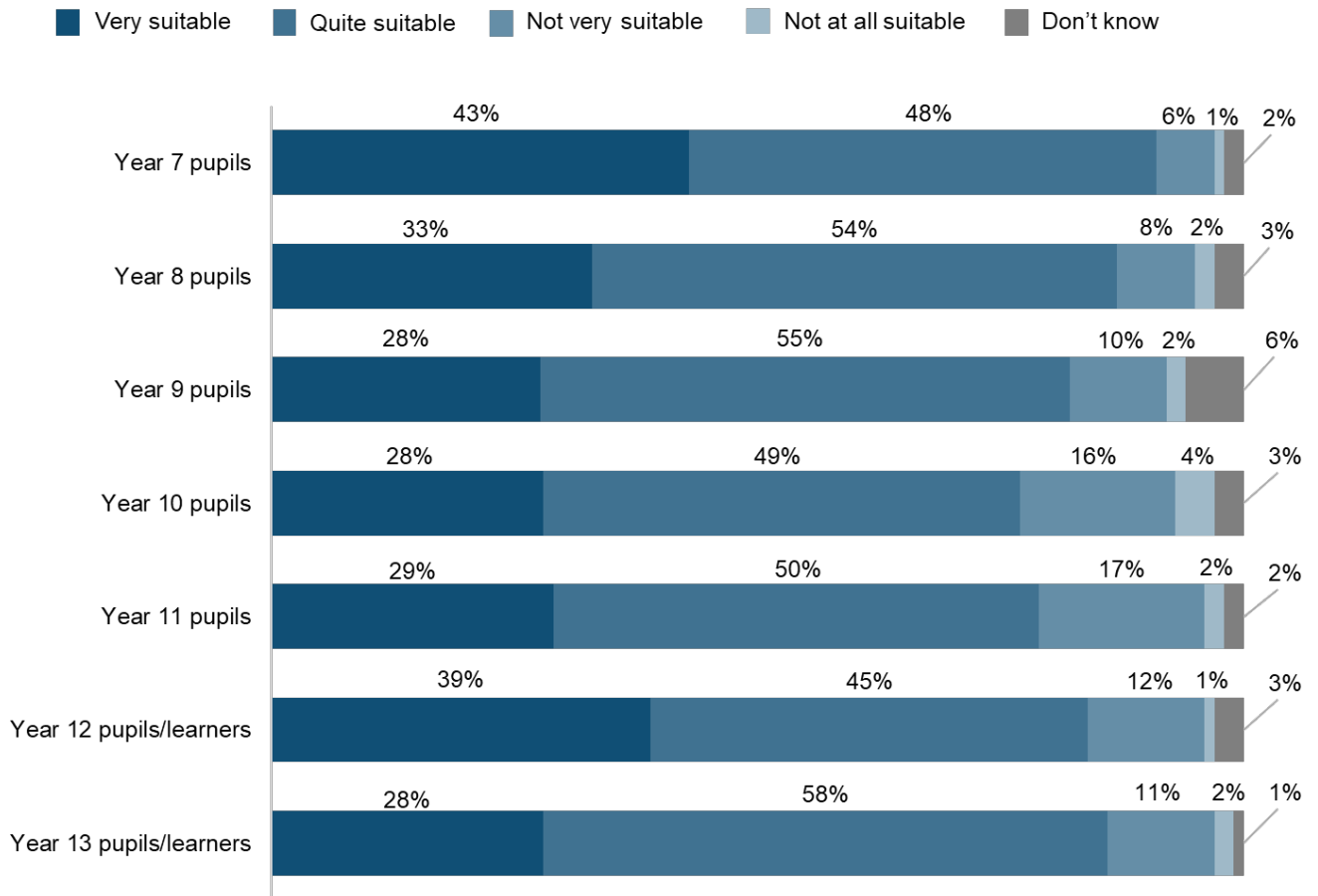
Suitability of technology provided

More than four in five pupils and learners (84%) said that the technology provided by their school or college was suitable for them to complete their studies. This included 33% who said the technology was 'very suitable' and 51% who said it was 'quite suitable'. Just over one in ten pupils and learners (13%) did not think the technology was suitable, including 11% who thought it was 'not very suitable' and 2% who described it as 'not at all suitable'.

Figure 1 shows a breakdown of responses given by year group. This shows that pupils in year 7 were most positive about the technology at their school (91% said it was suitable), while those in years 10 and 11 were least positive (77% and 79% respectively said it was suitable).

¹³ [Meeting digital and technology standards in schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges)

Figure 1 Suitability of technology for pupils and learners to complete their studies (pupils and learners)



Base: All pupils and learners in year 7 (363), year 8 (347), year 9 (391), year 10 (362), year 11 (413), year 12 (401), year 13 (348).

Source: PPLP 2022 W3 pupils and learners survey. How suitable is the technology (computers/laptops/tablets, apps, software, internet) provided by your school or college for you to complete your studies?

The following pupils and learners were less likely to say that the technology provided by their school or college was suitable for them to complete their studies:

- those eligible for FSM or FME (77% compared with 85% of those not eligible for FSM or FME)
- pupils and learners with SEN status (78% compared with 85% of those without SEN status)
- pupils with CiN status (76% compared with 84% of pupils without CiN status).

Pupils and learners who said the technology provided by their school or college was not suitable for them to complete their studies gave a range of reasons for their view. Three in five (60%) said that the devices were too old, or that the internet was too slow (58%). Over two in five (44%) said that logging on took too much time. Other reasons included not being able to access sites they needed (32%), accessibility features they needed being blocked or needing access to be requested (30%) or a lack of available devices (30%). More than one in ten said that devices are not available at the right times (15%) or the software they need is unavailable (12%).

Pupils and learners in year 12-13 were more likely than pupils in year 7-9 to say that the internet was too slow (71% compared with 51%), or that there were not enough devices available (38% compared with 19%).

Parents' confidence in technology at school

Parents were asked how confident they were that their child could use technology at their school effectively and safely.

Nine in ten parents (90%) were confident that their child could use technology at their school effectively, with generally reliable access to devices, school internet and learning resources and remote education when necessary, including half (50%) who said they were 'very confident' and 40% who said they were 'quite confident'. A small proportion (7%) were not confident in their child being able to use the school's technology effectively, including 6% who were 'not very confident' and 1% that were 'not at all confident'.

The following groups were less likely to say that they were confident that their child could use technology at their school effectively:

- parents of primary-aged pupils (88% compared with 92% of parents of secondary-aged pupils)
- parents of pupils eligible for FSM (86% compared with 91% of parents of pupils not eligible for FSM)
- parents of pupils with SEND (79% compared with 93% of parents of pupils without SEND)
- parents of pupils with CiN status (87% compared with 90% of parents of pupils without CiN status)

A similar proportion of parents (91%) were confident that their child could use technology at their school safely and securely, where access and internet is filtered and monitored to

prevent accessing inappropriate sites, and sensitive data is secure, with 51% 'very confident' and 40% 'quite confident'. One in twenty (5%) were not confident, with 4% who said they were 'not very confident' and 1% 'not at all confident'.

The following groups were less likely to say that they were confident that their child could use technology at their school safely and securely:

- parents of pupils in year 1 (79% compared with 90-97% of parents of pupils in year 2-10)
- parents of pupils considered to have SEND (82% compared with 93% of parents of pupils not considered to have SEND)
- parents of pupils with CiN status (85% compared with 91% of parents of pupils without CiN status)

Music education

Music is a statutory subject in the national curriculum¹⁴ for all children in primary school and for the first years of secondary (from key stage 1 to 3). The department believes that music education plays an important part in the development of young people including through its positive impact on wellbeing, confidence and communication skills. The music education questions asked in the May wave of the PPLP survey have supported the National Plan for Music Education, which was published in June. These questions have helped outline how much and what kinds of music tuition schools are providing, as well as to what extent resources such as music practice space and musical equipment are available to pupils.

This section starts by looking at the availability of music education in schools regarding singing and instrument teaching as well as asking parents about music lessons that pupils receive outside of school. Parents and pupils are then asked about the availability of space in school to practice music uninterrupted. Pupils are asked about how much timetabled music lessons they receive. The section then focuses on live musical performances at school, and whether pupils have watched or participated in these.

Music lessons provided by schools

Parents

Singing lessons

Parents were asked whether their child had been provided with music teaching by their school since the start of the school year in September 2021. Over half (52%) said their child had received singing lessons. More than two in five parents (44%) said their child received singing lessons in a small group or whole class setting and 15% said their child had received singing lessons in an ensemble/band or group. Fewer than one in twenty (4%) said their child had received one-to-one singing lessons provided by the school. Around a third (32%) said their child had not received singing lessons at school.

The following groups of parents were more likely to say their child's school had provided them with singing lessons:

- parents of primary school aged pupils (67% compared with 33% of parents of secondary aged pupils)
- parents of pupils in year 7-9 (42%) compared with parents of pupils in years 10-11 (19%)

¹⁴ [National curriculum in England: music programmes of study - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/national-curriculum-in-england/music-programmes-of-study)

- parents of pupils not considered to have SEND (53% compared with 47% considered to have SEND)

One-to-one singing lessons provided by the school were more likely to be reported among parents of pupils in year 1 (9% compared with 4% of parents of pupils in year 7-9) or parents of pupils with CiN status (8% compared with 4% of pupils without CiN status).

Small group or whole class singing lessons were more likely to be reported by parents of primary aged pupils (57% compared with 28% of parents of secondary aged pupils) or parents of pupils not considered to have SEND (45% compared with 39% of those considered to have SEND).

Ensemble, band or group singing was more likely to be reported by:

- parents of primary aged pupils (21% compared with 8% of parents of secondary aged pupils)
- parents of female pupils (18% compared with 13% of parents of male pupils)
- parents of pupils not eligible for FSM (17% compared with 10% of those eligible for FSM).

The following groups of parents were more likely to say their child had not received singing lessons in school:

- parents of secondary aged pupils (50% compared with 17% of parents of primary aged pupils)
- parents of pupils considered to have SEND (37% compared with 31% of those not considered to have SEND)
- parents of pupils from a white ethnic background (33% compared with 26% of parents of pupils from an ethnic minority, excluding white minorities)

Instrument lessons

Parents were asked if their child had been provided with instrument lessons by their school since the start of the school year in September 2021. Around two in five (43%) said their child had received instrument lessons provided by the school. Over a third of parents (37%) said their child had received the lessons in a small group or whole class whilst 6% said their child had received one-to-one teaching and 6% said they had received lessons by ensemble, band or group. Two in five (43%) said their child had not received instrument lessons provided by the school.

The following groups of parents were more likely to say their child's school had provided them with instrument lessons:

- parents of primary school aged pupils (45% compared with 39% of parents of secondary aged pupils)
- parents of pupils in year 7-9 (53%) compared with parents of pupils in years 10-11 (16%)
- parents of pupils from an Asian ethnic background (51% compared with 41% of parents of pupils from a white ethnic background)

Pupils

Singing lessons

Pupils in years 7 to 11 were asked whether they had received singing lessons in their school. Overall, two in five (38%) pupils received singing lessons. This was most commonly in a small group or whole class (29%), in a school ensemble, band or group (11%) or in a one-to-one lesson (5%).

The following groups were more likely to report they had received singing lessons provided by the school:

- pupils in years 7-9 (49% compared with 21% of those in years 10-11)
- pupils from a black ethnic background¹⁵ (57% compared with 37% of those from a white ethnic background and 36% of those from an Asian ethnic background)
- pupils in London (49% compared with 36% of those outside of London)

Small group or whole class lessons were most likely among pupils in year 7 (48%) compared with pupils in years 8 and 9 (34%) and 13% in years 10 and 11.

School ensemble, band or group singing lessons were more likely among female pupils (14%) compared with male pupils (9%).

Instrument lessons

Pupils were asked whether they received instrument lessons in their school. Just over half (53%) of pupils had received instrument teaching provided by the school. This was most commonly as part of a small group or whole class (43%), a one-to-one lesson (11%) or through school ensemble, band or group (10%).

The following groups were more likely to report that they had received instrument teaching through the school:

- pupils in years 7-9 (72% compared with 22% of those in years 10-11)

¹⁵ Only 96 pupils from a black ethnic background answered this question. These findings should therefore be treated with caution.

- pupils not considered to have SEN (54% compared with 46% of those considered to have SEN)
- pupils without CiN status (53% compared with 46% of pupils with CiN status)
- pupils from a black ethnic background¹⁶ (68% compared with 52% of those from a white ethnic background and 49% of those from an Asian ethnic background)

One-to-one lessons were more common among pupils in year 7-9 (13%) compared with those in years 10-11 (8%).

Small group or whole class lessons were also more common among:

- pupils in year 7-9 (61% compared with 14% of those in years 10-11)
- pupils not considered to have SEN (44% compared with 35% of those considered to have SEN)
- pupils without CiN status (43% compared with 35% of those with CiN status).

School ensemble, band or group lessons were more common among female pupils (12% compared with 8% of male pupils) and pupils without CiN status (10% compared with 6% of those with CiN status).

Pupils from a white (42%) or Asian (44%) ethnic background were more likely to say they had not received any instrument lessons provided by the school compared with 23% of pupils from a black ethnic background¹⁷.

Music lessons received outside of school

Parents

Singing lessons

Parents were asked if their child had received music lessons outside of school since the start of the school year in September 2021. More than one in ten (15%) said their child had received singing lessons outside of school whilst four in five (80%) said their child had not received any singing lessons outside of school. Singing lessons outside of school were most likely to be in a small group (7%), an ensemble band or group (5%) or one-to-one (3%).

The following groups of parents were more likely to say their child had received singing lessons outside of school:

¹⁶ See footnote 15.

¹⁷ See footnote 15.

- parents of primary aged pupils (18% compared with 11% of parents of secondary aged pupils)
- parents of female pupils (18% compared with 11% of parents of male pupils)
- parents of pupils from an Asian (19%) or black (24%)¹⁸ ethnic background (compared with 12% of parents of pupils from a white ethnic background)

One-to-one singing lessons received outside of school were more likely to be reported among parents of pupils from a black¹⁹ ethnic background (12% compared with 2% of those from a white ethnic background or 1% from an Asian ethnic background).

Small group singing lessons were more likely to be reported by:

- parents of primary aged pupils (9% compared with 5% of parents of secondary aged pupils)
- parents of female pupils (9% compared with 6% of parents of male pupils)
- parents of pupils from an Asian ethnic background (11% compared with 6% of those from a white ethnic background).

The following groups of parents were more likely to say their child had not received singing lessons outside of school:

- parents of secondary aged pupils (84% compared with 77% of parents of primary aged pupils)
- parents of male pupils (83% compared with 78% of parents of female pupils)
- parents of pupils not eligible for FSM (82% compared with 75% of those that are eligible)
- parents of pupils from a white ethnic background (83% compared with 74% of parents of pupils from an ethnic minority, excluding white minorities).

Instrument lessons

Parents were also asked if their child had received instrument lessons outside of school since the start of the school year in September 2021. More than one in ten (16%) said their child had received instrument lessons outside of school whilst four in five (80%) said their child had not received lessons. Instrument lessons outside of school were most likely to be one-to-one (9%), a small group (5%) or an ensemble, band or group (2%).

¹⁸ Only 86 parents of pupils from a black ethnic background answered this question. These findings should therefore be treated with caution.

¹⁹ See footnote 18.

The following groups of parents were more likely to report their child had received instrument lessons outside of school:

- parents of pupils from an ethnic minority, excluding white minorities (compared with parents of pupils from a white background (21% compared with 13% of parents of pupils from a white ethnic background)
- parents of pupils in London (22% compared with 15% of parents of pupils outside of London)

Parents of pupils from a white ethnic background were more likely to report that their child had not received any instrument lessons outside of school since September 2021 (83% compared with 72% of parents of pupils from an ethnic minority, excluding white minorities).

Availability of space to practice music

Parents

Parents were asked if their child's school provides a space where they can practice singing or playing an instrument either during the school day before school or after school. More than two in five (43%) said their child's school did have a practice space. As shown in Figure 2, the majority said this space was within the school building (42%), whilst 1% of parents said their child was provided with a practice space which was not in the school building. Around one in five (17%) said their child was not provided with a practice space and two in five (40%) said they did not know.

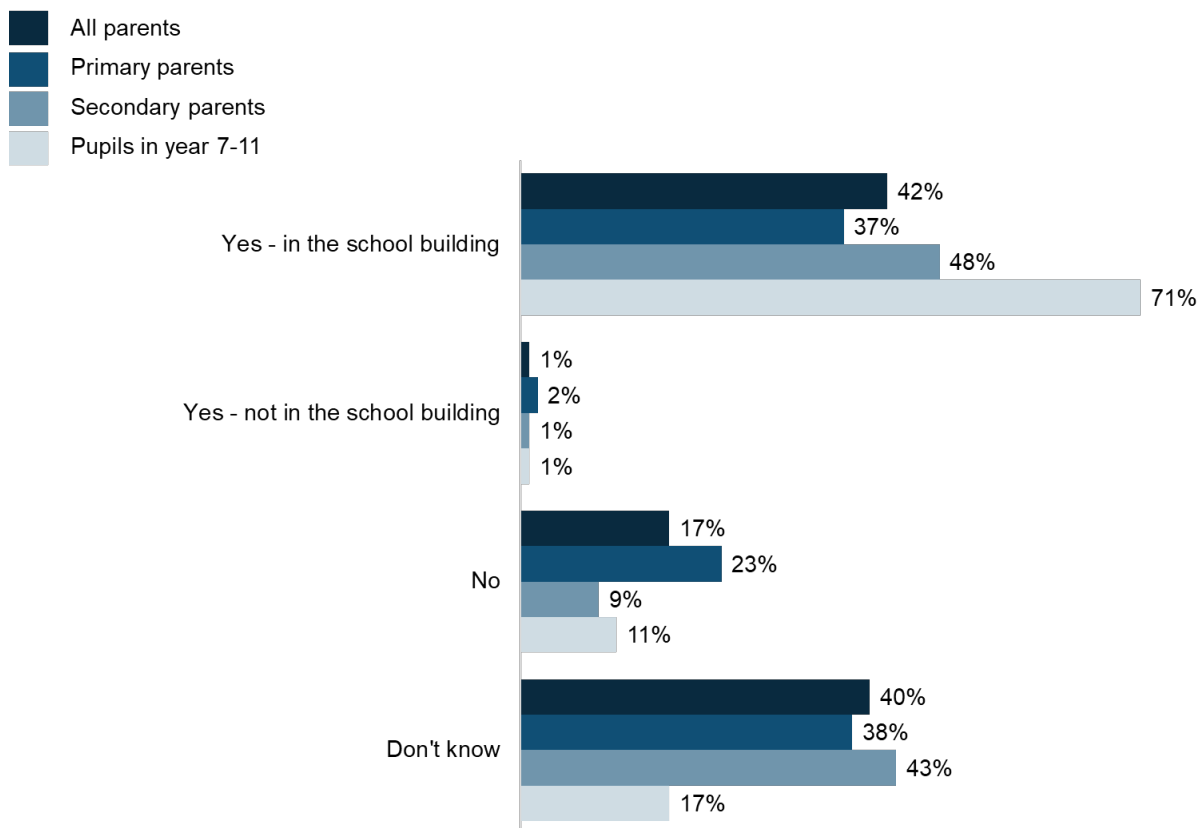
The following groups of parents were more likely to report that their child's school provided a space they could practice singing or playing an instrument uninterrupted, either during the school day, before school or after school:

- parents of secondary aged pupils (48% compared with 39% of parents of primary aged pupils)
- parents of pupils not considered to have SEND (46% compared with 33% of parents with pupils considered to have SEND)
- parents of pupils without an EHC plan (43% compared with 17% with an EHC plan)
- parents of pupils in London (50% compared with 42% of parents living outside of London)
- parents of pupils from an ethnic minority background, excluding white minorities (53% compared with 39% from a white ethnic background)

The following groups of parents were more likely to report that their child did not have a music space where they can practice singing or playing a musical instrument:

- parents of primary aged pupils (23% compared with 9% of parents of secondary aged pupils)
- parents of female pupils (19% compared with 15% of parents of male pupils)
- parents of pupils with an EHC plan (27% compared with 16% without an EHC plan)
- parents of pupils from a mixed ethnic background (25% compared with 16% from a white ethnic background)

Figure 2 Music practice space provided by the school



Base: All parents (2,521), primary parents (1,260), secondary parents (1,261), pupils in year 7-11 (1,876).

Source: PPLP 2022 RW3, Parents survey / Pupil and learner survey, Does <PUPILNAME>'s/your school provide a space where they can practice singing or playing an instrument uninterrupted, individually or together, either during the school day, before school, or after school?

Pupils

Pupils in year 7-11 were asked if their school provided them with a space to practice singing or playing an instrument uninterrupted, individually or together, either during the day, before school, or after school. Seven in ten (72%) pupils in year 7-11 said their school did provide them with a practice space. The majority (71%) said this practice space was in the school building and 1% said their school provided a space outside of the school building. Around one in ten (11%) said their school did not provide them with a practice space and 17% said they did not know.

The following groups of pupils in year 7-11 were more likely to say their school provided them with a space to practice singing or playing an instrument uninterrupted:

- female pupils (74% compared with 69% of male pupils)
- pupils not eligible for FSM (74% compared with 64% of pupils eligible for FSM)
- pupils not considered to have SEN status (73% compared with 64% of pupils considered to have SEN status)
- pupils from a black ethnic background (85% compared with 72% of pupils from a white ethnic background)²⁰
- pupils in London (80% compared with 70% of pupils outside of London)

Pupils with CiN status were more likely to say that their school did not provide any space to practice uninterrupted (16%) compared with pupils without CiN status (11%).

Timetabled music lessons

Pupils

Pupils in year 7-11 were asked on average how many minutes of timetabled music they received in a typical week at school this academic year.

On average (mean score) pupils in year 7-11 received 71 minutes of timetabled music teaching in a typical week. Pupils with CiN status reported a higher number of minutes (91 minutes) compared with pupils without CiN status (71 minutes).

Fewer than one in twenty (4%) reported that they receive 30 minutes or less of timetabled music teaching. One in five (21%) reported that they receive between 30 minutes and one hour, 7% reported receiving between one and two hours, 1% reported receiving between two and three hours and less than 1% reported receiving more than

²⁰ See footnote 15.

three hours. One in seven (16%) said that it varies too much to say and a third reported that they are not taught music at school.

The following groups of pupils were more likely to report they are not taught music at school:

- pupils in year 10-11 (71% compared with 14% of pupils in year 7-9) ²¹
- pupils from an Asian ethnic background (48% compared with 35% of pupils from a white ethnic background and 23% of pupils from a black ethnic background).

Live musical performances

Parents

Parents were asked if their child had watched a live musical performance at their school since the start of the school year. A third (33%) said their child had watched a live music performance with one in five (21%) reporting that this had been once and 11% more than once. Around half (48%) reported that their child had not watched a live musical performance.

Parents that were less likely to say their child had watched a live musical performance at their school included:

- parents of secondary aged pupils (24% compared with 39% of parents of primary aged pupils)
- parents of male pupils (30% compared with 35% of parents of female pupils)
- parents of pupils with CiN status (24% compared with 33% of parents of pupils without CiN status)

Parents were also asked if their child had taken part in a live musical performance since the start of the school year in September 2021. More than a quarter (28%) said their child had taken part in a live musical performance, including 20% that had taken part once and 8% that had taken part more than once. Two-thirds of parents (66%) said their child had not taken part in a live musical performance.

Parents that were less likely to say their child had taken part in a live musical performance at their school included:

- parents of secondary aged pupils (12% compared with 40% of parents of primary aged pupils)

²¹ See footnote 1.

- parents of pupils with an EHC plan (9% compared with 28% without an EHC plan)
- parents of pupils with CiN status (22% compared with 28% of parents of pupils without CiN status)
- parents of pupils from an Asian ethnic background (20% compared with 34% of parents of pupils from a mixed ethnic background)

Pupils

Pupils in year 7-11 were asked if they had watched a live musical performance at their school since the start of the school year in September 2021. Just over a third (35%) said they had, including one in five (21%) who had done this once and 14% who said they had done so more than once. Around three in five (58%) said they had not watched a live performance since the start of the school year.

Pupils that were less likely to have watched a live musical performance at their school included:

- male pupils (31% compared with 39% of female pupils)
- pupils eligible for FSM (28% compared with 37% of pupils eligible for FSM)
- pupils considered to have SEN (28% compared with 37% of those not considered to have SEN)
- pupils outside of London (33% compared with 45% of those in London)

Pupils in year 7-11 were also asked if they had taken part in a live musical performance at their school since the start of the school year in September 2021. Just under one in five (18%) said they had taken part in a live musical performance at school, including 11% that had taken part once, and 7% that had taken part more than once. Three-quarters (74%) said they had not taken part in a live musical performance at school.

