Parent, Pupil and Learner Panel - June wave

December 2022

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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 fourth research wave with parents and secondary aged pupils and learners in years 7 to 13, conducted in June and July 2022. The headline findings are discussed below.

School and college attendance

More than four in five parents (83%) reported that their child had physically attended school every weekday over the previous two weeks. One in ten (11%) said that their child had physically attended school on most weekdays.

Around two in three pupils and learners (64%) reported that they had physically attended school every weekday over the previous two weeks, while one in five (19%) said they attended on most weekdays.

The most commonly reported reason for physical absence from school or college amongst pupils and learners was being on exam or study leave (37%), followed by illness that was not related to COVID-19 (22%) or anxiety or mental health problems (12%).

Half (51%) of pupils and learners who said they had not attended school or college at all due to anxiety or mental health problems said the problem was a general feeling of anxiety or anxiousness not specifically attached to any one thing, while more than a third (38%) said they had a diagnosed mental illness, such as depression, anxiety, or ADHD.

Remote education

Around two-thirds of parents (65%) said they would expect remote education to be provided by the school if their child was unable to attend school because it was closed, or because they were absent but well enough to learn. A quarter (24%) said they would not expect this, and the remaining 11% did not know.

Around one in eight (12%) pupils and learners said they had needed remote education during term-time since Easter 2022. The most common reason given for needing remote

education was because of recovering from an illness, operation or injury (25%), or struggling with mental health (21%).

Almost half (45%) of pupils and learners that had remote education were offered online worksheets or activities, while around a third (31%) were offered live lessons over a video call.

On average, pupils and learners who needed to learn from home said they spent four hours per day learning remotely.

Relationships, sex, and health education (RSHE)

Around two-thirds of pupils in years 9 to 11 (69%) said they had Relationships and Sex Education (RSE) lessons, and a similar proportion (65%) had Health Education lessons, during the current academic year.

The most common topic recalled in RSE lessons was being safe in relationships (78%), followed by online and media rights and responsibilities (65%), intimate and sexual relationships (65%) and respectful relationships including friendship (65%).

The most common topics recalled in Health Education lessons were mental wellbeing (74%), drugs, alcohol and tobacco (71%) and internet safety and harms (67%).

Among pupils in years 9-11 that said they had Relationships, Sex and Health Education lessons during the current academic year, around three in five (63%) said they thought the lessons were useful while three in ten (29%) said they were not useful.

Finance education

Pupils and learners were asked which money related topics they would most like to know more about if they were to learn about money at school or college. The most popular topics selected from a list were finance related to work (64%) and bank accounts (63%).

Parent Pledge

One in five parents (21%) said they had heard of the 'Parent Pledge' commitment, that any child who falls behind in English or maths will receive timely and evidence-based support to help them catch up, and that schools will keep parents updated on their child's progress

Around one in five parents (22%) said their child was receiving targeted support from school for English and the same (22%) for targeted support for maths.

The most common types of targeted support for English, as reported by parents, were teaching assistant support (35%), extra support from a teacher (31%) or tutoring, either individually or in a small group (29%).

For maths, the most commonly reported types of targeted support were tutoring, either individually or in a small group (46%), teaching assistant support (26%) and extra support from a teacher (26%).

One in four (23%) parents whose child was receiving targeted support for English said they were updated on the support and progress at least once per half-term while three in ten (31%) said they were updated at least once per term.

The figures were similar regarding support for maths, where 24% said that they had updates at least once per half-term, 34% said they were updated at least once per term and 27% said they were updated at least once per academic year.

Four in five parents whose child was receiving targeted support in English (79%) and 75% of those receiving support in maths said they were confident the support would lead to progress for their child.

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'). Pupils and learners reported a mean score for happiness of 6.7, higher than the previous wave of the survey in May 2022 (when the mean score was 6.4). Reported happiness was lower in pupils and learners in older year groups.

Parents gave an average score of 8.0 for their child's happiness, similar to the mean score of 7.8 that was recorded in the previous wave of the survey in May 2022.

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 ('worthwhileness'). Overall, pupils and learners reported mean scores of 6.6 for both satisfaction and worthwhileness, similar to the mean scores in previous waves.

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 4.2 and the mean scores tended to be higher for pupils and learners in older year groups. Mean scores have remained similar in

recent waves of the survey, but are higher than a year ago (the mean score was 3.4 in the July 2021 PPP wave (wave 10)).

Parents gave a mean score of 2.7 for their child's anxiousness. This was similar to the score in May 2022, but lower than the score of 3.0 recorded in March 2022.

One in five pupils and learners (20%) said they often felt lonely, while 42% said they felt lonely some of the time and 33% never or hardly ever.

Extra-curricular activities

Around seven in ten parents (73%) reported that their child had taken part in extra-curricular sports and physical activities during the current term (43% at school or college and 47% outside school or college). This was the highest level of reported participation for any of the prompted extra-curricular activities.

More than two in five said their child had taken part in performing arts (45%, with 31% doing so in school or college and 18% outside school or college). Two in five (41%) said their child had participated in creative arts (33% in school or college and 12% outside school or college).

Amongst pupils and learners, the most commonly reported extra-curricular activity was sports and physical activities, which had been done by 63% of pupils or learners in the current term (38% at school or college and 40% outside of school or college). Around two in five (42%) pupils and learners had participated in creative arts (32% at school or college and 16% outside).

Post-16 qualifications and programmes

Parents of pupils in years 9 to 11 who were aware of different types of qualifications and programmes were asked whether they would be likely to encourage their child to consider them. More than eight in ten parents who were aware of A levels said they would be likely to encourage their child to consider them (83%). This was 66% for parents aware of Apprenticeships and was lower for parents who were aware of Traineeships (40%) or T Levels (34%).

Pupils in years 9-10 who were aware of different types of qualifications and programmes were asked whether they would consider them. Most pupils that were aware of A levels and Apprenticeships said they would be likely to consider them (72% and 52% respectively). This was lower for Traineeships (27%) or T Levels (26%).

Pupils in year 11 were asked whether they were planning to do different types of qualifications and programmes after their GCSEs. Most pupils that were aware of A

levels said they were planning to do them (68%). This was lower for Apprenticeships (10%), Traineeships (6%) and T Levels (4%).

Around eight in ten (79%) pupils in years 9-11 who were aware of A levels said someone had recommended them. This was 59% for Apprenticeships, 33% for T Levels and 21% for Traineeships.

Around half (52%) of pupils in years 9-11 who had heard of T Levels said that they had heard of the T Level Transition Programme.

Post-18 qualifications and programmes

Pupils and learners in years 11-13 were asked about their awareness of post-18 qualifications and programmes. Apprenticeships had the highest levels of awareness (94%), followed by Bachelor's or Undergraduate degrees (78%), Degree Apprenticeships (68%) and Traineeships (39%).

In order to test awareness of the names of qualifications and programmes, some post-18 qualifications were presented to pupils and learners in different ways, with each pupil and learner only seeing one of the options. Two in five (41%) said they had heard of "Level 4 and 5 qualifications (such as HNDs or a foundation degree)", while when the qualification was presented as "Level 4 and 5 qualifications" around half (53%) said they had heard of them. Around a third (35%) said they had heard of "Higher Technical Qualifications", while around one in ten (11%) said they had heard of "HTQs".

Pupils and learners in years 11-13[1] that had heard of each post-18 education or training option were asked how much they knew about them. More than half (55%) of year 11-13 pupils and learners that had heard of Apprenticeships said they knew a lot about them. Just under half (44%) of those aware of Bachelor's or Undergraduate degrees, two in five (38%) of those aware of Degree Apprenticeships and 10% of those aware of Traineeships said they knew a lot about them. Less than one in five (16%) of those who were aware of "Level 4 and 5 qualifications (such as HNDs or a foundation degree)" said they knew a lot about them, similar to the 18% that knew a lot about "Level 4 or 5 qualifications". Around one in five (19%) of those who were aware of "Higher Technical Qualifications" said they knew a lot about them. It was lower (11%) for those aware of "HTQs".