Pupils that were less likely to have taken part in a live musical performance at their school included:

- Male pupils (15% compared with 21% of female pupils)
- Pupils outside of London (17% compared with 25% of those in London)

Perceptions of fair treatment at school or college

This section looks at pupils' and learners' perceptions of how fairly they have been treated in their school or college, and perceived reasons for any unfair treatment. Understanding pupils' perceptions of fair treatment – and the reasons behind this – are important for the Department's commitment to help support schools to tackle bullying.

Whether pupil or learner feels teachers and staff treat everyone fairly

Around two in five (18%) pupils and learners reported that all of the teachers and staff at their school or college treat everyone fairly²². Half (49%) reported that most of them treat everyone fairly, and 23% reported that some of them treat everyone fairly. Around one in twenty (6%) reported that hardly any (6%) or none (1%) of the teachers and staff treat everyone fairly.

As shown in Figure 3, pupils in year 7 were more likely to report that all teachers and staff treat everyone fairly (23%) compared with those in year 8 (15%), year 9 (10%), year 10 (10%) or year 11 (15%). Pupils in years 12-13 were also more likely to report that all teachers and staff treated everyone fairly (25% and 29% respectively), which was higher than across other years.

Year 12-13 learners in college settings were more likely to report that all teachers and staff treat everyone fairly (33% compared with 19% of year 12-13 pupils in school settings). Year 12-13 pupils in school settings were more likely to report that most of the teachers and staff treat everyone fairly (59% compared with 39% of year 12-13 learners in college settings).

Male pupils and learners were more likely to say that all teachers and staff treated everyone fairly (22% compared with 14% of female pupils and learners).

Pupils and learners without SEN were more likely to say that most teachers and staff treated everyone fairly (51% compared with 40% of those eligible).

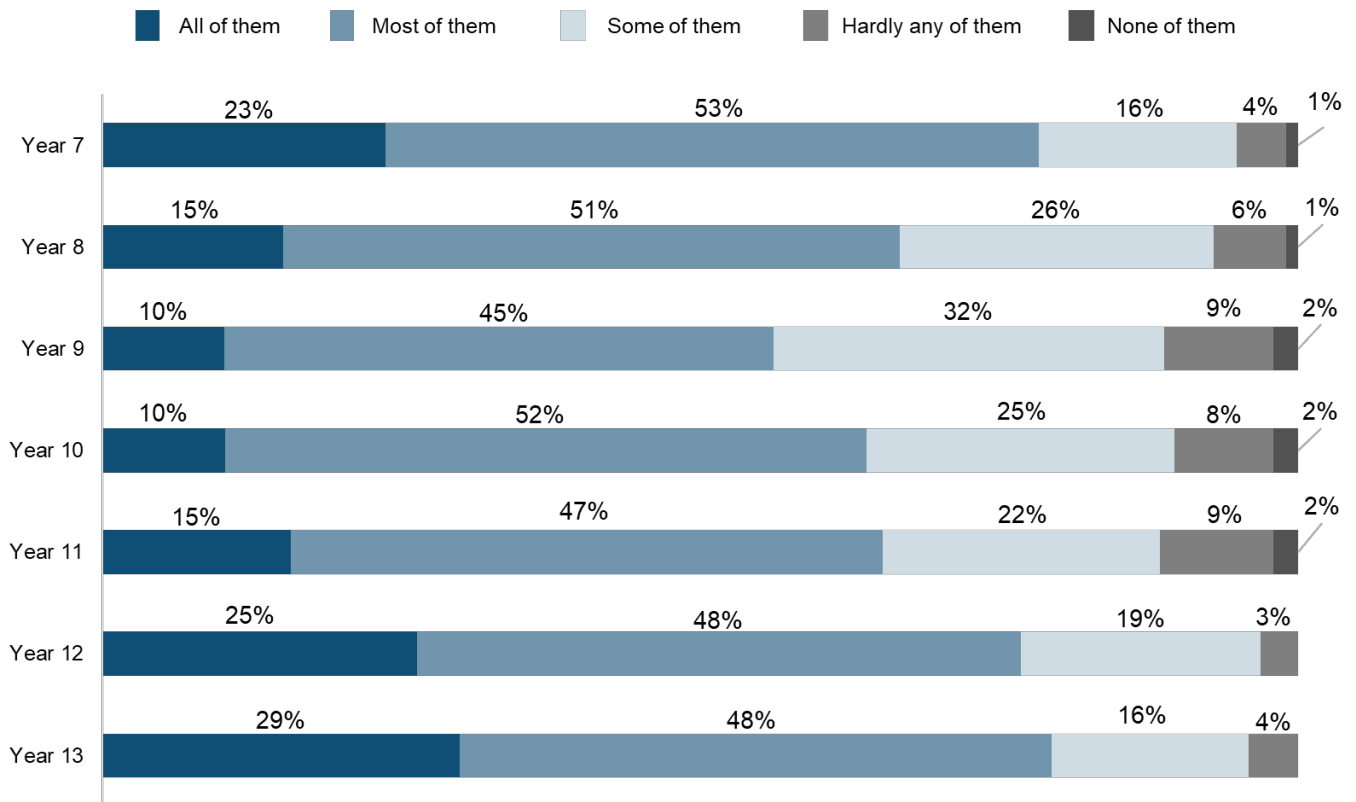
Conversely, pupils with CiN status were also more likely to say that hardly any teachers or staff treated everyone fairly (13% compared with 6% of pupils without CiN status).

Pupils and learners eligible for FSM or FME were more likely to say that hardly any of the teachers or staff treated everyone fairly (11% compared with 5% of those not eligible).

²² See footnote 2.

Pupils and learners from a black ethnic background were more likely to say that none of the teachers and staff at their school or college treats everyone fairly (5%) compared with those from a white ethnic background (1%).

Figure 3 Perception that teachers and staff treat everyone fairly (pupils and learners)



Base: year 7 pupils (363), year 8 pupils (347), year 9 pupils (391), year 10 pupils (362), year 11 pupils (413), year 12 pupils/learners (401), year 13 pupils/learners (348).

Source: PPLP 2022 RW3 pupils and learners survey, How many of your teachers or staff at your school/college treat everyone fairly?

Perceived reasons why pupils and learners have been treated unfairly

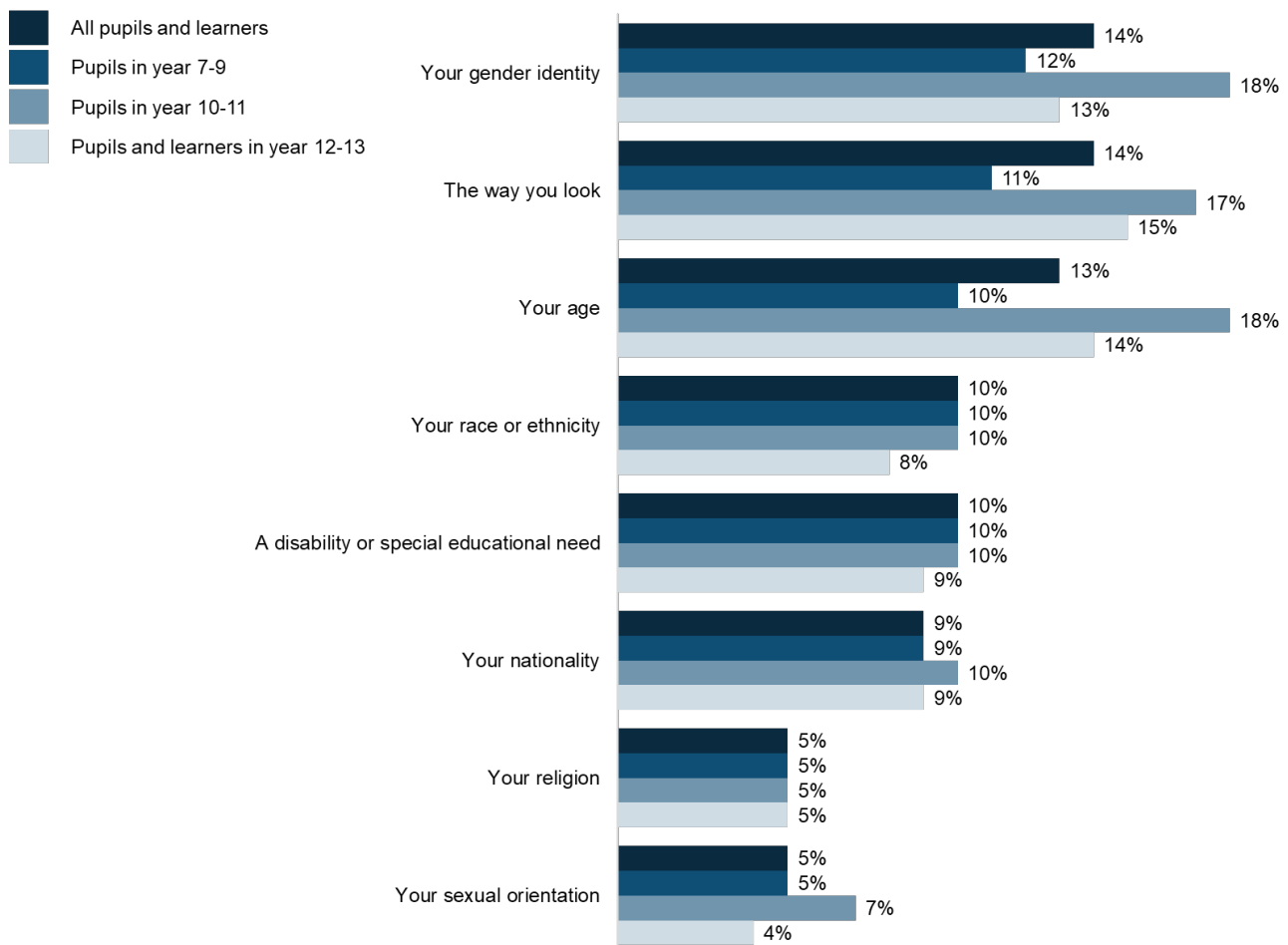
Pupils and learners were asked why they thought they had been treated unfairly by teachers or staff at their school or college, from a list.

As shown in Figure 4, the reasons were spread relatively evenly across a number of factors, with no clear theme emerging as a key reason. However, the most frequently mentioned perceived reasons for being treated unfairly was because of the pupil's or learner's gender identity (14%), the way they look (14%), or their age (13%). Pupils and

learners were presented with the option to select “Your gender identity (e.g., boy, girl, non-binary, gender-fluid, transgender etc)”. Note that those whose gender identity and biological sex align may have selected this code if they felt their teachers had treated them unfairly as a result of either.

One in ten reported they perceived they were treated unfairly due to their race or ethnicity (10%), a disability or special educational need (10%), or their nationality (9%). Smaller proportions reported they perceived they were treated unfairly because of their religion (5%) or sexual orientation (5%). Three in five (61%) did not select any of the perceived reasons given. Over one in ten (17%) reported one reason they perceived they had been treated unfairly, 10% selected two and 11% selected three or more.

Figure 4 Perceived reasons why pupils and learners have been treated unfairly by teachers or staff at school/college



Base: all pupils and learners (2,625), year 7-9 pupils (1,101), year 10-11 pupils (775), year 12-13 pupils and learners (749).

Source: PPLP 2022 RW3 pupils and learners survey, Do you think you have ever been treated unfairly by teachers or staff at your school or college because of...

The following groups were more likely to report that they perceived they had been treated unfairly by teachers or staff at their school or college because of their gender identity:

- pupils in year 10-11 (18% compared with 12% of those in year 7-9)
- pupils and learners from a black ethnic background (20%) or mixed ethnic background (21%) (compared with 9% of those from an Asian ethnic background). There were no significant differences with those from a white ethnic background.

The following groups were more likely to report that they perceived they had been treated unfairly by teachers or staff at their school or college because of the way they look:

- pupils in year 10-11 (17% compared with 11% of pupils in year 7-9)
- female pupils and learners (15% compared with 12% of male pupils and learners)
- pupils with CiN status (19% compared with 13% of pupils without CiN status)
- pupils and learners from a black ethnic background (29% compared with 14% of those from an Asian ethnic background and 12% of those from a white ethnic background)

The following groups were more likely to report that they had been treated unfairly by teachers or staff at their school or college because of their age:

- pupils in year 10-11 (18% compared with 10% of pupils in year 7-9)
- female pupils (17% compared with 9% of male pupils)
- pupils and learners from a mixed ethnic background (19% compared with 8% of those from an Asian ethnic background)

The following groups were more likely to report that they had been treated unfairly by teachers or staff at their school or college because of their race or ethnicity:

- pupils in year 9 (14% compared with 8% of pupils and learners in year 12-13)
- year 12-13 pupils in school settings (11% compared with 6% of year 12-13 learners in college settings)
- pupils and learners eligible for FSM or FME (14% compared with 9% of those not eligible)
- pupils and learners in London (18% compared with 8% of those outside of London)

The following groups were more likely to report that they had been treated unfairly by teachers or staff at their school or college because of a disability or special educational need:

- pupils and learners considered to have SEN (26% compared with 7% of those not considered to have SEN)
- pupils and learners with an EHC plan²³ (23% compared with 10% of those without one)
- pupils with CiN status (16% compared with 10% of pupils without CiN status)
- pupils and learners from a white ethnic background (11% compared with 7% of all other ethnic groups combined)
- pupils and learners outside of London (11% compared with 5% of those in London)

The following groups were more likely to report that they had been treated unfairly by teachers or staff at their school or college because of their nationality:

- pupils and learners in year 9 (14% compared with 7% in year 7 and 5% in year 8)
- pupils and learners eligible for FSM or FME (16% compared with 7% of those not eligible)
- pupils with CiN status (15% compared with 9% of pupils without CiN status)
- pupils and learners from a black (26%), mixed (17%) or Asian (17%) ethnic background (compared with 5% of those from a white ethnic background)

The following groups were more likely to report that they had been treated unfairly by teachers or staff at their school or college because of their religion:

- pupils and learners eligible for FSM or FME (8% compared with 4% of those not eligible)
- pupils and learners from an Asian (14%), black (14%) or mixed (11%) ethnic background (compared with 2% of those from a white ethnic background)

The following groups were more likely to report that they had been treated unfairly by teachers or staff at their school or college because of their sexual orientation:

- pupils with CiN status (9% compared with 5% of pupils without CiN status)
- pupils and learners from a mixed ethnic background (12% compared with 4% of those from an Asian ethnic background and 5% from a white ethnic background)

²³ Only 73 pupils and learners with an EHC plan took part in the survey. These findings should therefore be treated with caution.

Access to period products

The period product scheme is available to all maintained schools and 16 to 19 education organisations in England. It provides free period products to girls and women who need them in their place of study. The current scheme is available to organisations until 2024.

DfE has committed to supporting the most disadvantaged and vulnerable children and young people through high-quality local services so that no one is left behind. By providing girls and women with access to period products in their place of study, the department are ensuring that inability to access products is not holding anyone back.

Female pupils and learners²⁴ were asked a series of questions about the availability of free period products at their school or college. It looks at the benefits experienced by those who have used free period products at their school or college as well as the reasons why some female pupils and learners have not used them. The section then looks at how the cost of period products has impacted female pupils and learners' ability to access them.

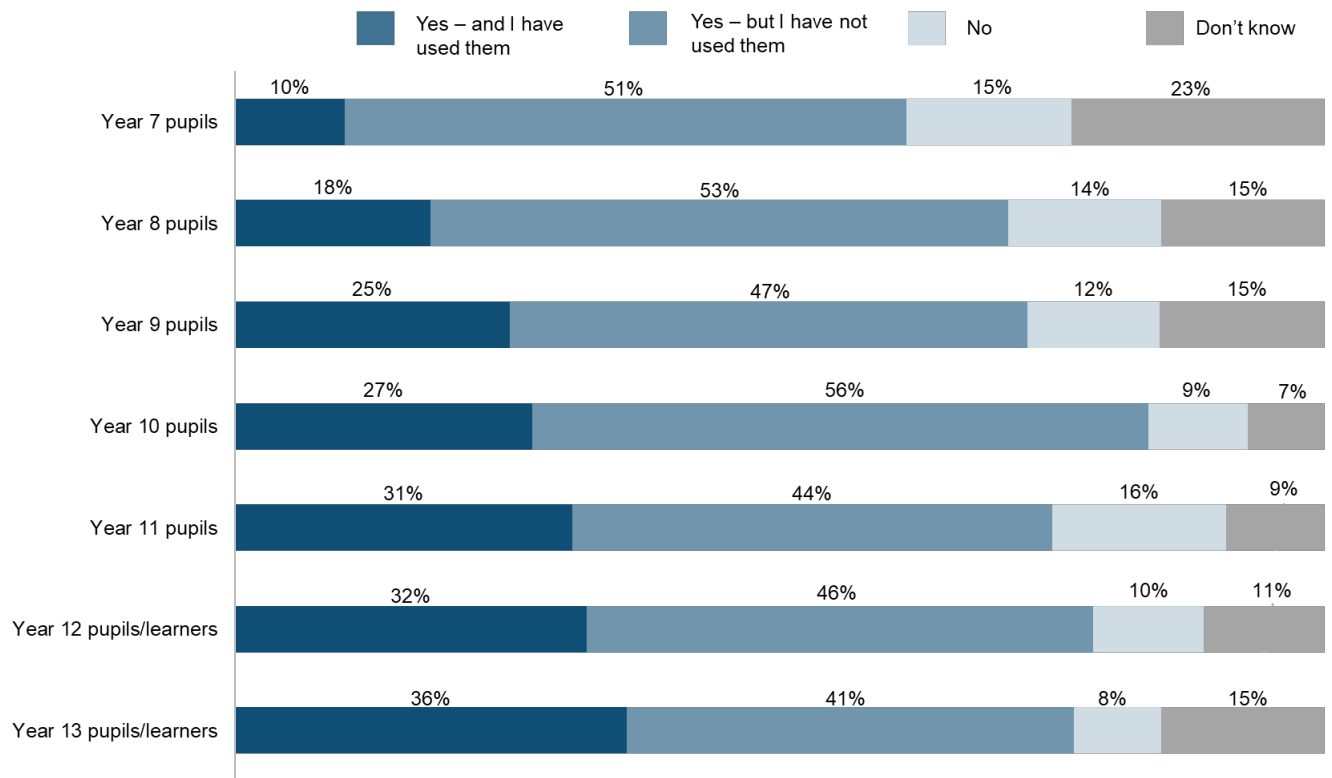
Provision of free period products at school or college

Female pupils and learners in schools were asked if their school or college provided them with free period products. Around three-quarters (74%) of female pupils and learners reported that their school provided them with free period products. This includes around a quarter (26%) who reported they had used the free period products provided and half (48%) who reported the school does provide free products but they had not used them. More than one in ten (12%) said that their school or college did not provide free period products.

As shown in Figure 5 female pupils and learners in year 10-11 (78%) and in year 12-13 (78%) were more likely to report their school or college provided them with products compared with female pupils in year 7-9 (69%). Female pupils in year 7 were the most likely to not know (23%).

²⁴ See footnote 4.

Figure 5 Whether female pupils are provided with free period products at school



Base: All female pupils/learners (1,577), year 7 female pupils (175), year 8 female pupils (194), year 9 female pupils (236), year 10 female pupils (206), year 11 female pupils (279), year 12 female pupils and learners (258), year 13 female pupils and learners (229).

Source: PPLP 2022 RW3 pupils and learners survey, Does your school or college provide free period products?

Female pupils and learners that were more likely to say they had used free period products at school or college included:

- female pupils with CiN status (32% compared with 25% of pupils without CiN status)
- female pupils and learners from a black ethnic background (52% compared with 29% from an Asian ethnic background, 23% from a white ethnic background and 22% from a mixed ethnic background) ²⁵

²⁵ Only 93 female pupils and learners from a black ethnic background took part in the survey. These findings should therefore be treated with caution.

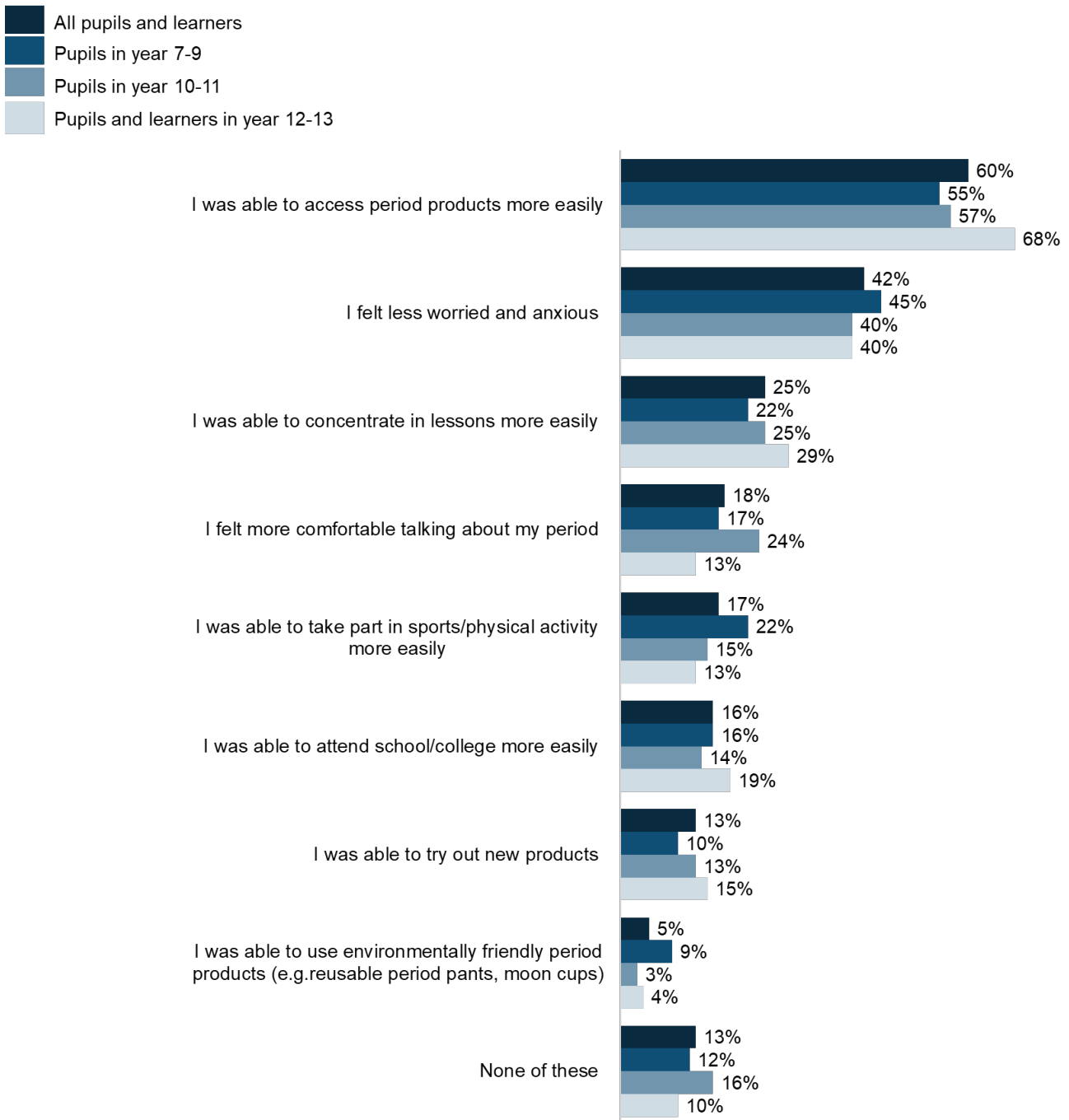
Benefits of accessing free period products

Female pupils and learners who had used free period products at school or college were asked about the benefits, shown in Figure 6. The most commonly mentioned benefits selected from a list were being able to access period products more easily (60%), feeling less worried and anxious (42%) and being able to concentrate in lessons more easily (25%). Other benefits included feeling more comfortable talking about their period (18%), being able to take part in sports or physical activity more easily (17%), being able to attend school or college more easily (16%), being able to try out new products (13%) or being able to use more environmentally friendly period products (5%).

Female pupils with CiN status were more likely to say that accessing free period products meant they were able to attend school or college more easily (28% compared with 15% of female pupils without CiN status).²⁶

²⁶ Only 81 female pupils with CiN status took part in the survey. These findings should therefore be treated with caution.

Figure 6 Reported benefits of accessing free period products at school or college



Base: All female pupils/learners who have used free period products at their school or college (435), year 7-9 female pupils (108), year 10-11 female pupils (146), year 12-13 female pupils and learners (181).

Source: PPLP 2022 RW3 pupils and learners survey, which of the following benefits did accessing free period products give you?