Most pupils and learners in year 11-12 that were aware of Bachelor's or Undergraduate degrees said they would be likely to consider them (68%). This was 53% for those aware of Degree Apprenticeships and a similar proportion of those aware of Apprenticeships (49%). One in four said it was likely they would consider Traineeships (25%), among

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[1] The question was restricted to pupils and learners in years 12-13 for Traineeships and Apprenticeships.

those who were aware of them. Three in ten (30%) of those who were aware of "Level 4 and 5 qualifications (such as HNDs or a foundation degree)" said they were likely to consider doing them, where as it was 38% of those aware of "Level 4 and 5 qualifications". Around a third (37%) of those who were aware of "Higher Technical Qualifications" said they were likely to do one.

Looking at the proportion of year 13s who were aware of each qualification and programme, 62% said they were planning on starting a Bachelor's or Undergraduate degree after age 18. This was 13% for Apprenticeships, 7% for Degree Apprenticeships and 2% for Traineeships.

Less than one in ten (7%) of those who were aware of "Level 4 and 5 qualifications (such as HNDs or a foundation degree)" said they were planning to do them whereas one in ten (10%) of those aware of "Level 4 and 5 qualifications" said they were planning to do them.

Types of study for higher education

Pupils and learners in years 12 and 13 were asked about their preferred way of studying if they were to go to university/study towards a higher education qualification. Seven in ten (69%) said they would prefer to study full-time and one in ten (9%) said they would prefer to study as part of a job. Around one in eight (12%) did not know their preferred way of studying in higher education.

More than nine in ten (94%) pupils and learners in year 13 who said they were planning on starting a Bachelor's or Undergraduate degree, said they would prefer to study full-time.

When asked about their preferred location for studying at university or for higher education, around half (52%) of pupils and learners in years 12 and 13 said they would prefer to study fully on campus, while a third (33%) said they would prefer a mix of studying on campus and remotely. Around one in twenty (6%) said they would prefer to study fully remotely, while 9% did not know.

Among pupils and learners in year 13 who said they were planning on starting a Bachelor's or Undergraduate degree after the age of 18, around three-quarters (74%) said they would prefer to study fully on campus, while around a quarter (24%) said they would prefer a mix of on campus and remote study. Less than 1% said they would prefer to study fully remotely.

Careers advice

All pupils and learners were asked where they would go for advice about their future education or job related plans if they changed before the end of this summer. The most common answer was a parent or guardian (74%), while around half (47%) would go to a teacher and 39% to friends.

Parent experience of school admissions

Nine in ten (92%) parents whose child had moved to a new (primary or secondary) school in September 2020 or September 2021[2] said they found the process easy.

Among parents whose child had moved to a new school in September 2020 or September 2021, almost all (97%) found filling in the application form easy, while 85% found it easy to find information about schools they could apply to. Around four in five (81%) said that it was easy to find information about the admissions criteria of schools you could apply to, while 77% said it was easy understanding how likely it was for their child to get a place in their preferred school.

Among parents whose child had moved to a new school in September 2020 or September 2021, around nine in ten (88%) said that their child was offered a place at their first preference school at the point that school offers were made.

Breakfast at school

Just over a third of all parents (37%) said that their child's school had offered breakfast food in the current academic year. This was higher for parents of primary aged pupils (43%) than parents of secondary aged pupils (30%). Around half of all parents (47%) said breakfast food was not offered and one in six (16%) did not know.

A third (33%) of parents who said their child's school had offered breakfast food in the current academic year said that breakfast was offered for free. More than half (57%) said that there was a charge. There were similar proportions of parents who said that their child had the breakfast offered at the school (46%) and that their child had not (49%).

Parents who said their child was not offered breakfast at school were asked whether they would encourage them to have it if it were provided for free. Around three in five (62%) said that they would encourage their child to have breakfast at school if it were provided for free.