Impact of being unable to access period products

Female pupils and learners who reported that they were unable to access period products because of their cost were asked how this had affected them. The most common impact selected from a list was feeling worried or anxious (42%), followed by struggling to concentrate on school or college work (29%). Other impacts included missing social activities (15%), being unable to take part in sports and fitness activities (14%), missing school or college (14%) or being bullied (3%). Just over a quarter (27%) said it has not affected them and one in ten (9%) did not know.

Female pupils and learners in year 12-13 were more likely to say it has made them feel worried or anxious (56% compared with 35% of female pupils in year 10-11), and they had missed school or college (21% compared with 5% of female pupils in year 7-9) ²⁷.

Reasons for not using free period products available at school or college

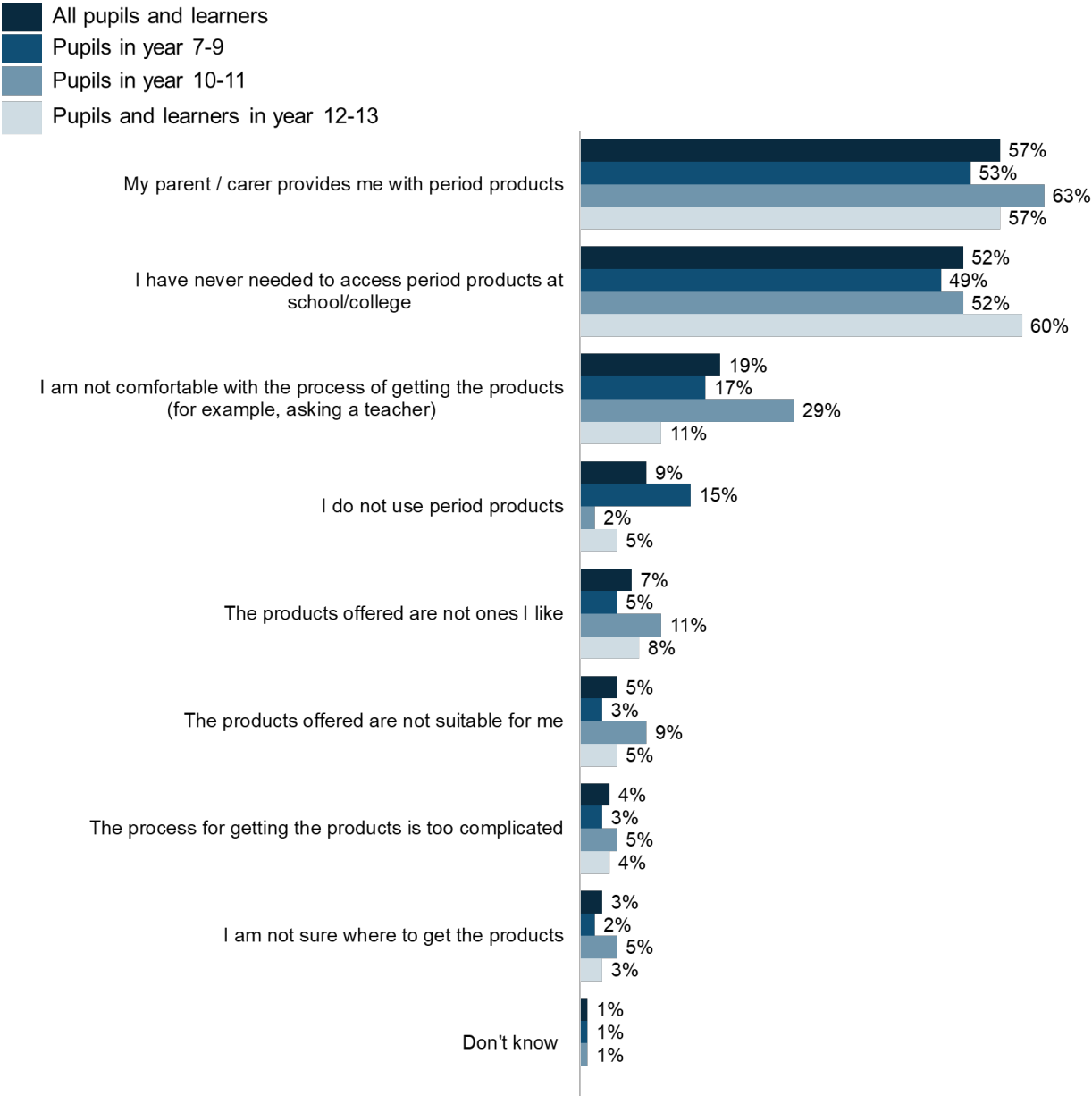
Female pupils and learners who said their school or college does provide free period products but they had not used them were asked about their reasons for this, shown in Figure 7.

More than half (57%) said it was because their parent or carer provided them with period products, or they have never needed to access period products at school or college (52%).

A fifth (19%) reported they were not comfortable with the process of getting the free products (for example, asking their teacher). Other reasons for not using free period products available included not using period products (9%), the products offered not being what the female pupil or learner liked (7%), the products not being suitable (5%), the process for getting the products being too complicated (4%) or being unsure where to get the products (3%).

²⁷ Only 91 female pupils in year 10-11 and 78 female pupils in year 7-9 answered this question. These findings should therefore be treated with caution.

Figure 7 Reasons for not using free period products provided by the school or college



Base: All female pupils/learners who have not used free period products at their school or college (738), year 7-9 female pupils (307), year 10-11 female pupils (230), year 12-13 female pupils and learners (201).

Source: PPLP 2022 RW3 pupils and learners survey, Why have you not used the free period products available at your school?

Female pupils in year 10-11 were more likely to give a number of reasons for not accessing free period products compared with female pupils in year 7-9, including they were not comfortable with the process of getting the products (29% compared with 17%), the products on offer were not the ones they like (11% compared with 5%), and the products offered are not suitable (9% compared with 3%).

Female pupils and learners eligible to receive FSM or FME were more likely to say the products offered are not the ones they like (13% compared with 6% of those not eligible).

Female pupils and learners from an ethnic minority were more likely to say that the products offered were not the ones they like (15% compared with 5% of white female pupils and learners) or the products offered are not suitable (11% compared with 4% of white female pupils and learners).

Impact of cost on accessibility to period products

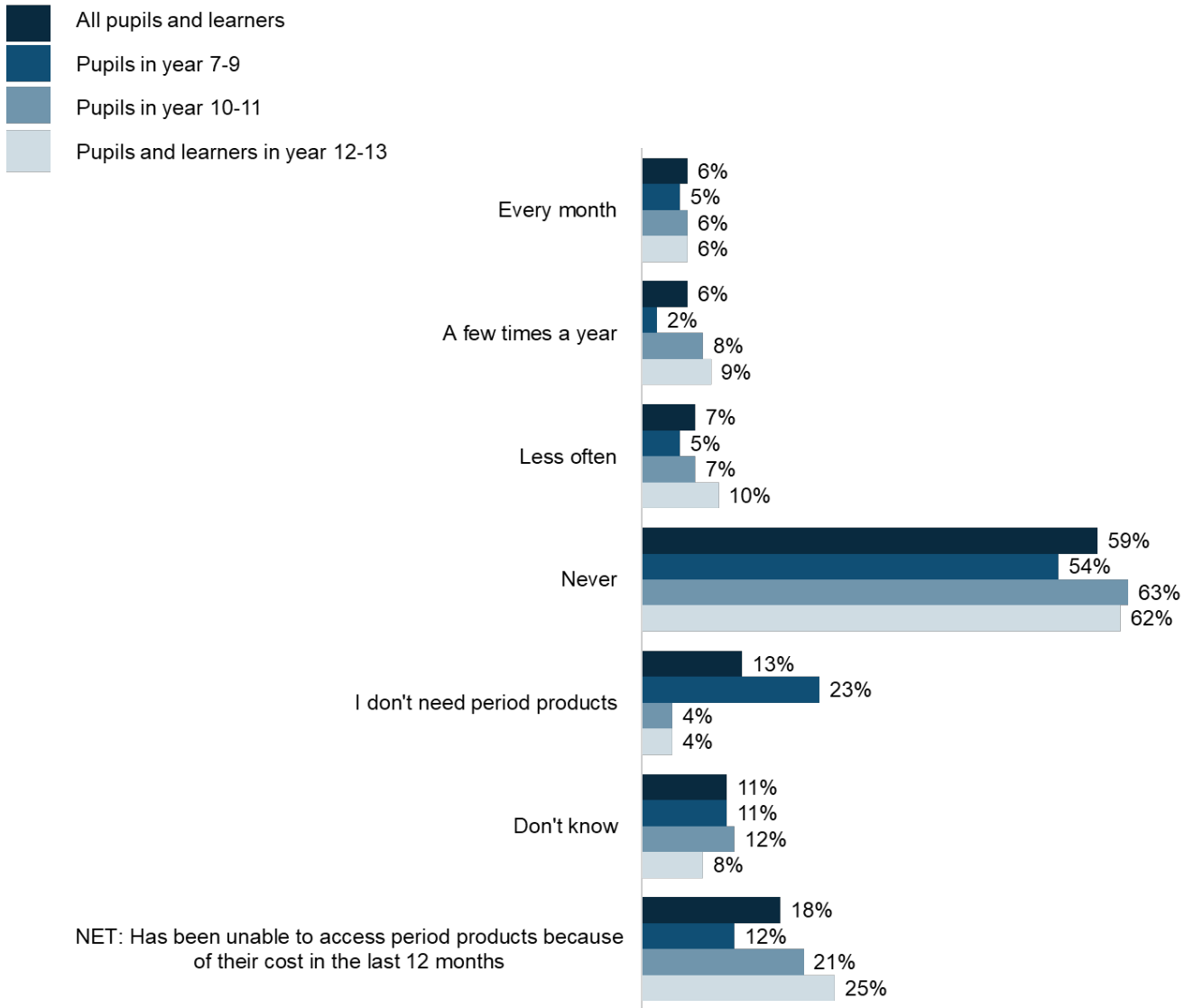
Female pupils and learners were asked how often they had been unable to access period products because of their cost in the last 12 months, shown in Figure 8. Around three in five (59%) said they had never been unable to access period products because of their cost in the last 12 months and 13% said they do not use period products.

One in five (18%) reported they had been unable to access period products because of the cost in the last 12 months. This includes around one in twenty (6%) who said this happened every month, and similar proportions who said this happened a few times a year (6%) or less often (7%).

The following groups of female pupils and learners were more likely to say that they had been unable to access period products due to their cost:

- female pupils and learners in year 10-11 (21%) and year 12-13 (25% compared with 12% of female pupils in year 7-9)
- female pupils and learners from an Asian ethnic background (25% compared with 16% of female pupils and learners from a white ethnic background)

Figure 8 Impact of cost on access to period products



Base: All female pupils/learners (1,577), year 7-9 female pupils (605), year 10-11 female pupils (485), year 12-13 female pupils and learners (487).

Source: PPLP 2022 RW3 pupils and learners survey, How often have you been unable to access period products because of their cost in the last 12 months?

Cost of living

This section looks at the impact of the rising cost of living on pupils and parents in relation to school related costs. It starts by asking parents whether they have cut back on household costs to afford school related costs, and whether they expect to have to do so in future. It then asks parents about the main challenges they face in relation to school related costs, how worried they are about meeting these costs, and whether affordability has had an impact on their children.

These issues are also examined among pupils and learners in years 12 and 13, who were asked how worried they are about costs at school or college, and what impact this has had on them. These pupils and learners were also asked about their plans for education and learning in the next academic year, and whether they have changed their plans as a result of the rising cost of living.

Cutting back on household costs

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

Just under half of parents (44%) said they had cut back on household costs to be able to afford school related costs such as uniforms or textbooks, since the start of the school year in September 2021.

Female parents were more likely than male parents to say they had cut back on household costs (46% compared with 35%). The proportion that said they had cut back on costs was also higher among:

- parents of pupils eligible for FSM (64% compared with 38% of those not eligible for FSM)
- parents that considered their child to have SEND (58% compared with 39% of parents that did not consider their child to have SEND)
- parents of pupils with CiN status (64% compared with 43% of those without CiN status).
- parents of pupils from a black ethnic background (65% compared with 43% of parents of pupils from a white ethnic background, 46% of parents of pupils from a mixed ethnic background and 43% of parents of pupils from an Asian ethnic background)²⁸

²⁸ Only 86 parents of pupils from a black ethnic background answered this question. These findings should therefore be treated with caution.

There were also differences in relation to household composition and working status:

- single parents were more likely than parents living as a couple to say they had cut back on household costs (62% compared with 38%)
- parents in households with three or more children were also more likely to say they had cut back on household costs (55%) than those with one or two children (41% and 40% respectively).
- parents were more likely to have cut back on costs if they were not working ²⁹ (69%) than if they were working (41%).

Parents' expectations for cutting back on household costs in future

Around half of parents (49%) said they thought they would have to cut back on household costs to be able to afford school related costs such as uniforms or textbooks, during the remainder of the 2021/22 school year.

While there was no overall difference between primary and secondary schools, parents of primary school pupils were more likely than parents of pupils in years 10 and 11 to say they expected to have to cut back on household costs (51% compared with 43%).

Female parents were more likely than male parents to say they would have to cut back on household costs (51% compared with 39%). The proportion that expected to cut back on costs was also higher among:

- parents of pupils eligible for FSM (64% compared with 45% of those not eligible for FSM)
- parents that considered their child to have SEND (61% compared with 45% of parents that did not consider their child to have SEND)
- parents of pupils with CiN status (62% compared with 49% of those without CiN status).

Once again, there were differences in relation to household composition and working status:

- single parents were more likely than parents living as a couple to say they would have to cut back on household costs (65% compared with 44%)
- parents in households with three or more children were also more likely to say they would have to cut back on household costs (59%) than those with one or two children (44% and 45% respectively).

²⁹ For this analysis, 'not working' is defined as either 'unemployed but looking for a job', 'unemployed and not looking for a job' or 'temporarily or long-term sick or disabled'.

- parents were more likely to expect to cut back on costs if they were not working³⁰ (76%) than if they were working (46%).

Nine in ten (90%) parents who said they currently cut back on household costs also said they would cut back on household costs in future to be able to afford school related costs. Over one in ten (16%) parents who said they currently had not cut back on costs; said they would cut back on household costs in future to afford school related costs.

Main challenges in school related costs

Parents were asked to describe, in their own words, what they believed were the main challenges they faced in relation to school related costs in the coming months.

The most common themes that emerged related to:

- costs related to school uniform, shoes or PE kit
- costs related to school trips
- costs related to food, including school meals

One in three parents (32%) said they were not facing any challenges in relation to school related costs.

Costs related to school uniform or PE kit

Challenges related to the cost of school uniform, including branded uniform, shoes and PE kit was one of the most common responses. Many responses mentioned needing to constantly replace or update uniform.

“Branded uniform costs for three school age children. Also shoes have to be dress shoes which are very expensive and don’t last”

Secondary parent - year 7

“Cost of high school uniforms which I will have to purchase for the next academic year. I have more than one child to buy uniform for too. Shoes are the most costly as they need to be well fitted for children”

Primary parent - year 6

³⁰ See footnote 29.

“Making sure my 4 children have all correct uniform shoes bags coats etc . It’s important that they have the same as everyone else so they are not singled out or feel different at school. Also replacing uniform when bits are ruined or lost”

Secondary parent - year 9

Costs related to school trips

Responses related to challenges around school trips covered residential trips, as well as regular school trips that parents did not want their child to miss out on:

“The price of school trips and the pressure to find the money so the children can go”

Secondary parent - year 9

“School trips for all three children. I don't want them missing out, especially considering the past two years, but the trips are expensive.”

Secondary parent – year 10

“My son has a residential visit this year and my daughter has one next year. Both trips are quite expensive but an important part of their childhood. Whilst they are both on pupil premium, I still pay the costs for these trips and after school club where required. My son starts secondary school in September so the cost of a new uniform will be another challenge as they will need to be school branded. I usually budget very well but the costs of fuel, food and energy have made day to day living costs more difficult.”

Primary parent – year 2

Costs related to food, including school meals

Challenges related to the cost of food covered school meals and packed lunches and was often linked to the wider cost of living increasing:

“School dinners are expensive. [Pupil] would prefer a school dinner but he takes a packed lunch because of the cost on most days”

Secondary parent – year 7

“Trying to pay bills as my salary don’t stretch enough. I am struggle to keep up with food cost making there packed lunch. Even school dinners have gone up”

Primary parent – year 5

“Energy and food going up and up”

Primary parent – year 1

Other themes that emerged related to the cost of fuel and transport, the cost of school equipment, such as stationery and textbooks, as well as extra-curricular activities and childcare.

Levels of concern about being able to afford school related costs

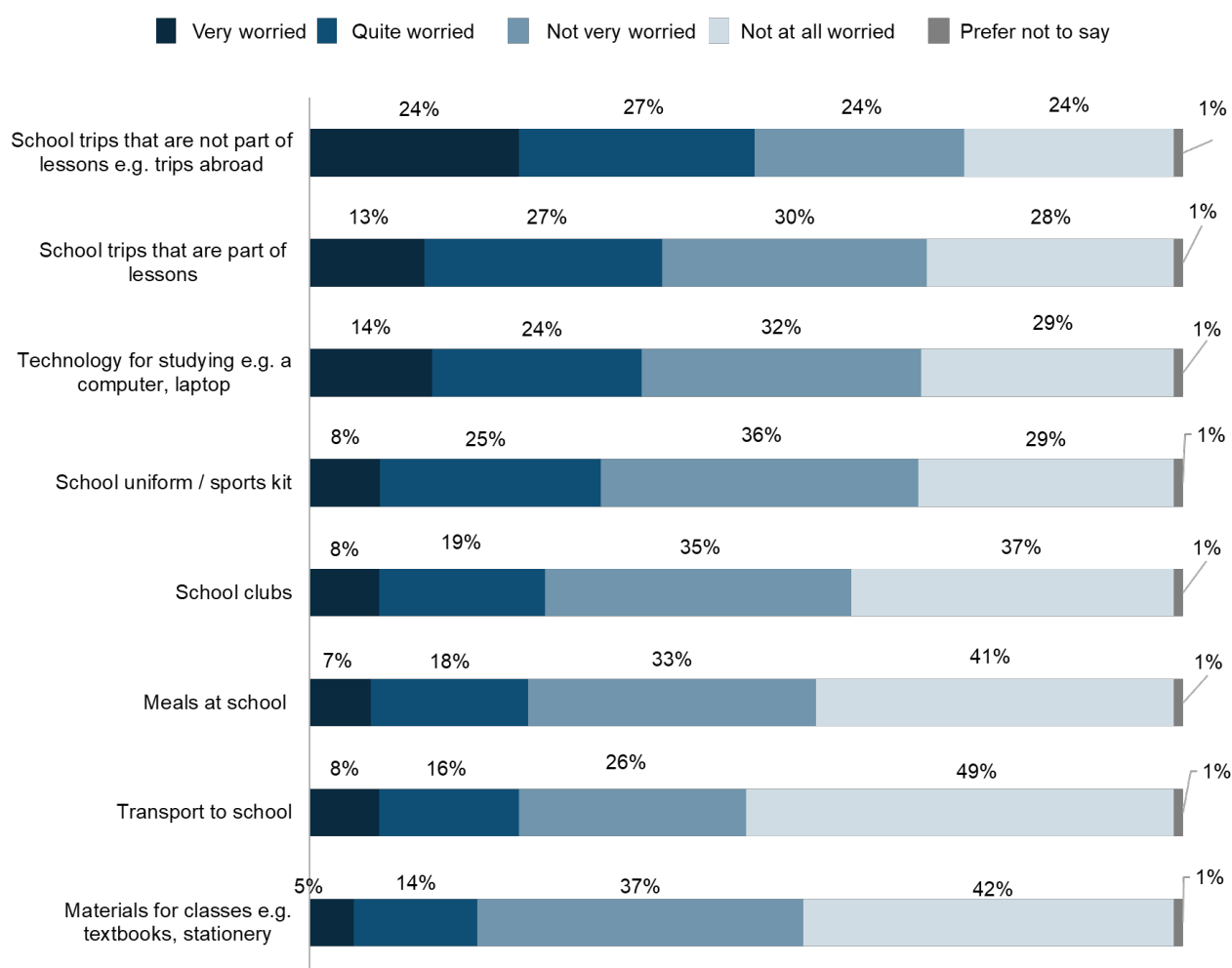
Parents

Parents were asked how worried they were about being able to afford various school related costs for their child during the current academic year.

Shown in Figure 9, being able to afford school trips this academic year was the biggest worry for parents, with half (51%) saying they were worried about being able to afford school trips that are not part of lessons (including 24% who were ‘very worried’ and 27% who were ‘quite worried’). Two in five (41%) said they were worried about being able to afford school trips that are part of lessons (including 13% who were ‘very worried’ and 27% who were ‘quite worried’).

More than a third of parents said they were worried about being able to afford technology for studying (38%) or school uniform or sports kit (34%), and around a quarter said they were worried about being able to afford school clubs (27%), meals at school (25%) or transport to school (24%). One in five said they were worried about being able to afford materials for classes, including textbooks and stationery (20%).

Figure 9 How worried parents are about being able to afford school related costs this academic year



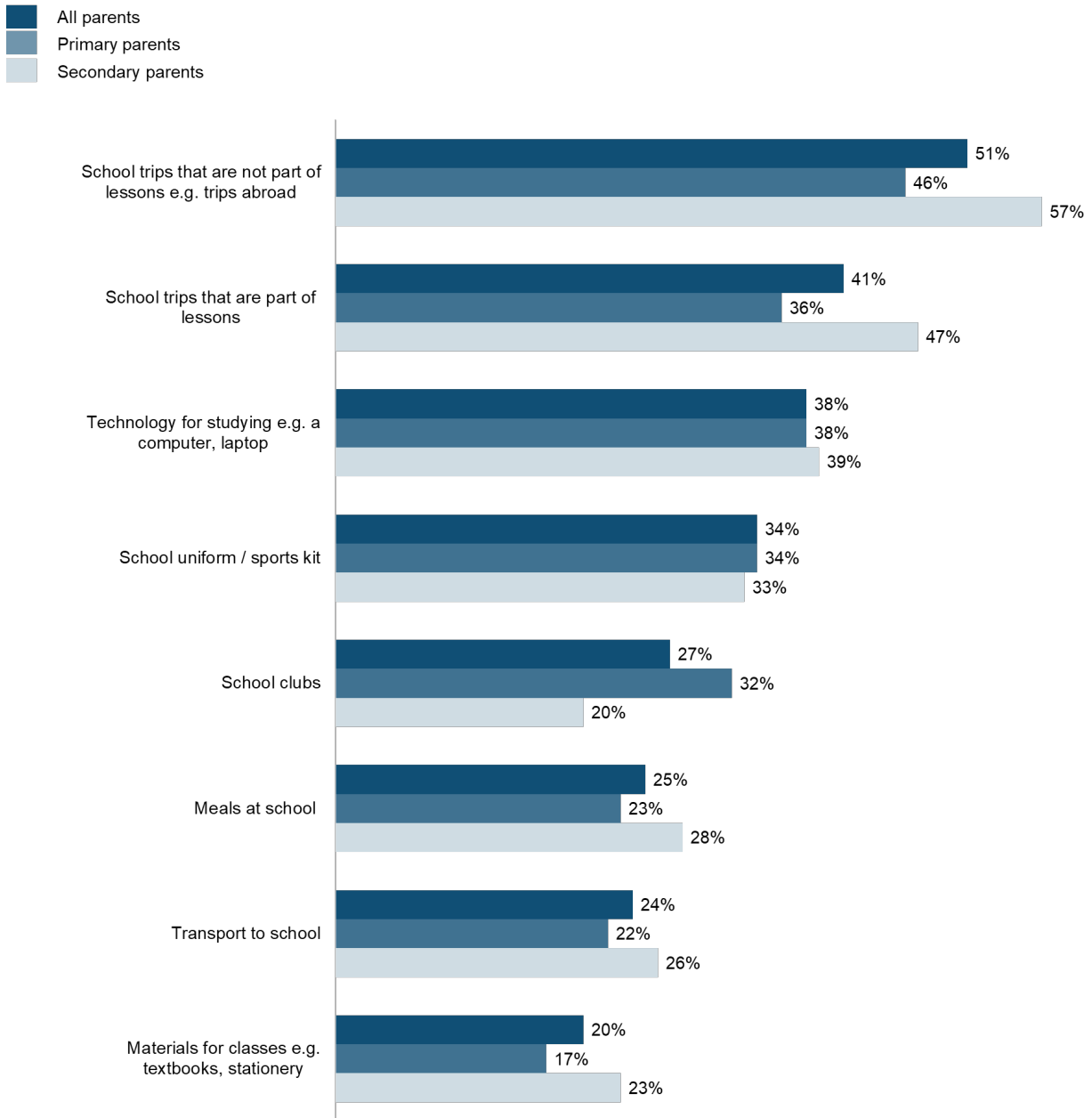
Base: All parents, excluding those answering 'not applicable' at each statement (2,521).