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[2] Pupils that moved to a new school comprise all those in years 1 and 2, as well as those in year 5,7,8 or 9 that confirmed that they had changed schools.

Childcare and formal activities during summer holidays

Parents of primary school pupils were asked about their plans for the school summer holidays this year (2022). Around half (49%) said that they had plans for childcare or formal activities for their child during the school summer holidays, while a third (33%) had no childcare or formal activities planned. Around one in five (18%) were not certain about their plans.

The most common activities planned by parents were sports or activity clubs (29%) and going to a holiday club (24%).

If parents said they had no childcare or formal activities planned for the summer holidays, three-quarters (76%) said this was because they planned to look after their child themselves, while around a quarter (27%) said they had family or friends who would look after their child. Around three in ten (29%) said that the cost of provision was too high.

The most common reason for planning to use childcare or formal activities in the holidays was so that the parent or others in the household could work or look for work (45%), followed by their child enjoyed it (25%), or it helped their child's development or enrichment (23%)

The most common location for planned summer childcare or formal activities was community premises (57%), followed by school (34%) or a private residence (20%).

Around one in ten (8%) parents of primary school pupils that had childcare or formal activities planned for the summer holidays said they planned to use apps or online childcare agencies to find formal activities or childcare over the school summer holidays.

All parents of primary school pupils were asked what they do typically before choosing an out-of-school activity or childcare provider for their child. Parents were most likely to say that they read reviews or ask others about the provider (52%), while a third (34%) said they check if the provider has DBS checked their staff.

COVID-19 safety measures in school and college

Parents, pupils and learners were asked about specific safety measures in school or college. Compared with the previous research waves, there has been a gradual decrease in the reported prevalence of all COVID-19 safety measures in school (including being asked to wash hands frequently, clean equipment or avoid sharing equipment, follow one way systems, stay in smaller groups, keep physically distant from each other where possible, regular COVID testing, and wearing a mask). However, we would expect to see this as the Government withdrew many pieces of specific COVID-19 guidance for education and childcare settings from 1 April 2022.

Introduction

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

- The first recruitment wave between November 2021 and January 2022 invited pupils in years 6 to 10 and parents of pupils in reception to year 10 in the 2020 to 2021 academic year to take part in a 15-minute online survey to join the PPLP. Panel members were sampled from the National Pupil Database (NPD) and contacted by letter, inviting them to take part in the online survey (push-to-web approach).

- A second recruitment wave in February 2022 invited pupils and learners in years 12 to 13 in the 2021 to 2022 academic year to take part in a 15-minute online survey to join the PPLP. Panel members were sampled from the National Pupil Database (NPD) and Individualised Learner Record (ILR) and contacted by letter, inviting them to take part in the online survey (push-to-web approach).

- Subsequent reporting waves from the 2022 Spring term will involve inviting all panel members to take part in regular 10-minute surveys.

This report focuses on findings from the June research wave, which are based on surveys with parents, pupils and learners conducted between 29th June and 4th July 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)	25th November 2021 to 5th January 2022	November 2021 to January 2022
Recruitment wave 2	2,153 pupils and learners (years 12 to 13)	2nd February to 24th February 2022	February 2022
Research wave 1	2,396 parents and 1,810 secondary pupils (years 7 to 11)	2nd February to 7th February 2022	February 2022
Research wave 2	2,639 parents and 2,865 secondary pupils and learners (years 7 to 13)	9th March to 14th March 2022	March 2022
Research wave 3	2,521 parents and 2,625 secondary pupils and learners (years 7 to 13)	4th May to 12th May 2022	May 2022
Research wave 4	2,335 parents and 2,232 secondary pupils and learners (years 7 to 13)	29th June to 4th July 2022	June to July 2022

Background

Between August 2020 and July 2021, the Department for Education commissioned a previous panel, the COVID-19 Parent and Pupil Panel (PPP[3]).[4] 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.

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[3] 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.
[4] Parent and pupil panel: omnibus surveys

DfE subsequently commissioned the Parent, Pupil and Learner panel (PPLP)[5] to build on the PPP. The panel expanded to include learners in classroom-based Further Education (FE) in a more robust way, alongside primary and secondary parents, and pupils in state-funded education aged 11 to 18. The sampling approach boosted the number of FSM or FME, CiN and SEN pupils and their parents on the panel to ensure sufficient responses from these groups. More on the sampling approach can be found in the technical report.

Aims and objectives

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

Methodology

This report focuses on data from surveys with parents, pupils and learners which were conducted between 29th June and 4th July 2022.

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

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. More detail on this recruitment can be found in the technical report.

This recruitment approach for year 12 and 13 differs to the PPP where all panellists were recruited in August 2020 based on the previous academic years (2019 to 2020) NPD data alone. As such, the PPP findings for year 12 likely represent all year 12 students,

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[5] Parent, pupil and learner panel omnibus surveys for 2021 to 2022

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[6]. The 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 a second reminder email on day five 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.

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[6] Parent and pupil panel: omnibus surveys

Table 2 Unweighted demographic profile of research wave 4 respondents[7]

	Number of parents	% of parents	Number of pupils / learners (years 7-13)	% of pupils / learners (years 7-13)
All	2,335	100%	2,232	100%
Primary	1,164	50%	0	0%
Secondary	1,171	50%	2,232	100%
PUPIL/ LEARNER: FSM/FME	688	29%	525	24%
PUPIL/ LEARNER: SEN	556	24%	343	15%
PUPIL: CiN	637	27%	373	17%
Ethnicity (of pupil/learner): White	1,848	79%	1,620	73%
Ethnicity (of pupil/learner): Asian	174	7%	252	11%
Ethnicity (of pupil/learner): Black	75	3%	129	6%
Ethnicity (of pupil/learner): Mixed	161	7%	130	6%
Ethnicity (of pupil/learner): Other	31	2%	38	2%
Gender (of pupil/learner): Female	1,140	49%	1,337	60%
Gender (of pupil/learner): Male	1,196	51%	796	36%
Region: East Midlands	223	10%	199	9%
Region: East of England	261	11%	277	12%
Region: London	295	13%	320	14%
Region: North-east	103	4%	101	5%
Region: North-west	283	12%	249	11%
Region: South-east	400	17%	410	18%
Region: South-west	259	11%	208	9%
Region: West Midlands	261	11%	235	11%
Region: Yorkshire and Humber	248	11%	232	10%

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.

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[7] 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.

School and college attendance

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

Parents, pupils, and learners were asked about physical school or college attendance in the previous two weeks at the point they completed the survey (with surveys conducted from 29th June to 4th July 2022), as well as reasons for non-attendance. The fieldwork coincided with a period of examination and / or study leave for many pupils and learners in years 11, 12 and 13.

How regularly pupils physically attended school in the last two weeks

Parents

More than four in five parents (83%) reported that their child had physically attended school every weekday over the previous two weeks. One in ten (11%) said that their child had physically attended school on most weekdays and a small minority reported that their child had attended on some weekdays (5%) or not at all (1%).

As shown in Figure 1, parents of primary school pupils (88%) were more likely than parents of secondary aged pupils (76%) to report that their child had attended every weekday. Parents of secondary aged pupils were instead more likely to report that their child had attended on most weekdays (14% compared with 9% of parents of primary aged parents), some weekdays (8% compared with 1%) or not at all (2% compared with 1%).

Reported attendance was similar across each of the primary year groups. Amongst the secondary year groups, the proportion reported to be attending every weekday was lower in Year 11 (42%) than Years 7-10 (between 81% and 85%).