Source: PPLP 2022 W3, How worried are you about being able to afford the following for [Pupil] this academic year?

Note: 'Not applicable' was selected by: school trips that are not part of lessons (13%), school trips that are part of lessons (4%), technology for studying (12%), school uniform / sports kit (13%), school clubs (13%), meals at school (13%), transport to school (22%), materials for classes (11%).

Figure 10 shows the differences between primary and secondary school pupils, focusing on the proportions of parents that were worried (very or quite worried) about each type of cost. Parents of secondary school pupils were more likely than parents of primary school pupils to be worried about several types of cost: school trips that are not part of lessons (57% compared with 46%), school trips that are part of lessons (47% compared with 36%), meals at school (28% compared with 23%) and materials for classes (23% compared with 17%). Parents of primary school pupils were more likely than parents of secondary school pupils to be worried about school clubs (32% compared with 20%).

Figure 10 Proportion of parents worried about affording school related costs



Base: All parents, excluding those answering 'not applicable' at each statement (2,521), all primary parents (1,260), all secondary parents (1,261).

Source: PPLP 2022 W3, How worried are you about being able to afford the following for [Pupil] this academic year?

Note: 'Not applicable' was selected by: school trips that are not part of lessons (13%), school trips that are part of lessons (4%), technology for studying (12%), school uniform / sports kit (13%), school clubs (13%), meals at school (13%), transport to school (22%), materials for classes (11%).

Female parents were more worried than male parents about a number of items: school trips that are part of lessons (43% compared with 31%), school trips that are not part of

lessons (54% compared with 37%), technology for schoolwork (40% compared with 30%), school uniform or sports kit (36% compared with 21%), meals at school (27% compared with 17%), school clubs (28% compared with 22%) and materials for classes (21% compare with 14%)

The proportion of parents that were worried about costs was consistently higher among parents with pupils eligible for FSM (with the exception of the 'school meals' cost type) compared with parents with pupils not eligible for FSM. It was also consistently higher among parents that considered their child to have SEND and parents of pupils with CiN status, shown in Table 5. For example, 51% of parents that considered their child to have SEND were worried about affording school trips that are part of lessons (compared with 37% of parents that did not consider their child to have SEND), as were 61% of parents of pupils with CiN status (compared with 40% of those without CiN status).

Parents of pupils from a black ethnic background were more likely to be worried than white parents, in relation to school uniform or sports kit (48% compared with 33% ³¹) and school clubs (38% compared with 26% ³²).

³¹ Only 83 parents of pupils from a black ethnic background answered this question. These findings should therefore be treated with caution.

³² Only 81 parents of pupils from a black ethnic background answered this question. These findings should therefore be treated with caution.

Table 5 Proportion of parents very or quite worried about affording school related costs

Parents of pupils who are:	Eligible for FSM	Not eligible for FSM	Considered to have SEND	Not considered to have SEND	CiN status	Without CiN status
School trips that are not part of lessons	60%	40%	51%	42%	60%	44%
School trips that are part of lessons	57%	34%	48%	36%	58%	39%
Technology for studying	50%	29%	42%	30%	49%	33%
School uniform / sports kit	57%	26%	42%	29%	53%	32%
School clubs	31%	21%	30%	21%	36%	22%
Meals at school	23%	21%	26%	19%	29%	21%
Transport to school	29%	15%	27%	15%	28%	18%
Materials for classes	30%	14%	25%	15%	33%	17%

Base: Parents of pupils eligible for FSM (737), parents of pupils not eligible for FSM (1,784), parents of pupils considered to have SEND (601), parents of pupils not considered to have SEND (1,744), parents of pupils with CiN status (693), parents of pupils without CiN status (1,828).

Source: PPLP 2022 W3, How worried are you about being able to afford the following for <PUPILNAME> this academic year?

Pupils and learners

Pupils and learners in years 12 and 13 were asked how worried they were about being able to afford school/college related costs during the current academic year.

Shown in Figure 11, around a quarter of pupils and learners were worried about being able to afford technology for studying (24%), or school or college trips that were not part

of lessons (24%). One in five were worried about being able to afford school or college trips that were part of lessons (21%) or travel to school or college (21%). Just under one in five were worried about being able to afford meals at school or college (18%) or appropriate clothes for school or college (16%). Around one in ten were worried about being able to afford material for classes (13%) and one in twenty were worried about being able to afford school or college clubs (5%).

Voluntary contributions to schools by parents

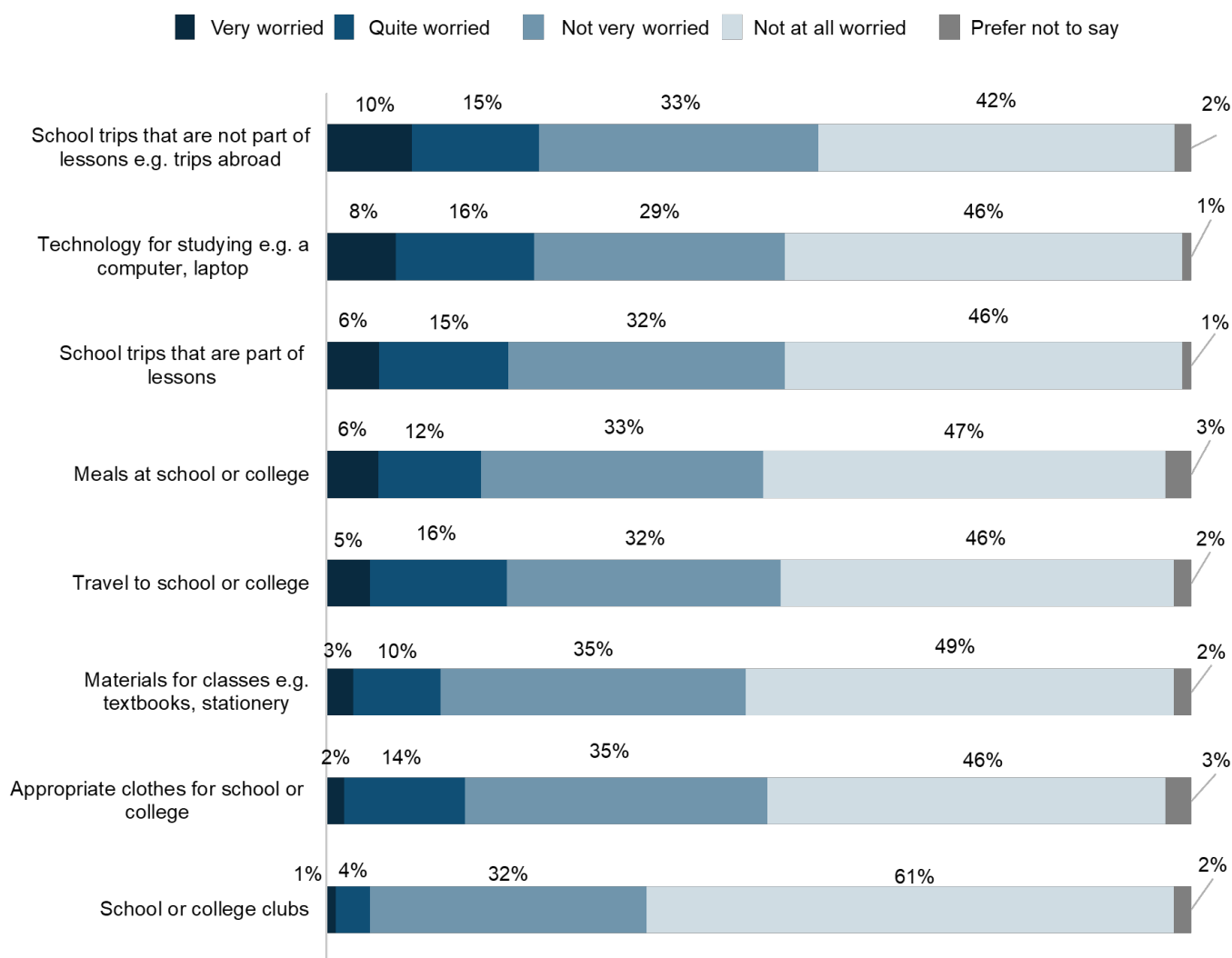
Two in five parents (41%) said that they had been asked to make a voluntary contribution to their child's school since the start of the school year in September 2021. This was higher among parents of primary school pupils than parents of secondary school pupils (48% compared with 33%).

Parents of pupils eligible for FSM were less likely than those not eligible for FSM to say that they had been asked to make a voluntary contribution to the school (34% compared with 43%).

Parents of pupils from a white ethnic background were more likely than those from ethnic minorities (excluding white minorities) to say they had been asked (44% compared with 33%).

The proportion of parents that had been asked to make a voluntary contribution was lower in the north-west (31%) than in all other regions combined (41%).

Figure 11 Pupils' and learners' worries about affording school/college related costs

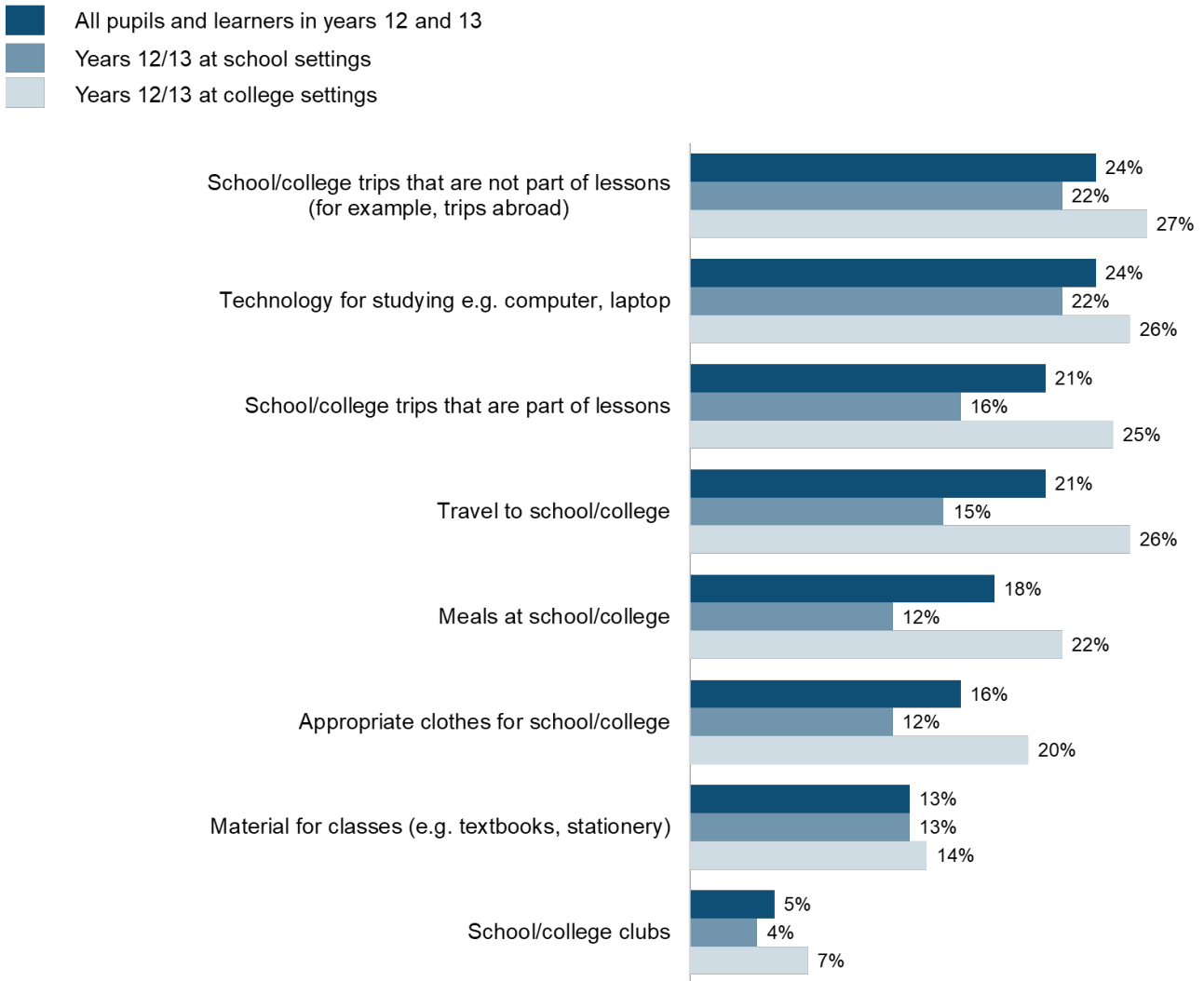


Base: All pupils and learners in years 12 and 13 (749); for each item, 'not applicable' responses are excluded.

Source: PPLP 2022 W3, How worried are you about being able to afford the following this academic year?

Figure 12 shows the differences between schools and colleges. Year 12-13 learners in college settings were more worried than year 12-13 pupils at school settings about affording travel to school or college (26% compared with 15%), trips that are part of lessons (25% compared with 16%), meals (22% compared with 12%) and appropriate clothes (20% compared with 12%).

Figure 12 Proportion of pupils and learners worried about affording school/college related costs



Base: All pupils and learners in years 12 and 13 (749), years 12-13 at school settings (426), years 12-13 at college settings (323); for each item, 'not applicable' responses are excluded.

Source: PPLP 2022 W3, How worried are you about being able to afford the following this academic year?

Female pupils and learners were more worried than male pupils and learners about affording trips that are not part of lessons (30% compared with 17%), technology for studying (28% compared with 19%) and travel to school/college (25% compared with 17%).

Pupils eligible for FSM were more worried about affording several items: trips that are part of lessons (35% compared with 19% of those not eligible for FSM), trips that are not

part of lessons (38% compared with 23%), appropriate clothes (31% compared with 14%) and material for classes (26% compared with 12%)³³.

Impact of affordability on pupils and learners

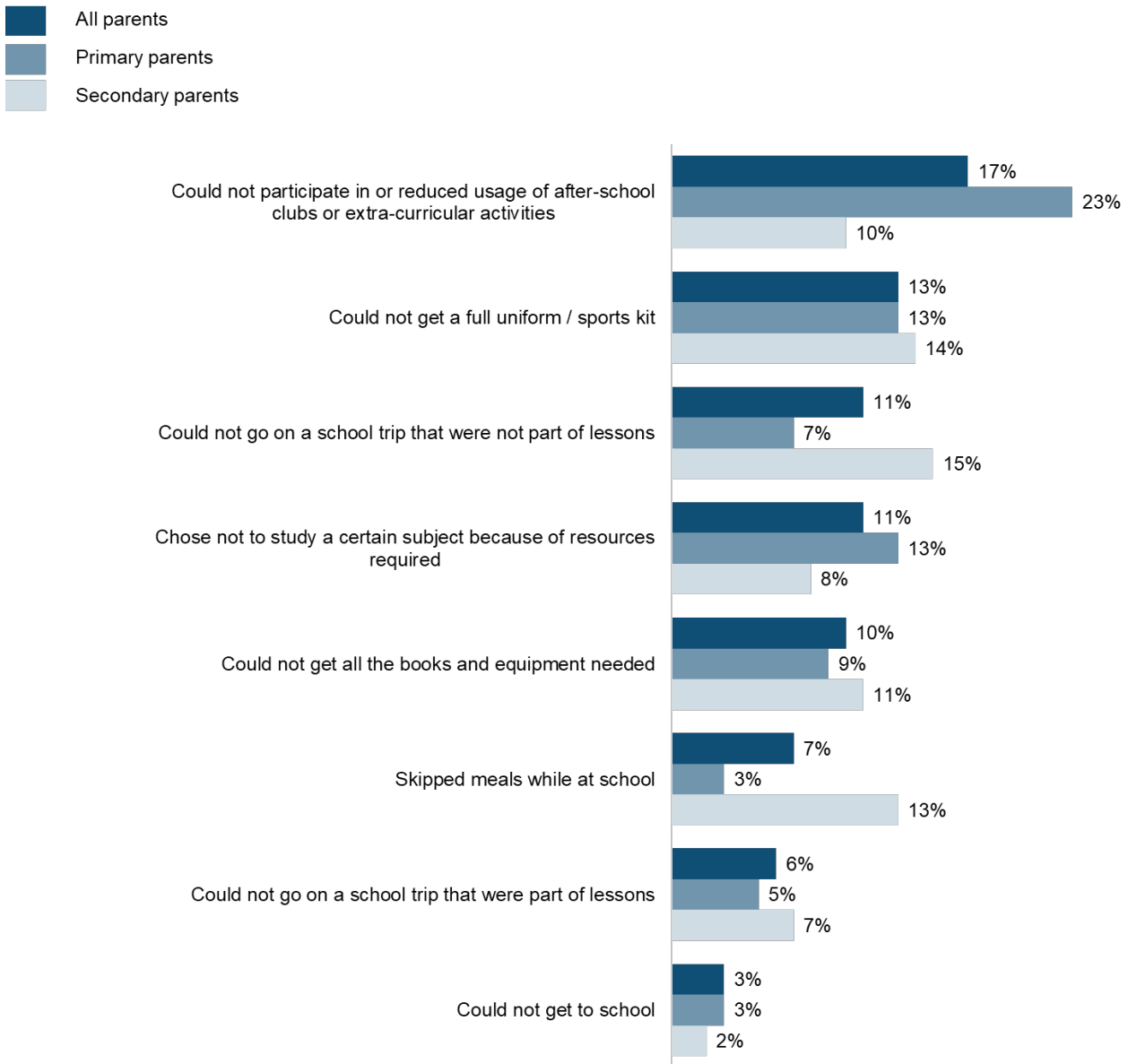
Parents

Parents were asked whether affordability had impacted on their child during the current academic year, in relation to eight possible types of impact. The most common impact reported by parents was that their child could not participate in (or had reduced usage of) after-school clubs or extra-curricular activities (17%), followed by not getting a full uniform or sports kit (13%). Other types of impact were each reported by around one in ten parents: not being able to go on a school trip that was not part of lessons (11%), choosing not to study a certain subject because of resources required (11%) and not being able to get all the books or equipment needed (10%).

Figure 13 shows the differences between primary and secondary school pupils. Parents of primary school pupils were more likely than parents of secondary school pupils to say that affordability had meant that their child did not study a certain subject because of resources required (13% compared with 8%) or that their child could not participate in (or reduced their usage of) after-school clubs or extra-curricular activities (23% compared with 10%). Parents of secondary school pupils were more likely than parents of primary school pupils to say that affordability had meant that their child had skipped meals while at school (13% compared with 3%), or was unable to go on a school trip, either one that was part of lessons (7% compared with 5%) or not part of lessons (15% compared with 7%).

³³ Only 85 pupils and learners eligible for FSM or FME answered this question. These findings should therefore be treated with caution.

Figure 13 Parents' views on how affordability impacted pupils



Base: All parents (2,521).

Source: PPLP 2022 W3 parent survey. Since the start of the school year in September 2021, has affordability meant that [Pupil]?

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

- parents of pupils eligible for FSM (24% compared with 15% of those not eligible)

- parents of pupils considered to have SEND (25% compared with 14% of those not considered to have SEND)
- parents of pupils with CiN status (25% compared with 17% of those without CiN status)
- parents of pupils from a black ethnic background (29%), or mixed ethnic background (25% compared with 15% of parents of pupils from a white ethnic background) ³⁴
- parents of pupils in London (27% compared with 15% of those outside of London)

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

- parents of male pupils (15% compared with 11% of parents of female pupils)
- parents of pupils eligible for FSM (29% compared with 8% of those not eligible)
- parents of pupils considered to have SEND (17% compared with 11% of those not considered to have SEND)
- parents of pupils with CiN status (26% compared with 13% of those without CiN status)
- parents of pupils from a black ethnic background (30% compared with 12% of parents of pupils from a white ethnic background and 11% of parents of pupils from an Asian ethnic background) ³⁵

The following groups of parents were more likely to say that their child could not go on a school trip that were not part of lessons because of affordability:

- parents of pupils eligible for FSM (18% compared with 9% of those not eligible)
- parents of pupils with CiN status (16% compared with 10% of those without CiN status)
- parents of pupils from an ethnic minority background, excluding white minorities (14% compared with 10% of parents of pupils from a white ethnic background)

The following groups of parents were more likely to say that their child chose not to study a certain subject because of affordability:

- parents of pupils eligible for FSM (18% compared with 9% of those not eligible)
- parents of pupils considered to have SEND (14% compared with 10% of those not considered to have SEND)

³⁴ Only 86 parents of pupils from a black ethnic background answered this question. These findings should therefore be treated with caution.

³⁵ See footnote 34.

- parents of pupils with CiN status (16% compared with 10% of those without CiN status)
- parents of pupils from a mixed ethnic background (20% compared with 10% of parents of pupils from a white ethnic background)

The following groups of parents were more likely to say that their child could not get all the books and equipment needed because of affordability:

- parents of pupils eligible for FSM (22% compared with 7% of those not eligible)
- parents of pupils considered to have SEND (14% compared with 8% of those not considered to have SEND)
- parents of pupils with CiN status (18% compared with 10% of those without CiN status)
- parents of pupils from a black ethnic background (34% compared with 7% of parents of pupils from a white ethnic background, 13% of parents of pupils from a mixed ethnic background and 14% of parents of pupils from an Asian ethnic background)³⁶

The following groups of parents were more likely to say that their child skipped meals while at school because of affordability:

- parents of pupils eligible for FSM (14% compared with 5% of those not eligible)
- parents of pupils with CiN status (12% compared with 7% of those without CiN status)
- parents of pupils from a black ethnic background (19%), mixed ethnic background (13%) or Asian ethnic background (11% compared with 5% of parents of pupils from a white ethnic background)³⁷

The following groups of parents were more likely to say that their child could not go on a school trip that was part of lessons because of affordability:

- parents of pupils eligible for FSM (12% compared with 4% of those not eligible)
- parents of pupils with CiN status (11% compared with 6% of those without CiN status)
- parents of pupils from a mixed ethnic background (10% compared with 5% of parents of pupils from a white ethnic background)

³⁶ See footnote 34.

³⁷ See footnote 34.

The following groups of parents were more likely to say that their child could not get to school because of affordability:

- parents of pupils eligible for FSM (7% compared with 1% of those not eligible)
- parents of pupils with CiN status (6% compared with 2% of those without CiN status)
- parents of pupils from a black ethnic background (11%) or mixed ethnic background (6% compared with 2% of parents of pupils from a white ethnic background) ³⁸

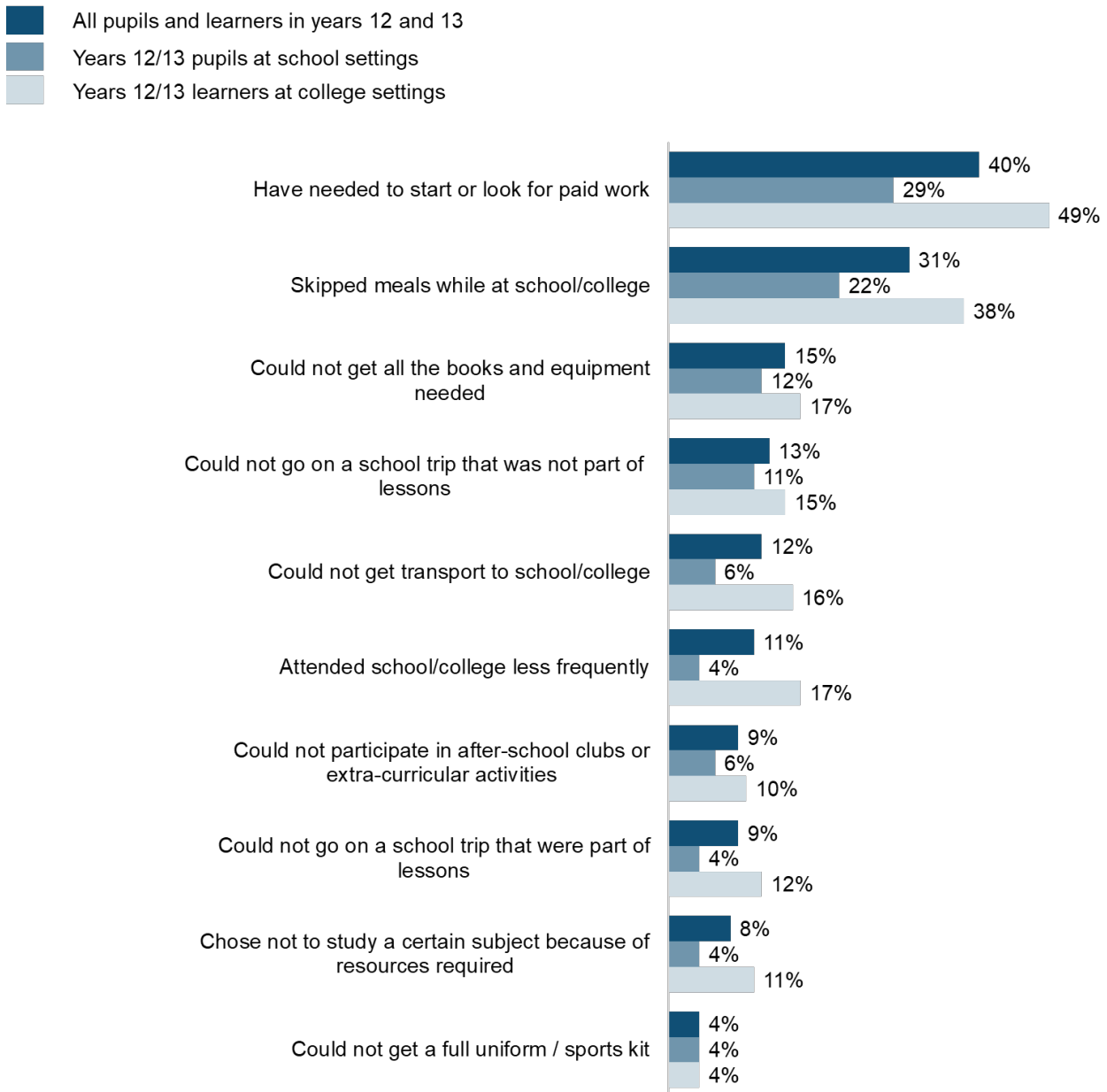
Pupils and learners

Pupils and learners in years 12 and 13 were asked whether affordability had impacted on them during the current academic year, in relation to ten possible types of impact. The most common impacts reported by pupils and learners were that they needed to start or look for paid work (40%) and that they skipped meals while at school/college (31%). More than one in ten pupils and learners said that they could not get all the books or equipment needed (15%), could not go on a school trip that was not part of lessons (13%), could not get transport to school/college (12%) or attended school/college less frequently (11%).