Figure 1 Pupil physical attendance at school in the last two weeks (parents)

Legend: ■ Every weekday ■ Most weekdays □ Some weekdays ■ Not at all

All parents: 83% | 11% | 5% | 1%

Primary parents: 88% | 9% | 1% | 1%

Secondary parents: 76% | 14% | 8% | 2%
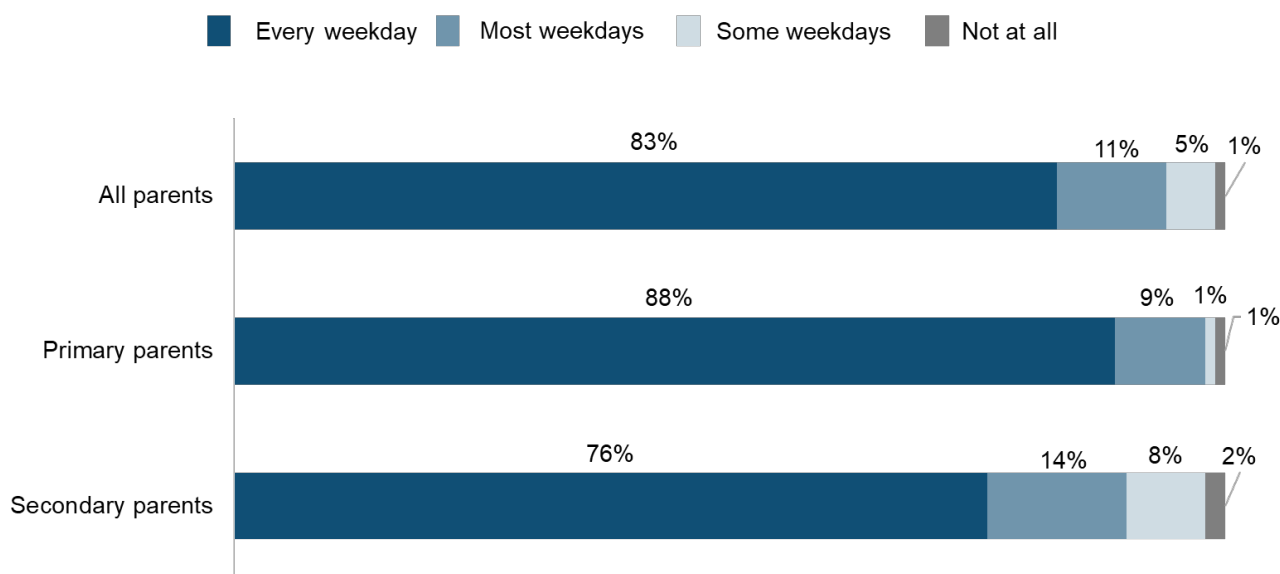
Base: All parents (2,335), All secondary aged parents (1,171), All primary school parents (1,164).

Source: PPLP 2022 RW4 pupil and learners and parent survey, How often, if at all, has [Pupil] physically attended school or college in the past two weeks of term time?

Parents of pupils eligible for FSM were less likely to say their child had attended school every weekday (79% compared with 84% of those not eligible for FSM) and were more likely to report that they had not physically attended school at all (3% compared with 1% of those not eligible for FSM).

Parents of pupils considered to have SEND were also less likely to say their child had attended every weekday (77% compared with 84% for those without SEND) and were more likely to say they had not attended at all (4% compared with 1% of those without SEND).

Parents of pupils with CiN status were less likely to report that their child had attended every weekday (76% compared with 83% of those without CiN status). They were more likely to report that their child had not attended at all (4% compared with 1% of those without CiN status).

Parents of pupils from a white ethnic background were less likely to say that their child had attended every weekday (81% compared with 88% of parents of pupils from ethnic minorities, excluding white minorities).

Reported attendance on every weekday has varied over the recent waves of the survey, as indicated in Figure 2, ranging from 79% in the February 2022 PPLP wave, to 88% in the May 2022 PPLP wave.

Figure 2 Proportion of pupils and learners who attended school every weekday, over time
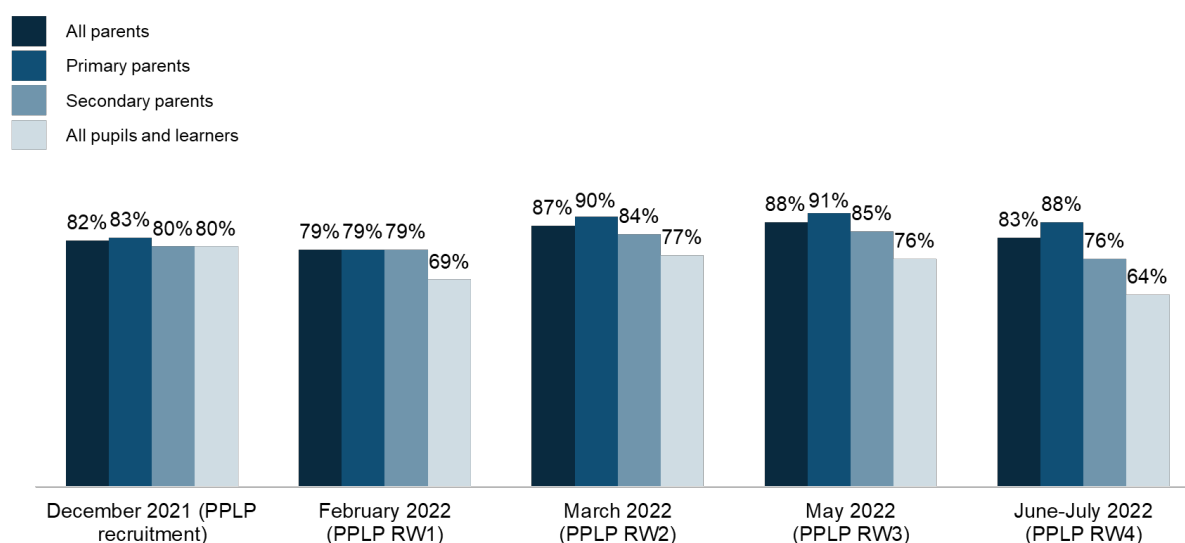
Legend:
- All parents
- Primary parents
- Secondary parents
- All pupils and learners

December 2021 (PPLP recruitment): 82%, 83%, 80%, 80%
February 2022 (PPLP RW1): 79%, 79%, 79%, 69%
March 2022 (PPLP RW2): 87%, 90%, 84%, 77%
May 2022 (PPLP RW3): 88%, 91%, 85%, 76%
June-July 2022 (PPLP RW4): 83%, 88%, 76%, 64%

Base: All parents in June/July 2022 (2,335), May 2022 (2,521), March 2022 (2,639), February 2022 (2,396) and December 2021 (4,047). All pupils and learners in June/July 2022 (2,232), May 2022 (2,625), March 2022 (2,865), February 2022 (1,810) and December 2021 (4,228).

Source: PPLP 2022 RW4 pupil and learners and parent survey, How often, if at all, has [Pupil] physically attended school or college in the past two weeks of term time?

Pupils and learners

Around two thirds of pupils and learners (64%) reported that they had physically attended school or college every weekday over the previous two weeks, while one in five (19%) said they attended on most weekdays. Around one in ten reported that they had attended on some weekdays (8%), and a similar proportion said they had not attended school or college at all over the previous two weeks (9%).

Attendance varied by year group. The proportion that attended every weekday was consistent in years 7-10 (between 78% and 85%), but was lower in year 11 (37%), year 12 (50%), and year 13 (14%). Almost half (44%) of pupils in year 13 said they had not attended at all (compared with 20% in year 11, 9% in year 12, and no more than 2% in years 7-10).

The following groups were more likely to report that they attended school or college every weekday:

- year 12-13 pupils in school settings (46% compared with 23% of year 12-13 learners in college settings)
- male pupils and learners (71% compared with 57% of female pupils and learners)

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- pupils and learners with SEN (75% compared with 62% without SEN)

- pupils and learners from an Asian ethnic background (71% compared with 62% of those from a white ethnic background)

Female pupils and learners were more likely to say they attended on most weekdays (23% compared with 15% of male pupils and learners) or some weekdays (10% compared with 7%).

Pupils with CiN status were more likely to report that they had not attended at all (11% compared with 7% of pupils without CiN status).