Figure 14 shows the differences between schools and colleges. Pupils and learners at colleges were more likely than those at schools to report most of the various types of impact. The largest differences were for needing to start or look for paid work (49% at college compared with 29% at school), skipping meals (38% compared with 22%) and attending less frequently (17% compared with 4%).

³⁸ See footnote 34.

Figure 14 Pupils' and learners' view of how affordability impacted them



Base: All pupils and learners in years 12 and 13 (749).

Source: PPLP 2022 W3 pupils and learners survey. Since the start of the school year in September 2021, has affordability meant that you?

Needing to start or look for paid work was more common among female pupils and learners (47%) compared with male pupils and learners (32%).

Skipping meals at school or college was more common among pupils and learners in London (43%) compared with those outside of London (28%).

Being unable to get all the books and equipment needed because of affordability was more common among pupils and learners eligible for FSM or FME (29% compared with 13% of those not eligible) ³⁹, and among pupils and learners from ethnic minorities, excluding white minorities (21% compared with 12% of white pupils and learners).

Not being able to go on school trips that were not part of lessons was more common among pupils and learners in London (25%) compared with those outside of London (10%).

Not being able to get transport to school or college because of affordability was more common among pupils and learners eligible for FSM or FME (29% compared with 10% of those not eligible) ⁴⁰.

Attending school or college less frequently because of affordability was more common among pupils and learners from ethnic minorities, excluding white minorities (18% compared with 8% of white pupils and learners).

Not being able to participate in after-school clubs or extra-curricular activities because of affordability was more common among pupils and learners from ethnic minorities, excluding white minorities (14% compared with 6% of white pupils and learners) and pupils and learners in London (15%) compared with those outside of London (7%).

Not being able to go on school trips that were part of lessons was more common among pupils and learners eligible for FSM or FME (21% compared with 7% of those not eligible) ⁴¹.

Not being able to get a full uniform or sports kit because of affordability was more common among pupils and learners eligible for FSM or FME (12% compared with 3% of those not eligible) ⁴² and pupils and learners in London (12%) compared with those outside of London (2%).

Impact of rising cost of living on plans for education or training

Pupils and learners in years 12 and 13 were asked about their plans for education, training or employment from September 2022. The majority were planning to continue in education or training, with one in three (33%) planning to go to university or study for a higher education qualification, one in five (22%) planning to continue at school and one in

³⁹ Only 85 pupils and learners eligible for FSM or FME answered this question. These findings should therefore be treated with caution.

⁴⁰ See footnote 39.

⁴¹ See footnote 39.

⁴² See footnote 39.

ten (10%) planning to do some other learning at a college or training provider. Around one in ten (9%) were planning to get paid work, and the same proportion (9%) planned to begin an apprenticeship. One in twenty (5%) said they planned to take a gap year and 1% planned to begin a traineeship. Around one in ten (11%) said they did not know or had not decided yet.

Plans varied by year group, with year 12 pupils and learners most likely to say they planned to continue at school (35%), while year 13 pupils and learners were most likely to be planning to go to university or study for a higher education qualification (53%).

There were also differences between schools and colleges. The majority of pupils at schools planned either to go to university or study for a higher education qualification (43% compared with 25% of learners in college). Learners at college were more likely to plan to do other learning at college or a training provider (15%) compared with pupils at school (3%).

Pupils and learners from ethnic minorities (excluding white ethnic minorities) were more likely to say they were planning to go to university or study for a higher education qualification (45% compared with 28% of white pupils and learners), while they were less likely to say they planned to do other learning at a college or training provider (4% compared with 12%).

Pupils and learners in London were more likely to say they were planning to go to university or study for a higher education qualification (49% compared with 30% of those outside of London), while they were less likely to say they planned to do other learning at a college or training provider (<1% compared with 12%).

Whether the rising cost of living had changed plans for education or training

In total, three in ten (30%) pupils and learners in years 12 and 13 said that their plans for education or training had changed because of the rising cost of living. This was consistent across different groups of pupils and learners. Those that said that their plans for education or training had changed were asked to describe how these had changed. The most common themes that emerged related to looking at other options instead of university, for example apprenticeships, employment or taking a gap year, as well as not being able to afford university. More than half of pupils and learners said they did not know how their plans would change.

“No longer looking to go to university and instead going straight into employment to help my family”

Year 12 pupil in a school setting

“I’ve decided not to go to uni but do a degree apprenticeship”

Year 13 pupil in a school setting

“I wanted to go to Uni but living prices are driving higher to the point i need a job as well as education after college instead of focusing on uni”

Year 13 learner in a college setting

“Now unsure if I definitely want to go to uni because of the costs of it all to attend then accommodation”

Year 12 pupil in a school setting

Access to SEND support

This section looks at pupils' and learners' access to Special Educational Needs and Disability (SEND) support. Parents were asked whether they are entitled to specialist support, the types of SEND support received, and the reasons for not being able to access support. Parents were then asked about any reasonable adjustments that their child needs and whether these are in place at the school. The section then focuses on parents' awareness of the recently published SEND and Alternative Provision Green Paper⁴³, including how likely they are to take part in the Green Paper's consultation.

The findings from this section will help DfE understand any barriers that pupils may face in accessing specialist support. Findings will feed into the SEND workforce work and help develop an understanding of how well-informed schools and colleges are regarding the SEND Review, their preferred channels of communication and how they receive information.

Parents' experience of SEND support

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 were 'support with learning' (62%) and support from a SEN coordinator (62%). Other types of support commonly received included mental health support (25%), support from an educational psychologist (21%), medical support (20%) and speech and language therapy (15%), as shown in Table 6.

More than a third of parents of children considered to have SEND (37%) 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 (30% unable to access it), support with learning (20% unable to access) and support from a SEN coordinator (19% unable to access). One in five parents (21%) also reported that their child needed 'another type of support' but were unable to access it.

⁴³ <https://www.gov.uk/government/consultations/send-review-right-support-right-place-right-time>

Table 6 Access to SEND support (parents of children considered to have SEND)

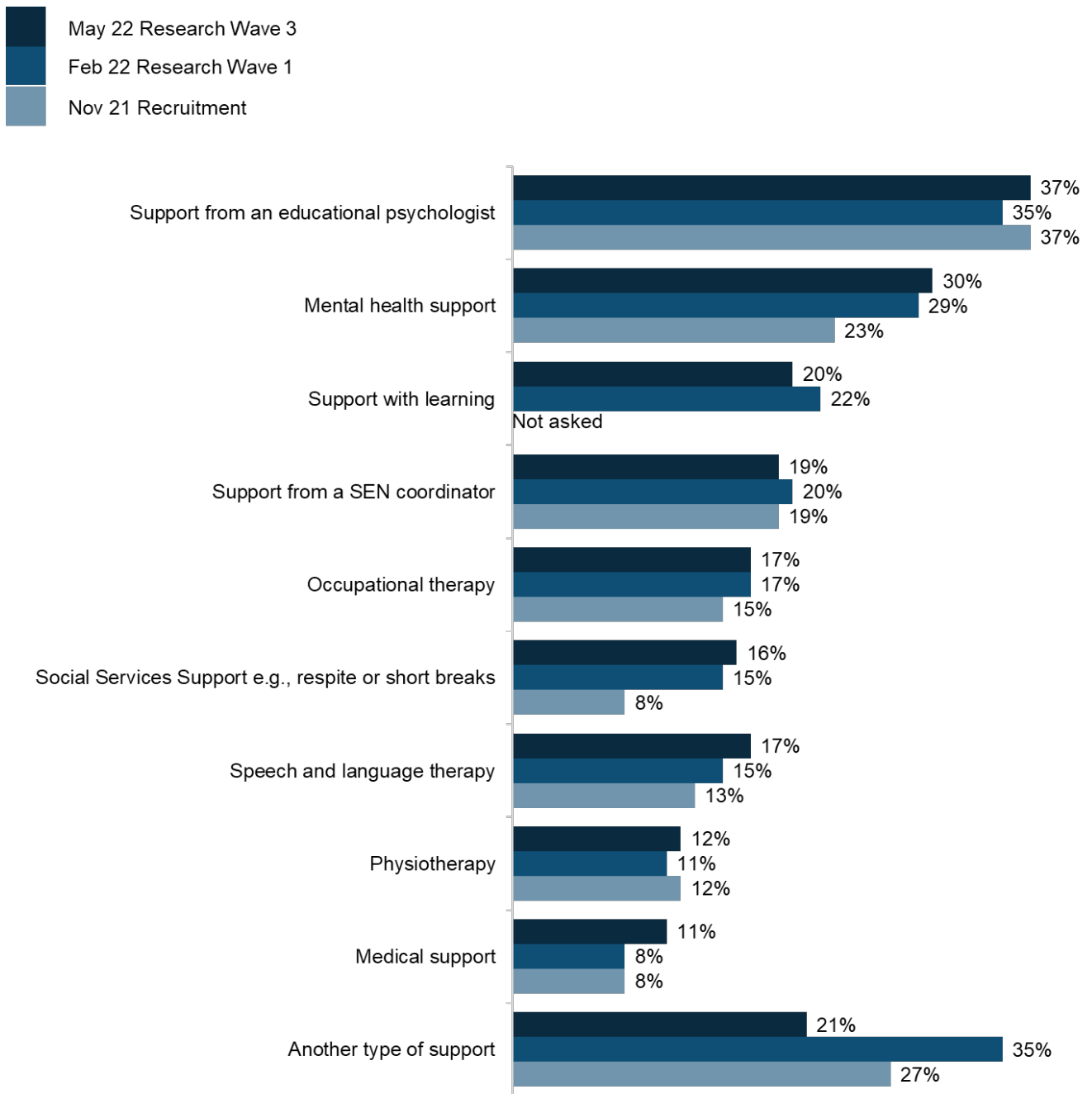
	Needs this support	Receives this support	Needs this support, but they are unable to access it	Does not need this type of support
Support with learning	82%	62%	20%	18%
Support from SEN coordinator	81%	62%	19%	19%
Support from an educational psychologist	58%	21%	37%	42%
Mental health support	55%	25%	30%	45%
Speech and language therapy	32%	15%	17%	68%
Medical support	31%	20%	11%	69%
Occupational therapy	29%	12%	17%	71%
Social Services Support	20%	4%	16%	80%
Physiotherapy	18%	6%	12%	82%
Another type of support	51%	30%	21%	49%

Base: Parents who consider their child to have SEND (601).

Source: PPLP 2022 W3, Is [Pupil] currently receiving any of the following types of specialist support?

As shown in Figure 15, findings were largely in line with the November 2021 recruitment wave and the February 2022 research wave 1.

Figure 15 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), All Parents who consider their child to have SEND Research Wave 3 (601).

Source: PPLP 2021 recruitment parent survey, PPLP 2022 RW1 parent survey, PPLP 2022 RW3 parent survey, Is (Pupil) currently receiving any of the following types of specialist support? No – they are unable to access it

Parents of primary school pupils considered to have SEND were more likely than parents of secondary school pupils to receive speech and language therapy (21% compared with 8%) and occupational therapy (17% compared with 7%).

Parents of male pupils considered to have SEND were more likely to receive:

- support from a SEN coordinator (68% compared with 53% of parents of female pupils considered to have SEND)
- support with learning (68% compared with 53% of female pupils considered to have SEND)

Parents of female pupils considered to have SEND were more likely to receive mental health support (34% compared with 19% of parents of male pupils considered to have SEND).

However, parents of male pupils were more likely to say that their child was not able to access mental health support (36%) compared with parents of female pupils (22%).

Parents of male and female pupils considered to have SEND were equally likely to say that their child had accessed an educational psychologist (both 21%). However, parents of male pupils were more likely to say that their child was not able to access support from an educational psychologist (43%) compared with parents of female pupils (28%).

Amongst those considered to have SEND, parents of pupils eligible for FSM were more likely to have received mental health support (36% compared with 20% of those not eligible for FSM) and speech and language therapy (23% compared with 11% of those not eligible for FSM).

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

- mental health support (34% compared with 24% of those without CiN status)
- an educational psychologist (29% compared with 20% of those without CiN status)
- medical support (27% compared with 20% of those without CiN status)
- social Services support (19% compared with 3% of those without CiN status)

The parents of pupils with CiN status were more likely to feel that their child needed social services support but were unable to access it (25% compared with 15% of those without CiN status). They were also more likely to feel that their child needed medical support but were unable to access it (17% compared with 11% of those without CiN status).

Reasons why pupil/learner is unable to access SEND support

The main reasons given by parents for why pupils were unable to access specific types of SEND support were that the type of support was not offered (46%) or that there were delays or issues in receiving help (29%). The full results are shown in Table 7.

The one difference that was evident was that parents of pupils eligible for FSM were less likely to say their child was being assessed for or awaiting a SEND referral (12% compared with 28% of those not eligible for FSM).

Table 7 Reasons why pupil is unable to access SEND support (parents)

	Total
This support is not offered	46%
Delays/issues in receiving help	29%
Currently being assessed / awaiting SEND referral	23%
Pupil doesn't meet criteria	21%
Support staff are not available	19%
Suitable room/facilities are not available in school	4%
Travelling to school is too difficult	2%
Pupil is self-isolating	1%
Other reason	9%
Don't know	8%

Base: Parents whose child is unable to access specialist support (359).

Source: PPLP 2022 W3 parent survey. Why is [Pupil] currently unable to access this support?

The support not being offered was more likely to be given as a reason by parents whose child needed but was unable to access speech and language therapy (66%) or support with learning (63%) compared with parents whose child needed but was unable to access support from a SEND co-ordinator (49%) or support from an educational psychologist (48%).

Currently being assessed or awaiting a SEND referral was more likely to be given as a reason by parents whose child needed but was unable to access support from a SEND co-ordinator (30%) or support from an educational psychologist (26%) compared with those who needed but were unable to access social services support (13%).

The pupil not meeting the criteria was more likely to be given as a reason by parents whose child needed but was unable to access social services support (21%), mental

health support (21%) or support from an educational psychologist (19%) compared with those who needed but were unable to access physiotherapy (9%) or medical support (7%)⁴⁴.

Support staff not being available was more likely to be given as a reason by parents whose child needed but was unable to access support with learning (28%) or mental health support (26%) compared with those who needed but were unable to access physiotherapy (13%)⁴⁵ or social services support (15%).

Reasonable adjustments

Parents that considered their child to have a special educational need or disability were asked if there were any reasonable adjustments in place for their child at school.

The most common types of adjustment in place at school were teaching adaptations (48%) and classroom aids (41%). Other types of adjustment included toilet flexibility (37%), ability to leave the classroom (36%) and exam adjustments (33%), as shown in Table 8.

In total, one in five parents of children considered to have SEND (19%) said that their child had another type of adjustment that was not included in the response options. These adjustments were wide-ranging but were most likely to relate to teaching adaptations including extra support or supervision.

A third of parents of children considered to have SEND (33%) said that their child needed homework adjustments but that these were not in place. A similar proportion (32%) said their child needed exam adjustments but that these were not in place.

⁴⁴ Only 73 parents whose child needed but was unable to access physiotherapy and only 75 parents whose child needed but was unable to access medical support answered this question. These findings should therefore be treated with caution.

⁴⁵ See footnote 44.

Table 8 Adjustments in place at school (parents of children considered to have SEND)

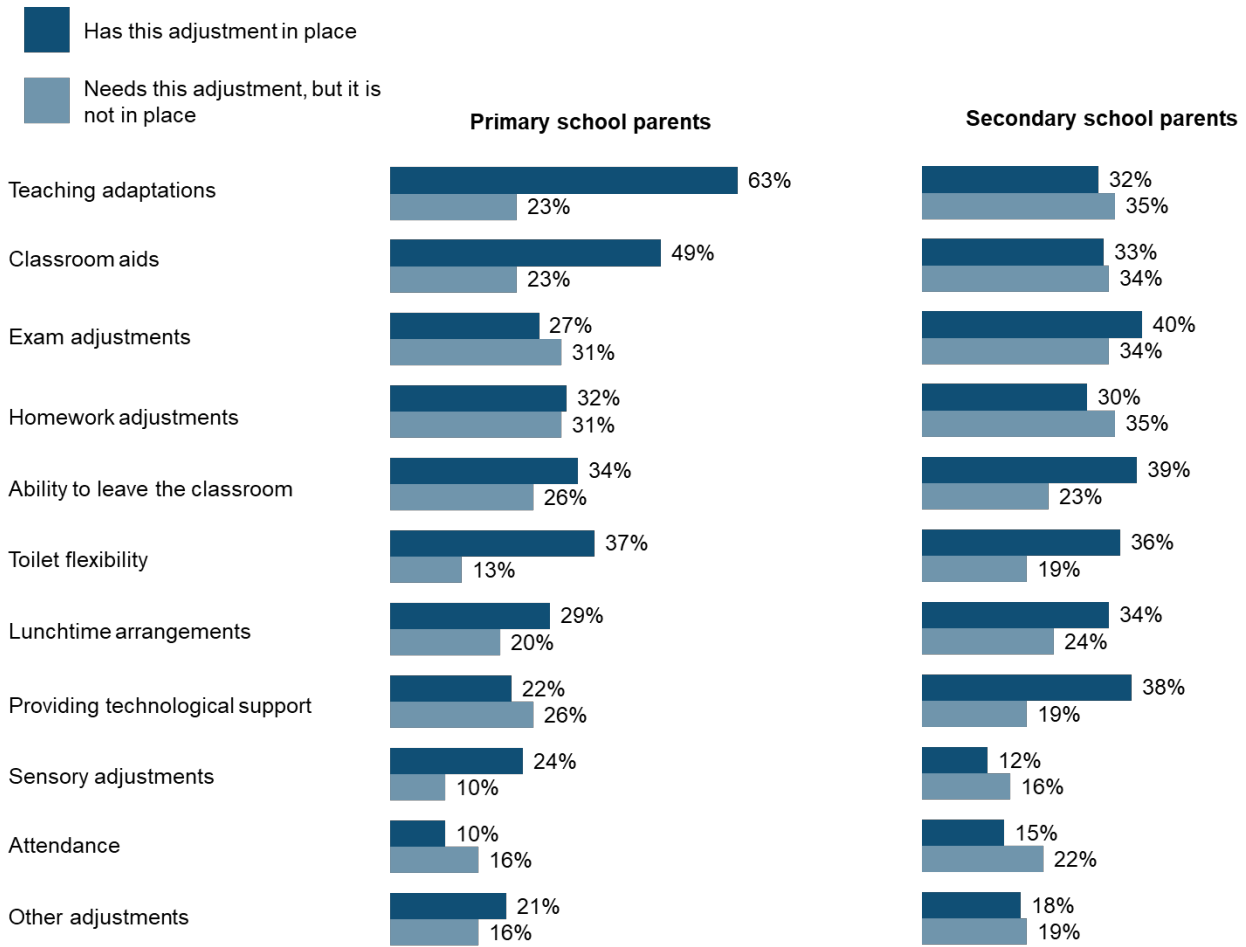
	NET: Needs this adjustment	Has this adjustment in place	Needs this adjustment, but it is not in place	Does not need this type of adjustment
Teaching adaptations	77%	48%	29%	23%
Classroom aids	70%	41%	28%	30%
Exam adjustments	65%	33%	32%	35%
Homework adjustments	64%	31%	33%	36%
Ability to leave the classroom	61%	36%	25%	39%
Toilet flexibility	53%	37%	16%	47%
Lunchtime arrangements	53%	31%	22%	47%
Providing technological support	52%	29%	22%	48%
Sensory adjustments	31%	18%	13%	69%
Attendance	31%	13%	19%	69%
Other adjustments	37%	19%	17%	63%

Base: Parents who consider their child to have SEND (601).

Source: PPLP 2022 W3, What, if any, reasonable adjustments are in place for [Pupil] at school?

Figure 16 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 have in place teaching adaptations (63% compared with 32%), classroom aids (49% compared with 33%) and sensory adjustments (24% compared with 12%). Secondary school pupils considered to have SEND were more likely than those in primary school to have exam adjustments in place (40% compared with 27%) and technological support (38% compared with 22%). Parents of secondary school pupils were also more likely to say that their child required adjustments that were not in place, compared with parents of primary school pupils; specifically in relation to teaching adaptations (35% compared with 23%) and classroom aids (34% compared with 23%).

Figure 16 Adjustments in place at school (parents of children considered to have SEND)



Base: Parents who consider their child to have SEND (601).

Source: PPLP 2022 W3, What, if any, reasonable adjustments are in place for [Pupil] at school?

There were some differences by year group. Parents of secondary school pupils in years 10 and 11 were more likely to report having exam adjustments in place, compared with those in years 7-9 (56% compared with 31%).⁴⁶ However, parents of pupils in years 7-9 were more likely to report that their child required this adjustment but that it was not in place, compared with parents of pupils in years 10 and 11 (43% compared with 18%). Parents of pupils in years 7-9 were also more likely to report that their child required homework adjustments but that these were not in place, compared with parents of pupils in years 10 and 11 (42% compared with 24%).

Parents of male pupils considered to have SEND were more likely to report having technological support in place (34% compared with 22% of parents of female pupils

⁴⁶ This could be due to more exams taking place for year 10 and 11 pupils

considered to have SEND). Parents of male pupils were more likely than parents of female pupils to say that their child had unmet needs related to exam adjustments (37% compared with 25%) and attendance (24% compared with 12%).

Amongst those considered to have SEND, parents of pupils eligible for FSM were more likely to report having toilet flexibility in place (47% compared with 32% of those not eligible for FSM). Parents of pupils eligible for FSM were also more likely to report they had needs that were not being met, in relation to ability to leave the classroom (37% compared with 19% of those not eligible for FSM) and attendance (29% compared with 15%).

Amongst those considered to have SEND, parents of pupils with CiN status were more likely to have adjustments in place concerning the ability to leave the classroom (46% compared with 35% of those without CiN status), technological support (39% compared with 28%) and attendance (22% compared with 12%).

SEND and Alternative Provision Green Paper Parents' awareness

Parents that considered their child to have a special educational need or disability were asked if they were aware that the Government has published a SEND Review Green Paper. In total, one in four parents (24%) said they were aware of it, including 4% who said they knew a lot about it, 10% who knew a little about it, and 10% who had only heard the name. Levels of knowledge were consistent across different groups of parents.

Parents' sources of awareness

Amongst parents that considered their child to have a special educational need or disability, those that said they were aware of the SEND Review Green Paper were asked how they had heard about it. The most common sources of information were the media (25%), a Department for Education source (19%), schools (16%) or SEN sector led organisations (12%). Full details are shown in Table 9.

**Table 9 Sources of awareness of SEND and Alternative Provision Green Paper
(parents aware of the Green Paper)**

	Parents who are aware of the Green Paper from a specific source
Media/press	25%
Department for Education source	19%
Child's school	16%
SEN sector led organisations including charities	12%
Regional services, including parent carer forums	7%
Local government	2%
Health and social care services / professionals	1%
Other	23%
Don't know/can't remember	8%

Base: Parents who said they were aware of the SEND Review Green Paper (157).

Source: PPLP 2022 W3, How did you hear about the SEND Review Green Paper?

Parents' likelihood of taking part in government consultation

If parents considered their child to have a special educational need or disability and were aware of the SEND and Alternative Provision Green Paper, they were asked how likely they were to take part in the government consultation for the Green Paper.

Four in five parents who were aware of the Green Paper (80%) said they were likely to take part in the consultation. As seen in Table 10, this includes almost half (47%) who said they were very likely to take part, and a third (33%) who were fairly likely to do so.

**Table 10 Sources of awareness of SEND and Alternative Provision Green Paper
(parents aware of the Green Paper)**

	Parents aware of the Green Paper
Not at all likely	5%
Not very likely	7%
Fairly likely	33%
Very likely	47%
Don't know	7%
Prefer not to say	1%

Base: Parents who said they were aware of the SEND Review Green Paper (157).

Source: PPLP 2022 W3, How likely are you to take part in the government consultation for the SEND Green Paper?

Pupil and learner mental health and well-being

Pupil and learner mental health and wellbeing is an ongoing priority for the Department for Education. The pandemic and associated lockdown measures have affected children and young people's mental health and wellbeing in a variety of ways. 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 ⁴⁷.

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 ⁴⁸. 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 reported a mean score of 6.5 for happiness. Similar to the February 2022 and March 2022 PPLP waves, mean happiness scores tended to decline in older year groups. As detailed in Figure 17, pupils in year 7 had a mean happiness score of 7.2 while pupils and learners in year 13 reported a lower mean score of 6.1.

As shown in Figure 19, the mean score for happiness of all pupils and learners was unchanged compared with previous waves of the survey in March 2022 (6.4) and February 2022 (6.4). Looking at the slightly longer-term trend, in the May 2021 PPP⁴⁹ wave (wave 9), the overall mean score for happiness was slightly higher (6.7).

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

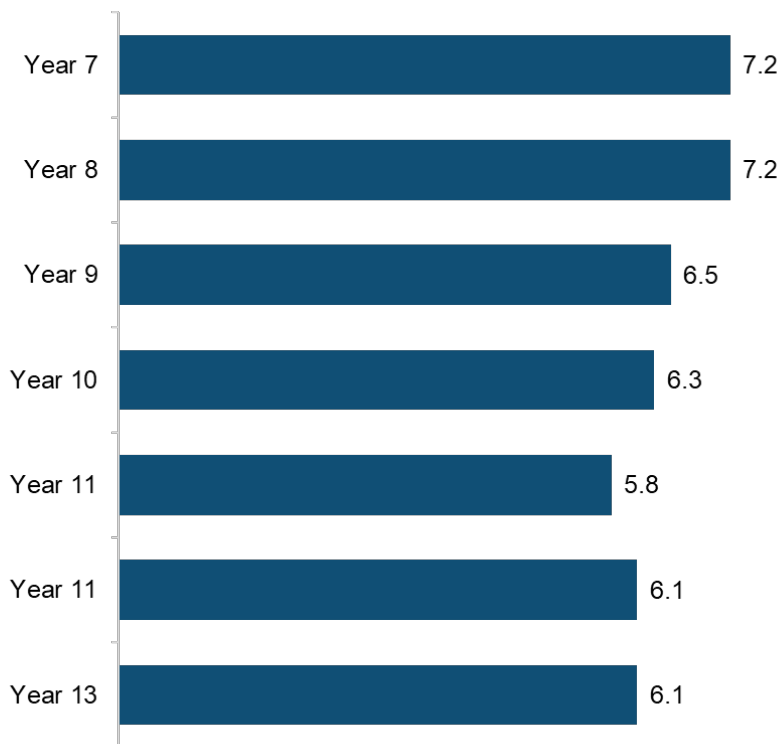
⁴⁷ See the DfE's 2021 State of the Nation report for a summary of current evidence: [State of the nation 2021: children and young people's wellbeing - GOV.UK \(www.gov.uk\)](https://www.gov.uk/state-of-the-nation-2021-children-and-young-peoples-wellbeing)

⁴⁸ <https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/methodologies/surveysusingthe4officeforationalstatisticspersonalwellbeingquestions>

⁴⁹ See footnote 5.

- female pupils and learners (6.0 compared with 7.1 for male pupils and learners)
- pupils and learners considered to have SEN (6.2 compared with 6.6 for those not considered to have SEN)
- pupils with CiN status (6.3 compared with 6.6 for pupils without CiN status)
- pupils and learners from a white ethnic background (6.5) or a mixed ethnic background (6.2 compared with 7.0 for pupils and learners from an Asian ethnic background)
- pupils and learners that had attended school some (4.9) or most days (6.0) compared with those that attended every day (6.7)

Figure 17 Pupils' and learners' views of their own happiness by school year (mean scores among pupils/learners between 0 and 10)



Base: year 7 pupils (363), year 8 pupils (347), year 9 pupils (391), year 10 pupils (362), year 11 pupils (413), year 12 pupils/learners (401), year 13 pupils/learners (348).

Source: PPLP 2022 RW3 pupils and learners survey, Overall, how happy did you feel yesterday?

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

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 7.8 for their child's happiness. This was in line with the mean score of 7.9 that was recorded in the previous waves of the survey in March 2022 and February 2022 and the November 2021 recruitment wave (8.0). Looking at the slightly longer-term trend, in the May 2021 PPP⁵⁰ wave (wave 9), which was conducted at an equivalent time of year, the mean score was 8.2.

Primary parents gave a higher mean score for their child's happiness (8.2) than secondary parents, who gave a mean score of 7.4.

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

- Parents of pupils considered to have SEND (6.6 compared with 8.2 for those without SEND).
- Parents of pupils with CiN status (7.4 compared with 7.9 for those without CiN status)
- Parents of pupils from a white ethnic background (7.7 compared with 8.3 for parents of pupils from ethnic minorities, excluding white minorities)
- Parents of pupils who had attended school most days (6.9) or some days (4.9) (compared with 8.0 for parents of pupils who had attended school every day)
- Parents of pupils who had reported experiencing bullying (7.2 compared with 8.2 for those who had not reported experiencing bullying).

Pupils' and learners' views on satisfaction and worthwhileness

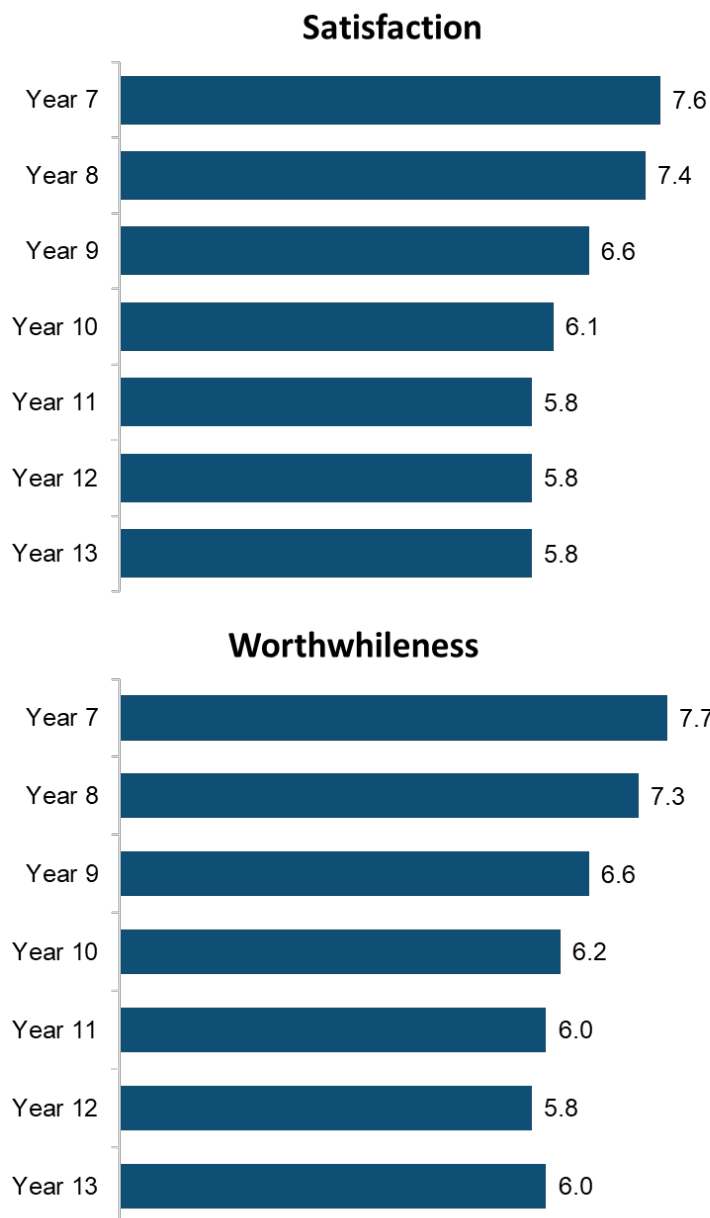
Pupils and learners were also asked to indicate a score between 0 and 10 for how satisfied they are with their life nowadays ('satisfaction') and to what extent they feel that the things they do in their life are worthwhile ('worthwhile').

Overall, pupils and learners had a mean score of 6.5 for satisfaction and 6.6 for worthwhileness. However, as was the case with happiness scores, satisfaction and worthwhileness were lower in pupils and learners in higher year groups. This trend has been seen consistently across both the February 2022 and March 2022 PPLP waves.

⁵⁰ See footnote 5.

As detailed in Figure 18, pupils in year 7 had a mean satisfaction score of 7.6 compared with pupils in year 11 and pupils and learners in years 12 and 13, who had a lower mean satisfaction score of 5.8. Similarly, pupils in year 7 had a mean worthwhileness score of 7.7, while pupils and learners in year 12 had a mean score of 5.8.

Figure 18 Pupils'/learners' views of their own satisfaction and worthwhileness by school year (mean scores among pupils/learners between 0 and 10)



Base: year 7 pupils (363), year 8 pupils (347), year 9 pupils (391), year 10 pupils (362), year 11 pupils (413), year 12 pupils/learners (401), year 13 pupils/learners (348).

Source: PPLP 2022 RW3 pupils and 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?

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

Looking at the trend over time, in the May 2021 PPP ⁵¹ wave (wave 9) the overall mean satisfaction score was similar to the PPLP results (6.6 in May 2021 compared with 6.5 in May 2022). The mean score for worthwhileness was also similar (6.7 in May 2021 compared with 6.6 in May 2022). Figure 19 provides more detailed changes over time.

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 7.0 for male pupils and learners)
- pupils without CiN status (6.7 compared with 6.3 for pupils with CiN status)

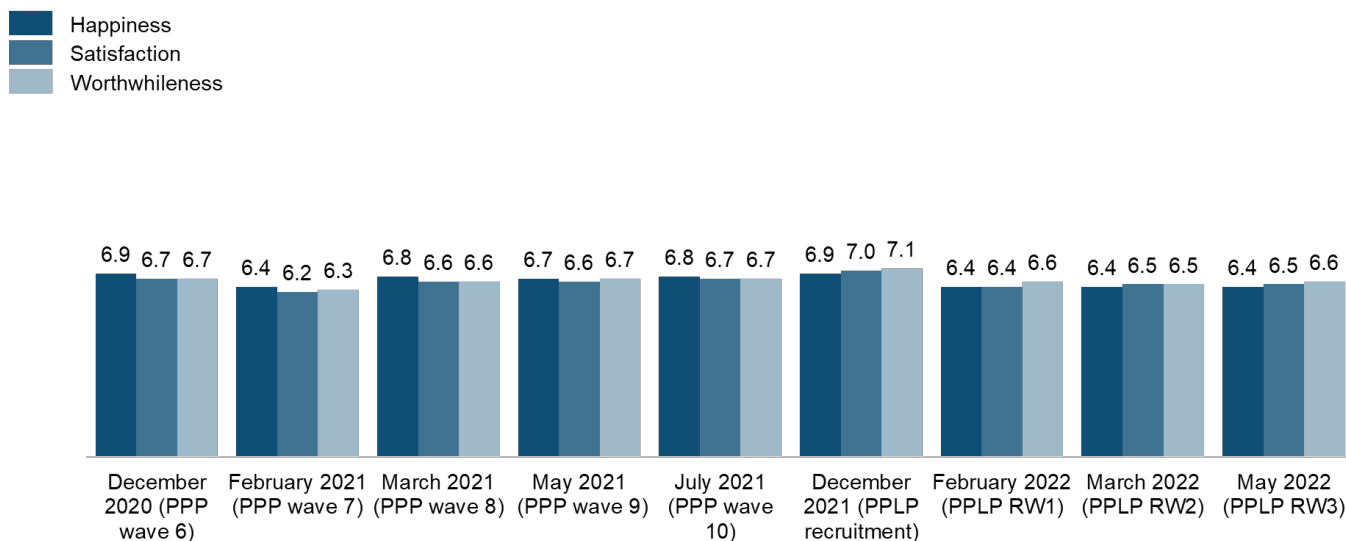
Pupils and learners who had attended their school or college every day in the last two weeks reported higher satisfaction (6.8) than those who had attended most days (5.9) and those who had attended some days (5.1).

The following groups had lower mean worthwhileness scores:

- female pupils and learners (6.4 compared with 6.9 for male pupils and learners)
- pupils without CiN status (6.7 compared with 6.4 for pupils with CiN status)

⁵¹ See footnote 5.

Figure 19 Pupils'/learners' views of their own happiness, satisfaction and worthwhileness over time (mean scores among pupils/learners between 0 and 10)



Base: All pupils/learners who took part in each wave. May 2022 (2,625), March 2022 (2,865), February 2022 (3,968), December 2021 (4,228), July 2021 (1,511), May 2021 (1,537), March 2021 (1,531), February 2021 (1,537), December 2020 (1,555).

Source: PPP 2020 and 2021, PPLP 2021 and 2022. Overall, how happy did you feel yesterday? Please give an answer on the scale of 0 to 10, where 0 is "not at all" and 10 is "completely". 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?

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

Pupils' and learners' views on their anxiousness

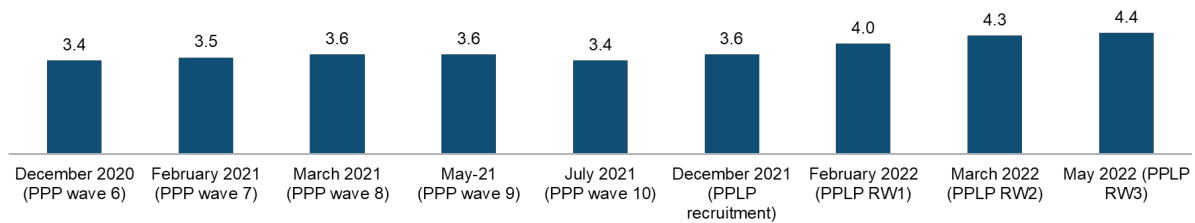
Pupils and learners were also asked to indicate a score between 0 and 10 for how anxious they felt yesterday ('anxiousness') giving a score between 0 and 10 (where 0 is 'not at all anxious' and 10 is 'completely anxious').

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

The overall mean score for anxiousness was 4.4 and, again, the mean scores tended to be higher in pupils and learners in older year groups, varying from 3.7 for pupils in year 7 to 5.1 for pupils in year 11. The level of anxiousness for pupils and learners in year 12 (5.0) and for pupils and learners in year 13 (5.1) was similar to that for pupils in year 11 (5.1).

As shown in Figure 20, compared with March 2022 wave, the overall mean score for anxiousness has remained similar (4.3 in March 2022 compared with 4.4 in May 2022), while the score has increased since the February 2022 wave (4.0). Looking at the longer-term trend, compared with the May 2021 PPP ⁵² wave (wave 9), the overall mean score for anxiousness has slightly risen, increasing from 3.6 in May 2021 to 4.4 in May 2022.

Figure 20 Pupils'/learners' views of their own anxiousness over time (mean scores among pupils/learners between 0 and 10)



Base: All pupils/learners who took part in each wave. May 2022 (2,625), March 2022 (2,865), February 2022 (3,968), December 2021 (4,228), July 2021 (1,511), May 2021 (1,537), March 2021 (1,531), February 2021 (1,537), December 2020 (1,555).

Source: PPP 2020 and 2021, PPLP 2021 and 2022. Overall, how anxious did you feel yesterday, where 0 is 'not at all anxious' and 10 is 'completely anxious'?

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

Alongside the tendency for older pupils and learners to report higher levels of anxiousness, the following groups had higher mean anxiousness scores:

- female pupils and learners (5.1 compared with 3.6 for male pupils and learners)
- white pupils and learners (4.5) compared with pupils and learners from ethnic minorities, excluding white minorities (4.0)
- pupils and learners who had attended school or college on some days (6.1) or most days of the past two weeks (4.8 compared with 4.2 for pupils and learners who had attended every day)

⁵² See footnote 5.

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').

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

Parents gave a mean score of 2.8 for their child's anxiousness. This was mostly unchanged compared with the average scores recorded in the March 2022 and February 2022 waves of the survey (3.0 and 2.9 respectively). Compared with the November 2021 recruitment wave, mean scores for parent's views on pupil anxiousness have increased slightly (2.4 compared with 2.8 in May 2022).

Looking at the trend over time, in the May 2021 PPP ⁵³ wave (wave 9) the overall mean score for parent's views of pupil anxiousness has increased from 2.2 in May 2021 to 2.8 in May 2022.

Secondary parents gave a higher mean score of 3.2 for the levels of anxiousness for their child compared with 2.5 for primary parents.

The following groups of parents gave higher mean scores for their child's level of anxiousness (meaning that their child was more anxious):

- parents of female pupils (3.0 compared with 2.6 for parents of male pupils)
- parents of pupils eligible for FSM (3.1 compared with 2.7 for those not eligible for FSM)
- parents of pupils considered to have SEND (4.3 compared with 2.4 for those without SEND)
- parents of pupils with CiN status (3.2 compared with 2.8 for those without CiN status)
- parents of pupils from a white ethnic background (3.0 compared with 2.3 for parents of pupils from ethnic minorities, excluding white minorities).

Pupils' and learners' views on their loneliness

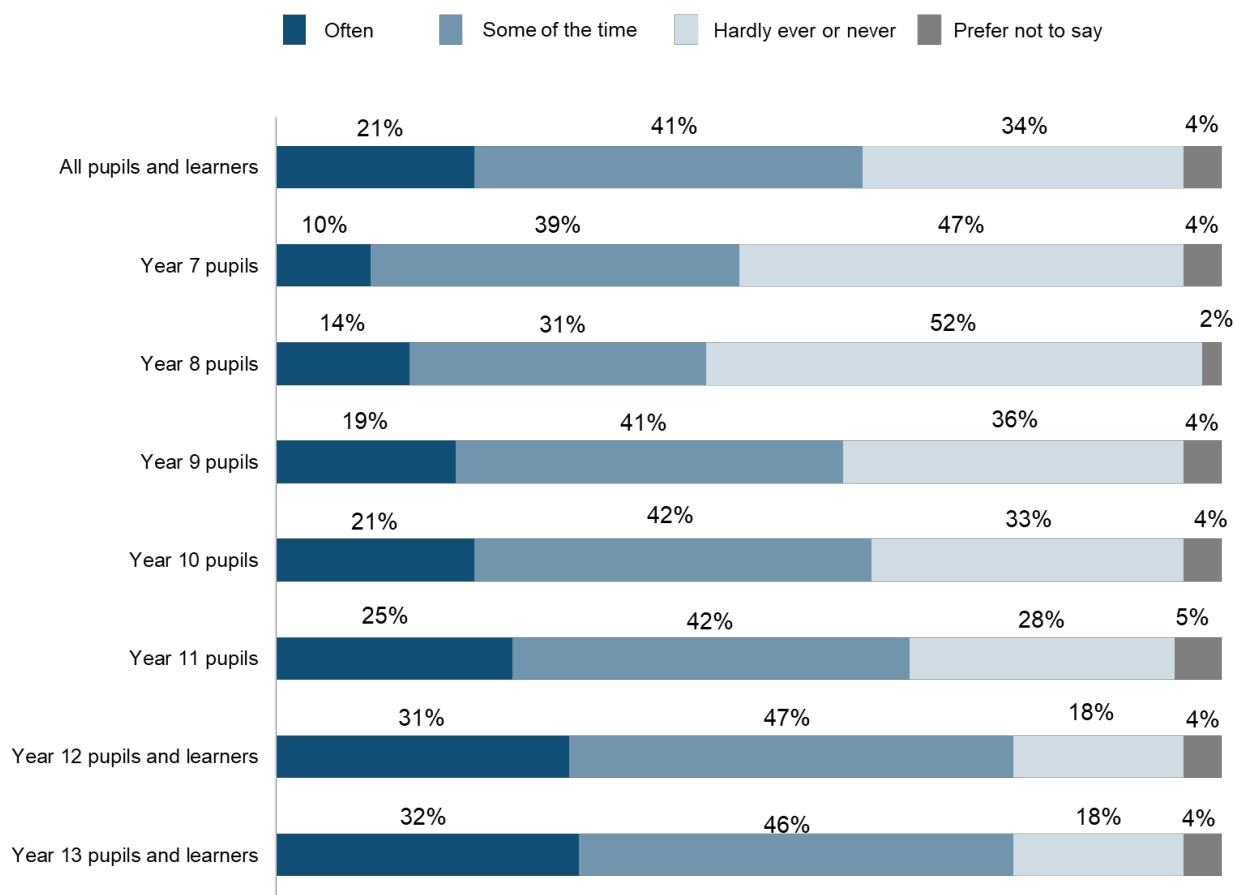
Around one in five pupils and learners (21%) said they often felt lonely, while two in five (41%) said they felt lonely some of the time and a third (34%) never or hardly ever. As detailed in Figure 21, pupils and learners in older year groups were more likely to say

⁵³ See footnote 5.

they felt lonely sometimes or often compared with pupils and learners in younger year groups.

Looking at the trend over time, pupils' and learners' views on their loneliness has not changed, for example in the February 2022 wave, 20% said they often felt lonely (compared with 21% in the May 2022 wave), and 42% said they felt lonely some of the time (compared with 41% in the May 2022 wave).

Figure 21 How often pupils and learners feel lonely (pupils and learners)



Base: year 7 pupils (363), year 8 pupils (347), year 9 pupils (391), year 10 pupils (362), year 11 pupils (413), year 12 pupils/learners (401), year 13 pupils/learners (348).

Source: PPLP 2022 RW3 pupils and learners survey, How often do you feel lonely?

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

- female pupils and learners (70% compared with 52% of male pupils and learners)
- white pupils and learners (63% compared with 56% of pupils and learners from ethnic minorities, excluding white minorities)

Parents' mental health and well-being

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

Parents' views on their own well-being

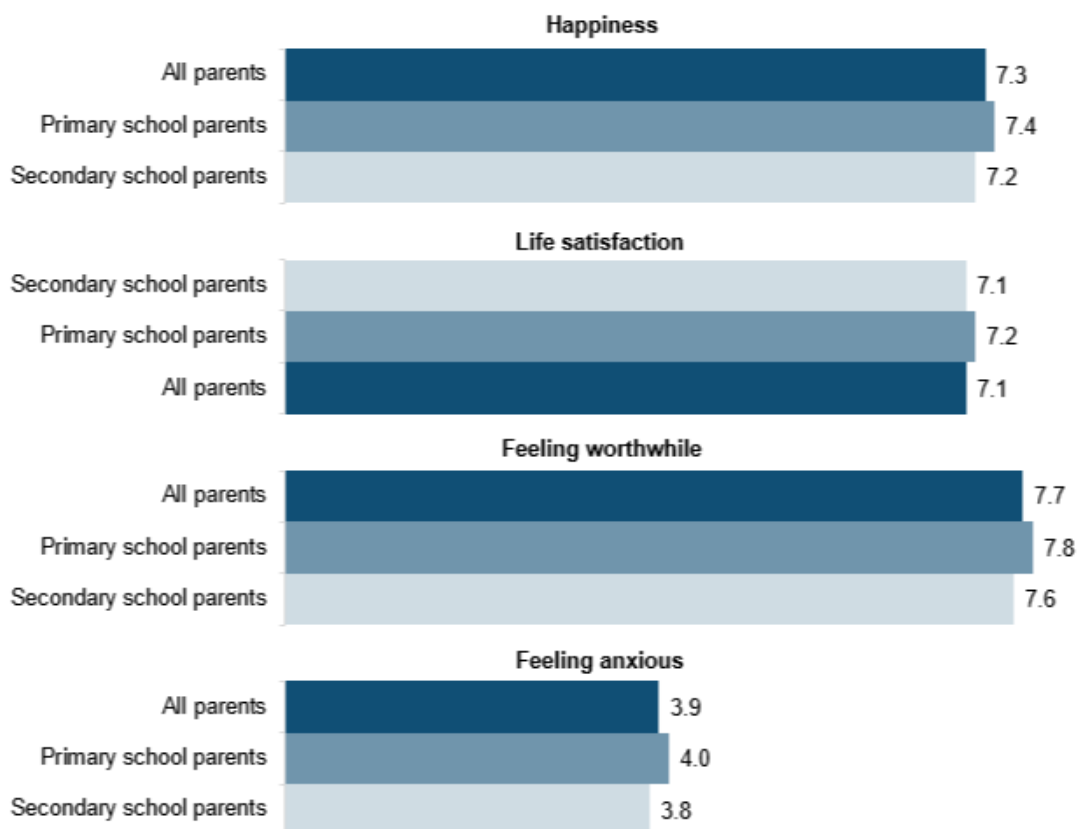
Parents gave a score between 0 and 10 on the same ONS-4 wellbeing measures asked of pupils: how happy they felt yesterday ('happiness'), how satisfied they are with their life nowadays ('satisfaction'), to what extent they feel that the things they do in their life are worthwhile ('worthwhile') and how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

Parents gave mean scores of 7.3 for happiness, 7.1 for life satisfaction, 7.7 for feeling worthwhile and 3.9 for how anxious they were. This aligns with scores in the November 2021 recruitment wave, where parents gave mean scores of 7.3 for happiness, 7.2 for life satisfaction, 7.9 for feeling worthwhile and 3.8 for how anxious they were.

As shown in Figure 22, scores were more positive among parents of primary school pupils than parents of secondary school pupils. Parents of primary school pupils scored 7.4 for happiness, 7.2 for life satisfaction, 7.8 for feeling worthwhile compared with scores of 7.2, 7.1, and 7.6 respectively for parents of secondary school pupils.

There was a link between parents' own scores and those that they gave for their children. For example, if parents had given their child a low score on happiness (a rating of 0-4), they had a mean score of 2.7 for their own happiness. By contrast, parents who had given their child a high score (a rating of 7-10) had a mean score of 8.3 for their own happiness.

Figure 22 Parents' views of their own happiness, life satisfaction and feeling worthwhile (mean scores among parents between 0 and 10)



Base: All parents (2,521); primary parents (1,260); secondary parents (1,261)

Source: PPLP 2022 RW3 parent survey, Overall, how happy did you feel yesterday? Overall, how satisfied are you with your life nowadays, where 0 is 'not at all satisfied' and 10 is 'completely satisfied'? Overall, to what extent do you feel that the things you do in your life are worthwhile, where 0 is 'not at all worthwhile' and 10 is 'completely worthwhile'? Overall, how anxious did you feel yesterday, where 0 is 'not at all anxious' and 10 is 'completely anxious'?

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

Parents' views on their loneliness

One in ten parents (10%) said they often felt lonely, while 39% said they felt lonely some of the time and 47% never or hardly ever. This is in line with findings from the November 2021 recruitment wave, where 36% said they felt lonely some of the time and 51% never or hardly ever. There were no differences on this measure between parents of primary school pupils and parents of secondary school pupils.

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, students and parents have worked tirelessly to implement measures which have helped to minimise the transmission of COVID-19 and to support the safety and wellbeing of children, young people and staff. Such measures have clear benefits in reducing transmission within schools 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 in late April and early May 2022. At the time of the survey, no centralised guidance around COVID safety measures was in place for schools and colleges. From 21st February, staff and pupils in mainstream secondary schools were not expected to continue taking part in regular asymptomatic testing. Free testing for the general public ended on 1st April. This section looks at perceptions of those safety measures, among both parents and pupils. This section also looks at COVID-19 testing.

Specific safety measures in place in schools and colleges during the past 2 weeks of term time - Parents

Parents were asked about specific COVID safety measures that schools asked pupils to follow in the past two weeks of term time.

Over half of parents (54%) reported that pupils were asked to wash their hands frequently. The following groups were more likely to report that pupils were asked to wash their hands frequently:

- parents of primary aged pupils (67% compared with 39% of parents of secondary aged pupils)
- parents of pupils eligible for FSM (77% compared with 64% of pupils not eligible for FSM)
- parents of pupils from ethnic minorities, excluding white minorities (60% compared with 52% of parents of pupils from a white ethnic background)

A quarter of parents (25%) reported their child was asked to clean equipment or to avoid sharing equipment. This was higher for:

- parents of primary aged pupils (27% compared with 23% of secondary aged pupils)
- parents of pupils eligible for FSM (34% compared with 23% of pupils not eligible for FSM)

- parents of pupils with CiN status (31% compared with 25% of those without CiN status)
- parents of pupils from ethnic minorities, excluding white minorities (36% compared with 21% of parents of children from a white ethnic background).

Around one in five parents (22%) reported their child was asked to follow one-way systems. This was higher for:

- parents of secondary aged pupils (28% compared with 22% of parents of primary aged pupils).
- parents of pupils eligible for FSM (31% compared with 19% of pupils not eligible for FSM).
- parents of pupils from ethnic minorities, excluding white minorities (31% compared with 19% of parents of children from a white ethnic background).

One in five (17%) parents reported 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 pupils eligible for FSM (30% compared with 14% of pupils not eligible for FSM).
- parents of pupils with CiN status (25% compared with 17% of those without CiN status)
- parents of pupils from ethnic minorities, excluding white minorities (27% compared with 14% of those from a white ethnic background).

Around one in seven (14%) 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 pupils eligible for FSM (28% compared with 14% of pupils not eligible for FSM).
- parents of pupils with CiN status (22% compared with 14% of those without CiN status).
- parents of pupils from ethnic minorities, excluding white minorities (22% compared with 11% of parents of pupils from a white ethnic background).

One in ten parents (11%) reported that their child's school asked for regular COVID testing. This was higher for:

- parents of secondary aged pupils (14% compared with 9% of parents of primary aged pupils)

- parents of pupils eligible for FSM (21% compared with 8% of pupils not eligible for FSM).
- parents of pupils with CiN status (20% compared with 11% of those without CiN status)
- parents of pupils from ethnic minorities, excluding white minorities (18% compared with 9% of parents of pupils from a white ethnic background).

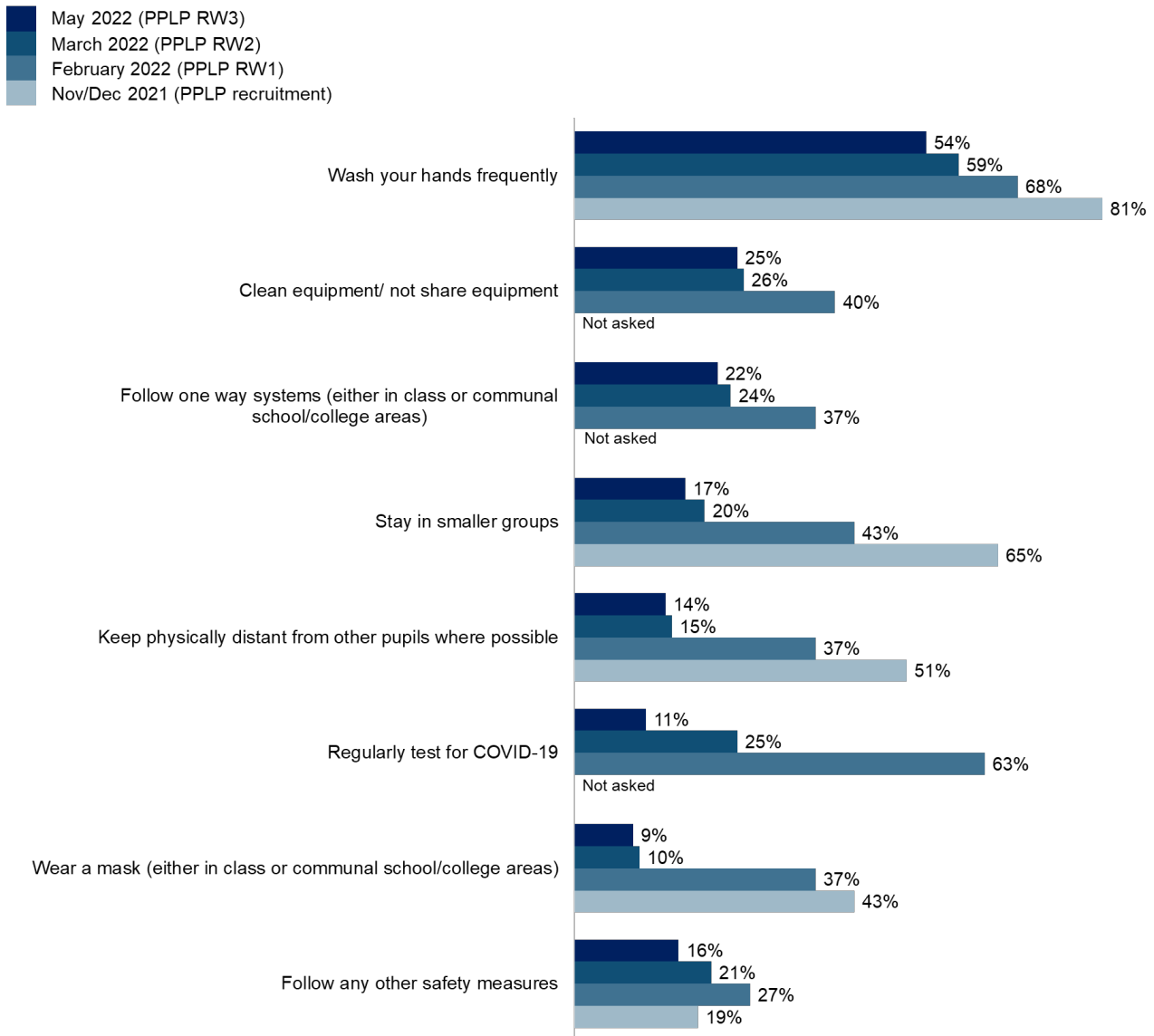
Around one in ten (9%) parents reported that pupils were asked to wear a mask. The following groups were more likely to say that pupils were asked to wear a mask:

- parents of secondary aged pupils (14% compared with 5% for primary aged pupils)
- parents of pupils eligible for FSM (17% compared with 7% of pupils not eligible for FSM)
- parents of pupils with CiN status (16% compared with 9% of those without CiN status)
- parents of pupils from ethnic minorities, excluding white minorities (18% compared with 6% of parents of pupils from a white ethnic background).

Findings remained consistent with the previous research wave which was conducted in March 2022. There was a slight decrease in the reported prevalence of some of the COVID-19 safety measures in schools, as shown in Figure 23. The proportion of parents who reported that their child had been asked to do each of the following changed as follows over this period:

- frequent hand washing fell from 59% in March 2022 to 54% in May 2022
- wearing a mask remained consistent at 9% in May 2022 compared with 10% in March 2022
- staying in smaller groups or bubbles remained at 17%
- keeping physically distant from other pupils where possible remained consistent at 15% in May 2022 compared with 14% in March 2022
- requesting regular tests for COVID-19 fell from 25% to 11%
- following one-way systems remained consistent at 24% in May 2022 compared with 22% in March 2022
- cleaning equipment, or avoiding sharing equipment, remained consistent at 26% in May 2022 compared with 25% in March 2022

Figure 23 Specific safety measures in place in schools (parents)



Base: All parents in May 2022 (2,521), March 2022 (2,639), February 2022 (2,396) and Nov/Dec 2021 recruitment (4,047).

Source: PPLP 2021 and 2022. In the past two weeks of term time, in your school or college, have you been asked to...?

Specific safety measures parents asked or encouraged pupils to follow

Parents were asked for the first time if they had asked or encouraged their child to follow COVID safety measures in the past two weeks of term time.

As shown in Figure 24, around three in five parents (64%) reported they had asked or encouraged their child to wash their hands frequently, three in ten had asked or

encouraged them to clean or not share equipment, and one in five (19%) had asked or encouraged them to keep physically distant from other pupils where possible. Fewer than one in five reported asking or encouraging their child to test regularly (17%) or wear a mask (12%).

The following groups of parents were more likely to report having asked or encouraged their child to wash their hands frequently:

- parents of primary aged pupils (71% compared with 56% of parents of secondary aged pupils)
- parents of pupils eligible for FSM (78% compared with 64% of those not eligible)
- parents of pupils from ethnic minorities, excluding white minorities (73% compared with 61% of parents of children from a white ethnic background).

The following groups of parents were more likely to report having asked or encouraged their child to clean or not share equipment:

- parents of pupils eligible for FSM (45% compared with 26% not eligible)
- parents of pupils with CiN status (38% compared with 30% without CiN status)
- parents of pupils from ethnic minorities, excluding white minorities (47% compared with 25% of parents of children from a white ethnic background)

The following groups of parents were more likely to report having asked or encouraged their child to keep physically distant from other pupils where possible:

- parents of pupils eligible for FSM (32% compared with 16% not eligible)
- parents of pupils with CiN status (29% compared with 19% without CiN status)
- parents of pupils from ethnic minorities, excluding white minorities (34% compared with 14% of parents of children from a white ethnic background)

The following groups of parents were more likely to report having asked or encouraged their child to test regularly:

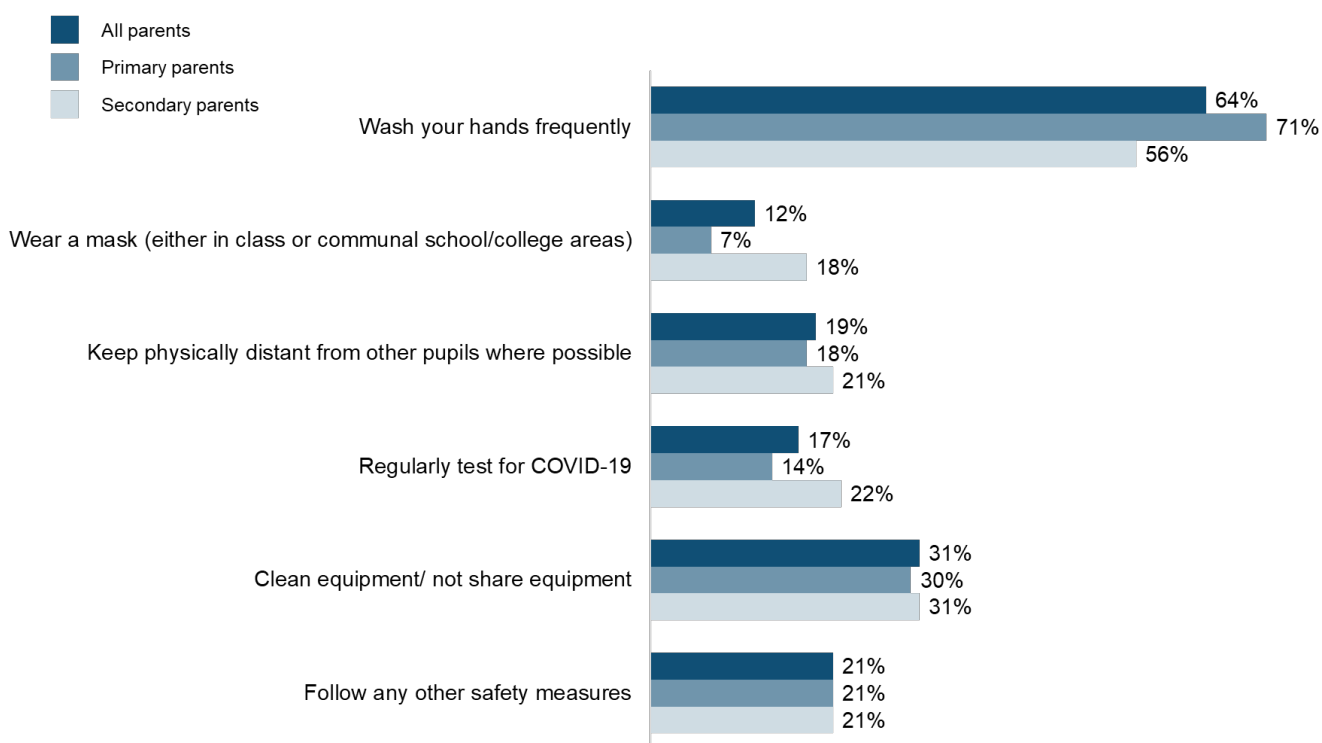
- parents of secondary aged pupils (22% compared with 14% of parents of primary aged pupils)
- parents of pupils eligible for FSM (30% compared with 14% not eligible)
- parents of pupils with CiN status (26% compared with 17% without CiN status)
- parents of pupils from ethnic minorities, excluding white minorities (23% compared with 15% of parents of children from a white ethnic background)

The following groups of parents were more likely to report having asked or encouraged their child to wear a mask:

- parents of secondary aged pupils (18% compared with 7% of parents of primary aged pupils)
- parents of pupils eligible for FSM (21% compared with 9% not eligible)
- parents of pupils with CiN status (19% compared with 12% without CiN status)
- parents of pupils from ethnic minorities, excluding white minorities (22% compared with 8% of parents of children from a white ethnic background).

Around one in five (21%) of parents reported they had asked or encouraged their child to follow other COVID safety measures

Figure 24 Specific safety measures that parents asked or encouraged pupils to follow



Base: All parents (2521), primary parents (1260), secondary parents (1261).

Source: PPLP 2022 RW3, Parents survey, In the past two weeks of term time, have you asked or encouraged <PUPILNAME> to do any of the following at school...

In many cases, actions that parents encouraged their child to take, were also requirements from their school. Among parents who said that their child’s school asked them to wash their hands frequently, more than four in five (82%) said they had asked or encouraged their child to do so at school. Among parents who said that their child’s school did not ask them to wash their hands frequently, more than two in five (44%) said they had asked or encouraged their child to do so at school.

Among parents who said that their child's school asked them to wear a mask in class or communal areas, seven in ten (70%) said they had asked or encouraged their child to do so at school. Among parents who said that their child's school had not asked them to wear a mask in class or communal areas, a small proportion (6%) said they had asked or encouraged their child to do so at school.

Among parents who said that their child's school asked them keep physically distant, around two-thirds (68%) said they had asked or encouraged their child to do so at school. Among parents who said that their child's school had not asked them keep physically distant, around one in ten (11%) said they had asked or encouraged their child to do so at school.

Among parents who said that their child's school asked them to regularly test for COVID-19, more than three-quarters (76%) said they had asked or encouraged their child to do so at school. Among parents who said that their child's school had not asked them to regularly test for COVID-19, around one in ten (9%) said they had asked or encouraged their child to do so.

Among parents who said that their child's school asked them to clean or not share equipment, more than seven in ten (71%) said they had asked or encouraged their child to do so at school. Among parents who said that their child's school had not asked them to clean or not share equipment, more than one in ten (16%) said they had asked or encouraged their child to do so.

Specific safety measures in place in schools and colleges during the past 2 weeks of term time - Pupils and learners

When asked about specific safety measures that were in place in their school or college during the past two weeks of term time, around a third of pupils and learners reported that they were asked to follow one-way systems (36%) or wash their hands frequently (34%). Around one in five were asked to clean or avoid sharing equipment (23%) or regularly test for COVID-19 (20%). Fewer than one in five were asked to stay in smaller groups (17%), keep physically distant from other pupils where possible (14%), or to wear a mask (13%).

A fifth (19%) reported that they were asked to follow another safety measure.

Pupils and learners in the following groups were more likely to report that they had been asked to follow one-way systems:

- pupils in years 7-9 (40%) and pupils in years 10-11 (39% compared with 25% of pupils and learners in years 12-13)

- pupils and learners eligible for FSM or FME (43% compared with 34% of those pupils and learners not eligible)

The following groups were more likely to report they had been asked to wash their hands frequently:

- pupils in year 7 (43% compared with 33% of those in year 8, 31% of those in year 9 and 31% of those in year 10)
- year 12-13 learners in college settings (37% compared with 24% of year 12-13 pupils in school settings)
- pupils with CiN status (41% compared with 33% of pupils without CiN status)

The following groups were more likely to report that they had been asked to clean or avoid sharing equipment:

- pupils in years 7-9 (26%) compared with pupils in years 10-11 (20%)
- year 12-13 learners in college settings (29% compared with 15% of year 12-13 pupils in school settings)
- pupils and learners eligible for FSM or FME (30% compared with 22% of pupils and learners not eligible)
- pupils and learners from a black (41%) or Asian (32%) ethnic background (compared with 20% of those from a white ethnic background)

The following groups were more likely to report that they had been asked to test regularly for COVID-19:

- pupils and learners in year 12-13 (24%) compared with pupils in years 10-11 (16%)
- year 12-13 learners in college settings (31% compared with 16% of year 12-13 pupils in school settings)
- pupils and learners eligible for FSM or FME (27% compared with 18% of pupils and learners not eligible)
- pupils and learners from an Asian ethnic background (29% compared with 18% of those from a white ethnic background or 16% of those from a mixed ethnic background)

The following groups were more likely to report they had been asked to stay in smaller groups or bubbles:

- year 12-13 learners in college settings (20% compared with 10% of year 12-13 pupils in school settings)

- pupils and learners eligible for FSM or FME (26% compared with 15% of pupils and learners not eligible)
- pupils with CiN status (24% compared with 16% of pupils without CiN status)
- pupils and learners from an Asian ethnic background (29% compared with 14% of those from a white ethnic background and 17% of those from a mixed ethnic background)

Pupils and learners in the following groups were more likely to report they had been asked to keep physically distant from other pupils where possible:

- year 12-13 learners in college settings (21% compared with 11% of year 12-13 pupils in school settings)
- pupils and learners eligible for FSM or FME (21% compared with 12% of pupils and learners not eligible)
- pupils and learners with CiN status (21% compared with 13% of those without CiN status)
- pupils and learners from an Asian ethnic background (20% compared with 12% of those from a white ethnic background)

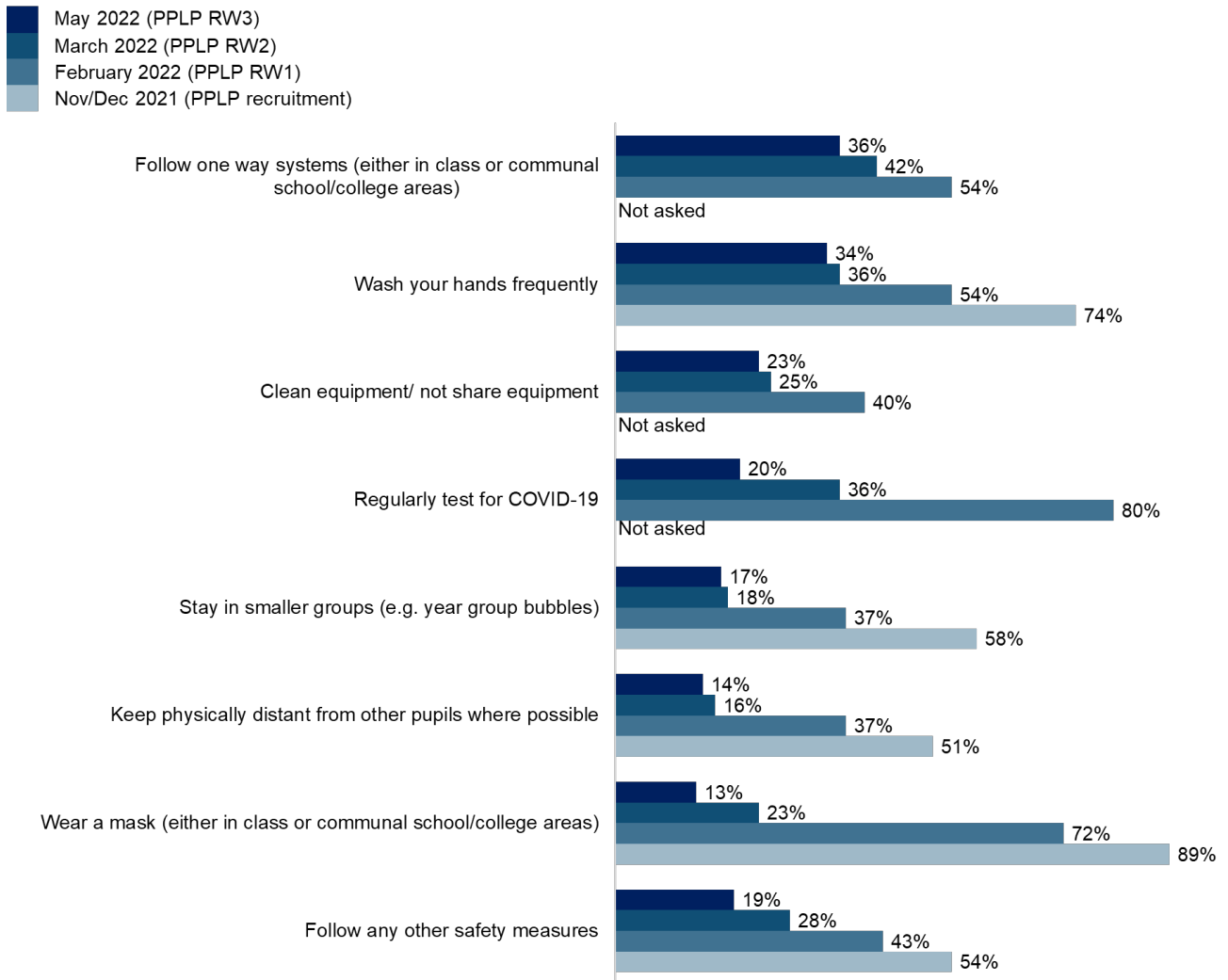
The following groups were more likely to report they had been asked to wear a mask:

- year 12-13 learners in college settings (19% compared with 11% of year 12-13 pupils in school settings)
- pupils and learners eligible for FSM or FME (18% compared with 12% of pupils and learners not eligible)
- pupils and learners from an Asian ethnic background (20% compared with 11% of those from a white ethnic background)

As shown in Figure 25, compared with the previous wave of interviewing which was conducted in March 2022 and asked about safety measures in place in the previous two weeks, there was a decrease in the reported prevalence of the following COVID-19 safety measures in school:

- following one-way systems fell from 42% in March 2022 to 36% in May 2022
- regular testing for COVID-19 fell from 36% to 20%
- wearing a mask fell from 23% to 13%

Figure 25 Specific safety measures in place in schools and colleges (pupils and learners)



Base: All pupils and learners in May 22 (2,625), March 2022 (2,865), February 2022 (3,968) and Nov/Dec 2021 recruitment (4,228).

Source: PPLP 2021 and 2022. In the past two weeks of term time, in your school or college, have you been asked to...?

Whether pupils and learners chose to follow specific safety measures

Pupils and learners were asked if they had chosen (even if they had not been asked) to follow any COVID safety measures.

Three in five (59%) reported they had chosen to wash their hands regularly while a fifth (19%) had chosen to wear a mask in class or communal school/ college areas. Around a

quarter (22%) had chosen to keep physically distant from other pupils where possible and the same proportion (26%) had chosen to regularly test for COVID-19.

Around a third (30%) had chosen to clean/ not share equipment and a quarter (25%) reported they had chosen to follow any other safety measure.

There were no significant differences between groups of pupils and learners who had chosen to wash their hands frequently.

Figure 26 shows differences in responses to each measure between year groups.

The following groups of pupils and learners were more likely to have chosen to wear a mask:

- year 12-13 learners in college settings (25% compared with 16% of year 12-13 pupils in school settings)
- pupils and learners eligible for FSM or FME (24% compared with 18% of pupils and learners not eligible)
- pupils and learners from ethnic minorities, excluding white minorities (30% compared with 15% of those from a white ethnic background)
- pupils living in London (29%) compared with the rest of England (17%)

The following groups of pupils and learners were more likely to have chosen to keep physically distant from other pupils where possible:

- year 12-13 pupils and learners (25%) compared with year 10-11 pupils (19%)
- pupils and learners eligible for FSM or FME (29% compared with 20% of pupils and learners not eligible)
- pupils with CiN status (32% compared with 20% of those without CiN status)
- pupils and learners from ethnic minorities, excluding white minorities (28% compared with 19% of those from a white ethnic background)

The following groups of pupils and learners were more likely to have chosen to regularly test for COVID-19:

- year 12 pupils and learners (30%) compared with year 8 pupils (22%)
- year 12-13 learners in college settings (33% compared with 19% of year 12-13 pupils in school settings)
- pupils and learners eligible for FSM or FME (31% compared with 25% of pupils and learners not eligible)

- pupils and learners with an EHC plan (42% compared to 25% without an EHC plan)
- pupils and learners from ethnic minorities, excluding white minorities (30% compared with 24% of those from a white ethnic background)
- pupils and learners living in London (30%) and West Midlands (30%) compared with pupils and learners in the East Midlands (19%) and Southwest England (20%)

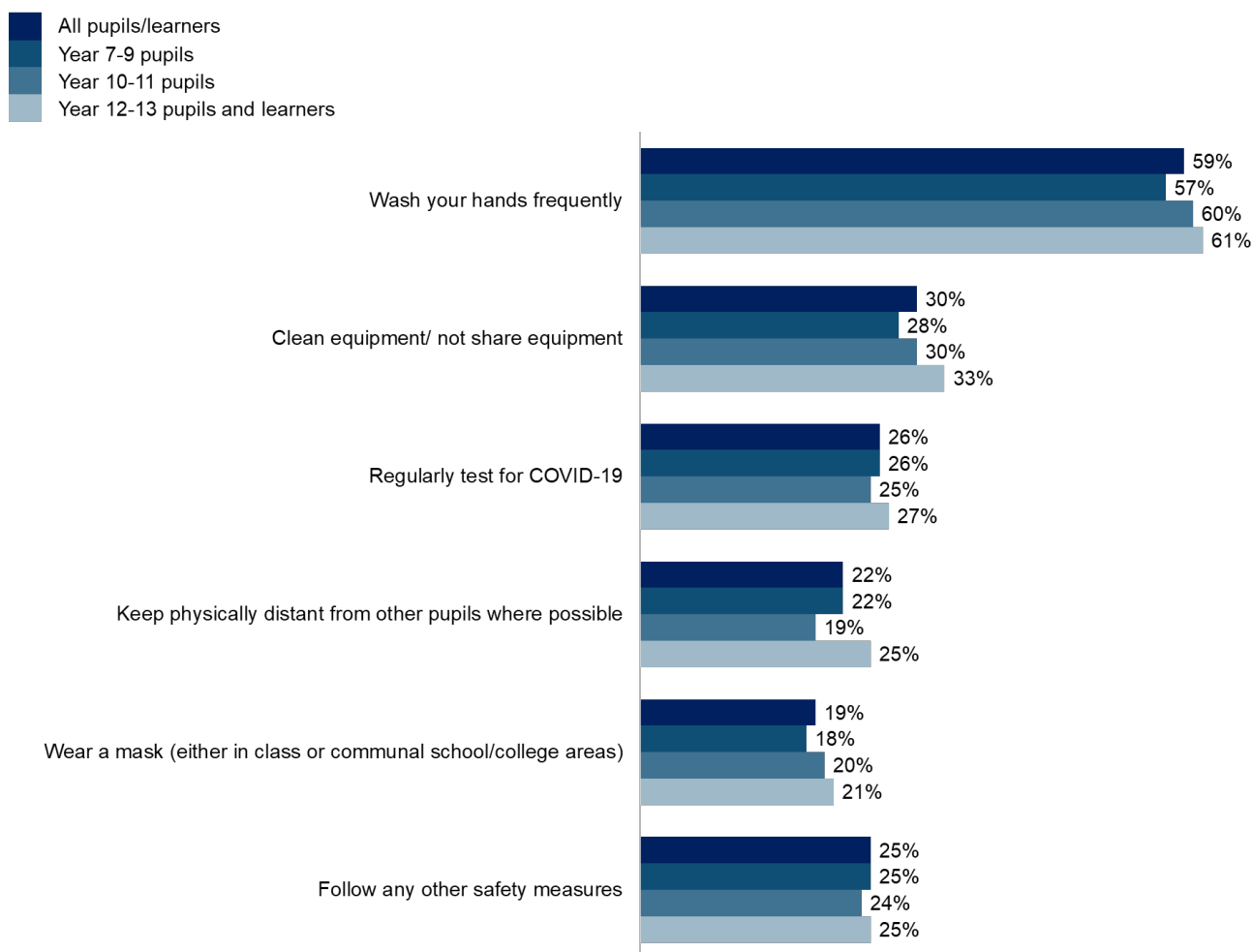
The following groups of pupils and learners were more likely to have chosen to clean equipment/ not share equipment even when not asked:

- pupils and learners in year 12-13 (33%) compared with year 9 pupils (26%)
- year 12-13 learners in college settings (40% compared with 26% of year 12-13 pupils in school settings)
- pupils with CiN status (34% compared with 28% of pupils without CiN status)
- pupils and learners from ethnic minorities, excluding white minorities (38% compared with 26% of those from a white ethnic background)
- pupils and learners in London (37%) compared to the rest of England (29%)

Pupils and learners who chose to follow any other safety measure was higher among:

- year 12-13 learners in college settings (32% compared with 16% of year 12-13 pupils in school settings)
- pupils and learners eligible for FSM or FME (31% compared with 25% of pupils and learners not eligible)
- pupils and learners from ethnic minorities, excluding white minorities (29% compared with 23% of those from a white ethnic background)
- pupils and learners in London (31%) compared to the rest of England (23%).

Figure 26 Pupils and learners who chose to follow specific COVID-19 safety measures



Base: All pupils and learners (2,625), pupils in year 7-9 (1,101), pupils in year 10-11 (775), pupils and learners in year 12-13 (749).

Source: PPLP 2022 RW3 pupil and learner survey, In the past two weeks of term time, in your school or college, have you chosen to (even if you haven't been asked to...?)

Among pupils and learners whose school or college asked them to wash their hands frequently, more than four in five (84%) said they had chosen to do so. Among pupils and learners who said that their school or college did not ask them to wash their hands frequently, more than two in five (44%) said they had chosen to do so.

Among pupils and learners whose school or college asked them to wear a mask in class or communal areas, more than seven in ten (72%) said they had chosen to do so. Among pupils and learners who said that their school or college did not ask them to wear a mask, more than one in ten (11%) said they had chosen to do so. Over a quarter (27%)

of those who had been asked to wear a mask by their school or college had chosen not to do so.

Among pupils and learners whose school or college asked them to keep physically distant from other pupils where possible, more than seven in ten (71%) said they had chosen to do so. Among pupils and learners who said that their school or college did not ask them to do this, more than one in ten (11%) said they had chosen to do so.

Among pupils and learners whose school or college asked them to regularly test for COVID-19, more than seven in ten (74%) said they had chosen to do so. Among pupils and learners who said that their school or college did not ask them to do this, more than one in ten (13%) said they had chosen to do so.

Among pupils and learners whose school or college asked them to clean or not share equipment, more than seven in ten (74%) said they had chosen to do so. Among pupils and learners who said that their school or college did not ask them to do this, more than one in ten (16%) said they had chosen to do so.

Pupils' and learners' views towards masks

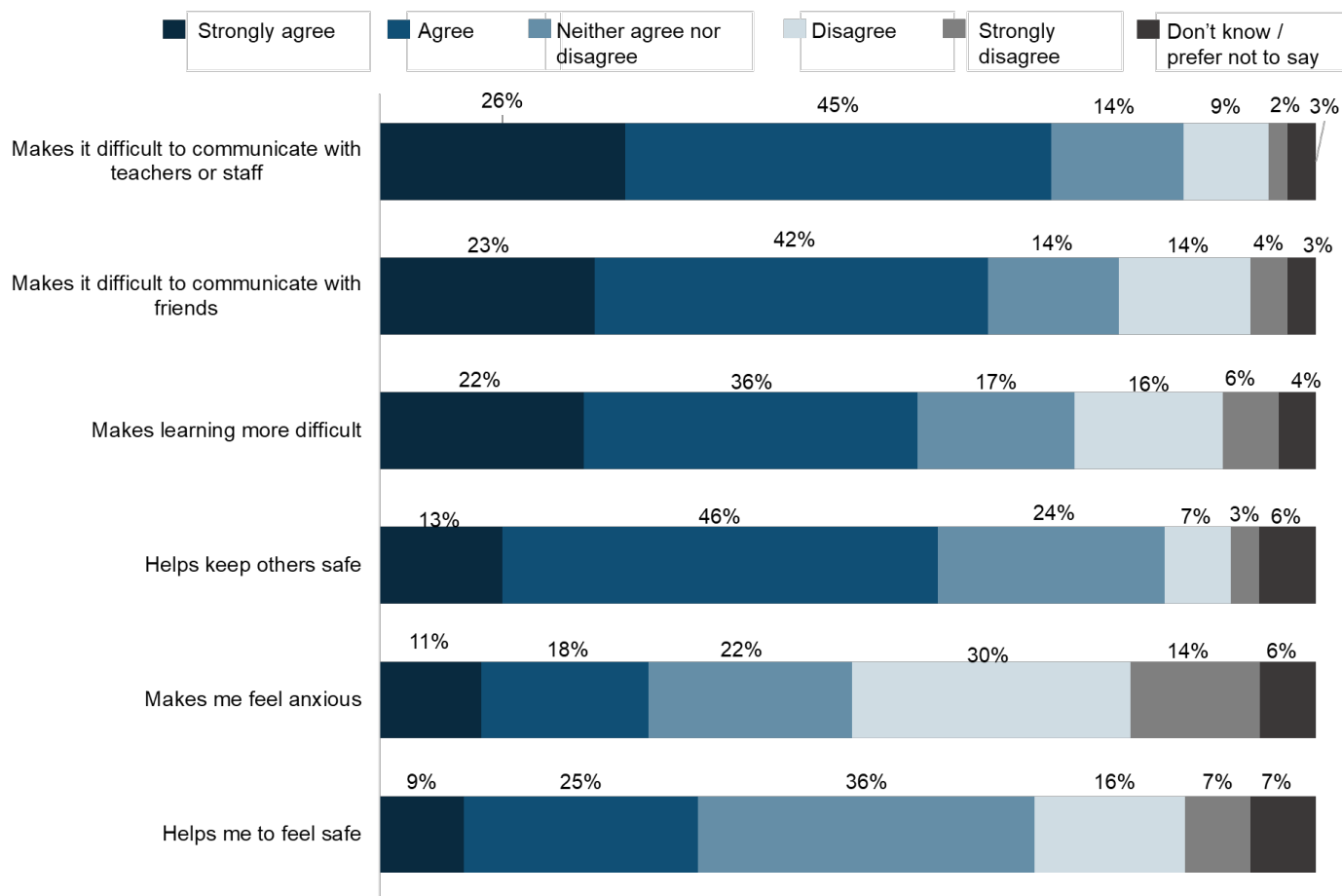
Pupils and learners were asked whether they agreed or disagreed with several statements relating to wearing masks or face covering at their school or college.

As shown in Figure 27, three in five (59%) agreed to some extent that wearing a mask or face covering helps keep others safe (13% said they 'strongly agree' and a further 46% said they 'agree') and a third (34%) agreed to some extent that wearing a mask or face covering helped them to feel safe (9% said they 'strongly agree' and a further 25% said they 'agree').

However, around three-quarters (72%) agreed to some extent that wearing a mask or face covering made communication with teachers or school/college staff difficult and around two-thirds (65%) agreed to some extent that wearing a mask or face covering made it difficult to communicate with friends. More than half of pupils and learners (58%) said that they agreed to some extent that wearing a mask or face covering makes learning more difficult.

Three in ten pupils and learners (29%) agreed that wearing a mask or face covering makes them feel anxious, while just over two in five (44%) disagreed that this was the case.

Figure 27 Attitudes towards wearing a mask or face covering (pupils and learners)



Base: All pupils/learners (2,625).

Source: PPLP 2022 RW3 pupil and learner survey, To what extent do you agree or disagree with the following? Wearing a mask or face covering in my school/college...

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

- those from an Asian (50%), black (47%) or mixed ethnic background (39%) (compared with 28% for those from a white ethnic background)
- London-based pupils and learners (41% compared with 32% for those outside London).

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

- pupils without CiN status (60% compared with 53% of those with CiN status)
- those from an Asian ethnic background (67% compared with 57% of those from a white background).

The following groups were more likely to agree that wearing a mask or face covering makes learning more difficult:

- pupils in year 7-9 (61% compared with 56% of pupils in year 10-11 and 54% of pupils and learners in year 12-13)
- pupils and learners considered to have SEN (68% compared with 56% of those not considered to have SEN)
- pupils and learners with an EHC plan (75% compared with 58% of those without one) ⁵⁴
- pupils and learners from a white ethnic background (61% compared with 51% of those from an Asian ethnic background).

The following groups were more likely to agree that wearing a mask or face covering makes it difficult to communicate with teachers or school/college staff:

- pupils and learners considered to have SEN (79% compared with 70% of those not considered to have SEN)
- pupils and learners from a white ethnic background (74% compared with 67% of those from ethnic minorities, excluding white minorities).

The following groups were more likely to agree that wearing a mask or face covering makes it difficult to communicate with friends:

- male pupils and learners (68% compared with 63% of female pupils and learners)
- pupils and learners considered to have SEN (76% compared with 64% of those not considered to have SEN)
- pupils and learners with an EHC plan (83% compared with 65% of those without one) ⁵⁵
- pupils and learners from a white ethnic background (68% compared with 53% of those from ethnic minorities, excluding white minorities).

The following groups were more likely to agree that wearing a mask or face covering makes them feel anxious:

- pupils in year 7-9 (31% compared with 25% of pupils in year 10-11)
- pupils and learners eligible for FSM or FME (35% compared with 27% of those not eligible)

⁵⁴ Only 73 pupils and learners with an EHC plan answered this question. These findings should therefore be treated with caution.

⁵⁵ See footnote 54.

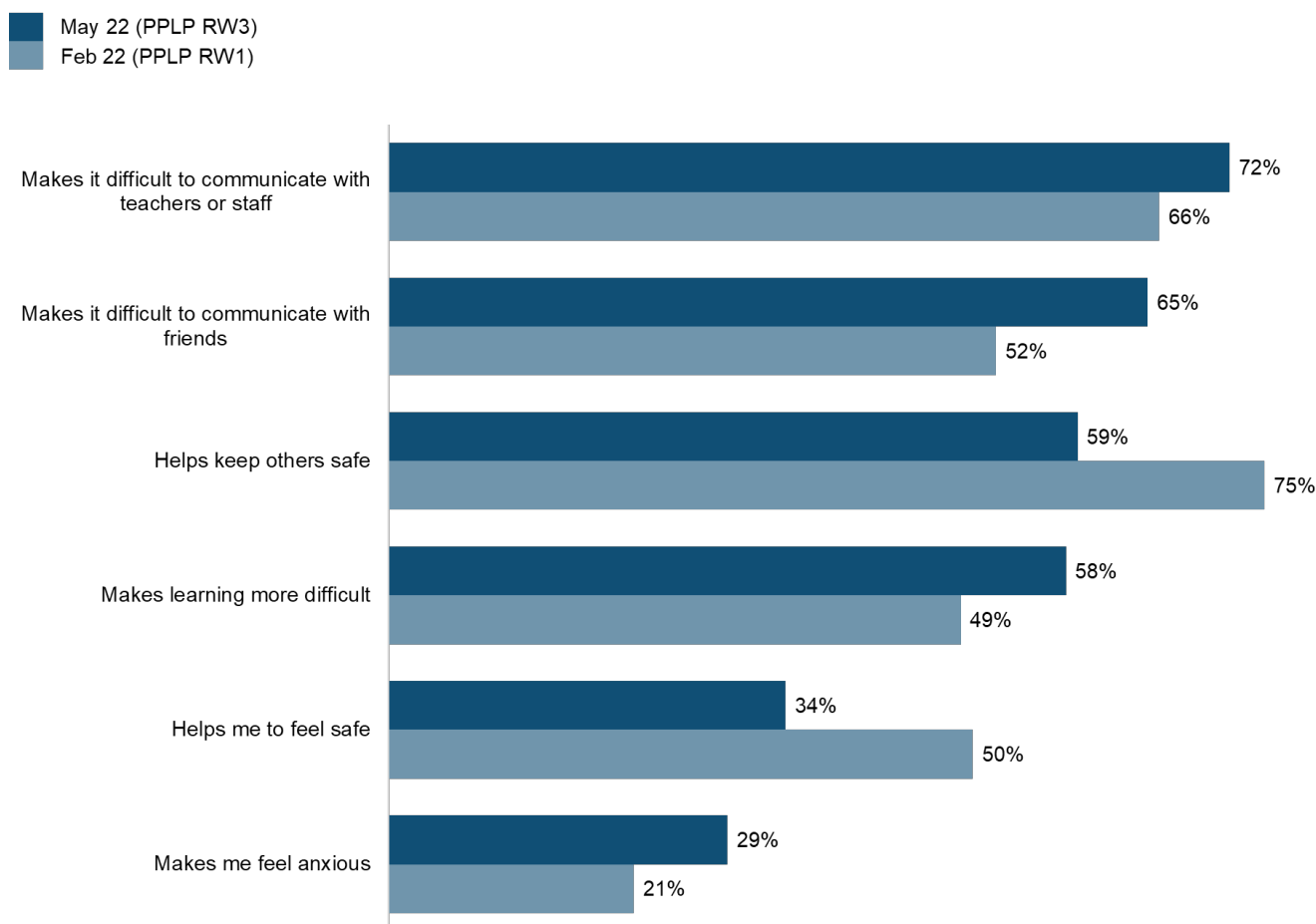
- pupils and learners considered to have SEN (45% compared with 26% of those not considered to have SEN)
- pupils and learners with an EHC plan (61% compared with 28% of those without one) ⁵⁶
- pupils with CiN status (35% compared with 28% of pupils without CiN status)
- pupils and learners from a white ethnic background (31% compared with 22% of those from an Asian ethnic background and 18% of those from a black ethnic background)
- pupils and learners outside of London (30% compared with 23% of those in London).

As shown in Figure 28, there has been an increase in the proportion of pupils and learners that agree that wearing a mask or face covering in school or college makes it difficult to communicate with teachers or staff (increasing to 72% in May 2022 from 66% in February 2022). The proportion agreeing that wearing a mask or face covering makes it difficult to communicate with friends has also increased (to 65% in May 2022 from 52% in February 2022), as has the proportion agreeing that it makes learning more difficult (58% in May 2022 from 49% in February 2022) and that it makes them anxious (29% in May 2022 from 21% in February 2022).

The proportion of pupils and learners agreeing that wearing a mask or face covering in school or college helps them feel safe or helps keeps others safe has decreased. Three-quarters (75%) agreed that wearing a mask or face covering helps keep others safe in February 2022, decreasing to 59% in May 2022. Half (50%) agreed that wearing a mask or face covering helps them to feel safe in February 2022, decreasing to 34% in May 2022.

⁵⁶ See footnote 54.

Figure 28 Attitudes towards wearing a mask or face covering (pupils and learners) over time (% agree)



Base: All pupils/learners in May 22 (2,625), all pupil and learners in Feb 22 (3,968).

Source: PPLP 2022 RW1 / RW3 pupil and learner survey, To what extent do you agree or disagree with the following? Wearing a mask or face covering in my school/college...

COVID vaccinations

Parents

Of parents who consented to answering questions on vaccination, two in five (39%) said their child had been vaccinated against COVID-19. A quarter (24%) said their child had not yet been vaccinated but they intended to do so. A third (33%) said their child had not been vaccinated and they did not intend to do so.

Parents of secondary pupils were more likely to say that their child was vaccinated (70%) compared with parents of primary pupils (13%). Parents of primary pupils were more likely to say that their child had not been vaccinated but they intend to do so (36%)

compared with 11% of parents of secondary pupils) or their child had not been vaccinated and they did not intend to do so (46% compared with 18% of parents of secondary pupils).

Pupils and learners

Around seven in ten (74%) pupils and learners in years 7 to 13 who consented to answering the question said that they had been vaccinated against COVID-19. A further 10% reported that they had not yet been vaccinated but intended to. Around one in ten (15%) said that they had not been vaccinated and did not intend to, while 1% said that they preferred not to say.

Rates of vaccination were lower among pupils in year 7-9 (64%) compared with pupils in year 10-11 (80%) or pupils and learners in year 12-13 (86%). The lowest rate of vaccination was among pupils in year 7 (51%) compared with all other year groups (78%).

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

Free lateral flow tests for the general public ended on 1 April 2022, so at the time of this wave most tests will have been paid for.

Parents

Parents were asked how many lateral flow tests their child had taken at home in the last 7 days to see if they have COVID-19. Around a fifth (18%) reported their child had taken one or more tests in the previous 7 days. This included 12% who reported their child had taken one test during that time, 4% that had taken two and 2% that had taken more than two tests. Four in five (79%) parents reported that their child had not taken any lateral flow tests in the previous 7 days.

Parents of secondary pupils were more likely to say that their child had taken at least one lateral flow test in the previous seven days (21%) compared with parents of primary pupils (16%).

Over time there has been a decline in the proportion of parents who said their child had taken at least one lateral flow test in the previous seven days, from 69% in the February 2022 PPLP wave, to 18% in May 2022.

Pupils and learners

Around a quarter of pupils and learners (23%) reported that they had taken a rapid lateral flow test in the previous seven days. This included 14% who reported they had taken one

test during that time, 6% that had taken two and 3% that had taken more than two tests. Seven in ten (71%) of pupils and learners reported that they had not taken a test in the last 7 days.

Over time there has been a decline in the proportion of pupils and learners who have taken at least one lateral flow test in the previous seven days, from 73% in the February 2022 PPLP wave, to 23% in May 2022.

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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