Reported attendance on every weekday has varied over the recent waves of the survey, as indicated in Figure 2, ranging from 80% in the December 2021 PPLP wave, to 64% in the June-July 2022 PPLP wave.

Reasons for not attending school or college

The most commonly reported reason for physical absence from school or college amongst pupils and learners was being on exam or study leave (mentioned by 37% of pupils and learners that reported attending 'some' or 'most' days or 'not at all' in the preceding two weeks).

Illness that was not related to COVID-19 was the next most common reason for physical absence (22%), followed by anxiety or mental health problems (12%). One in ten (10%) said they had finished studying, while 5% were self-isolating due to symptoms or a positive COVID test.

Reasons for absence varied by year group. Exam or study leave was most commonly given as a reason by pupils in year 11 (81%), followed by pupils and learners in year 13 (54%) and year 12 (22%). Exam or study leave was also mentioned more frequently by year 12-13 pupils in school settings (61%) than year 12-13 learners in college settings (28%).

Pupils in years 7-10 did not report absence due to exam or study leave, but instead were more likely to report illness that was not related to COVID-19 (52%) compared with pupil and learners in exam years 11-13 (7%). Similarly, pupils in years 7-10 were more likely to say they were self-isolating due to symptoms or a positive COVID test (12% compared with 2% of year 11-13 pupils and learners).

Pupils in years 7-10 were more likely to have been absent due to anxiety or mental health issues (24% compared with 7% of pupils and learners in years 11-13).

Female pupils and learners were more likely to say that their absence was because of exam or study leave (41% compared with 31% of male pupils and learners), whereas male pupils and learners were more likely to say absence was due to illness that was not related to COVID-19 (28% compared with 19% of female pupils and learners).

Pupils and learners eligible for FSM or FME were more likely to report that their absence had been due to illness that was not related to COVID-19 (31% compared with 20% of those not eligible for FSM or FME). They were less likely to say absence was due to exam or study leave (22% compared with 40%).

Anxiety or mental health problems were mentioned more frequently by pupils in year 7-10 (24%) and pupils and learners in year 12 (19%) compared with pupils in year 11 (3%) or pupils and learners in year 13 (4%). Anxiety or mental health problems were also mentioned more frequently by pupils and learners with SEN (25% compared with 11% of those without SEN), pupils with CiN status (24% compared with 13% of pupils without CiN status) and pupils and learners from a white ethnic background (13% compared with 5% of pupils and learners from all ethnic minorities, excluding white minorities).

When analysing the results according to the level of absence from school or college:

- pupils and learners who attended 'most' days in the preceding two weeks were most likely to have been absent because of illness that was not related to COVID-19 (35%)

- pupils and learners who attended 'some' days were most likely to have been absent because of exam or study leave (55%)

- those who did not attend at all in the preceding two weeks were most likely to have been absent because of exam or study leave (48%) or because they had finished studying (28%)

Absence due to anxiety or mental health problems

As described above, 12% (n=122) of pupils and learners said they did not attend school every day in the previous two weeks due to anxiety or mental health problems. These pupils and learners were asked what the anxiety or mental health problems were related to.[8]

Of this 12% of pupils and learners, half (51%) said the problem was a general feeling of anxiety or anxiousness not specifically attached to any one thing, while more than a third (38%) said they had a diagnosed mental illness, such as depression, anxiety, or ADHD. One in five (21%) said they had anxiety or anxiousness about disruptive behaviour of

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[8] This question was answered by 122 pupils and learners.

other pupils in their school, while a similar proportion said they had anxiety or anxiousness about exams (20%). Fewer than one in twenty (4%) said they had anxiety or anxiousness about catching COVID in school.

Remote education

The COVID-19 pandemic interrupted school attendance for many pupils and learners. While maximising the time pupils spend in school or college has been the priority throughout the pandemic, home-learning continues to be a key part of education provision when either the school has experienced a closure or when individual pupils have been unable to attend face-to-face education but have been able to learn remotely. Questions sought to examine whether pupils have needed remote education, the reasons for doing so, the type of remote lessons they had and the number of hours spent learning and studying remotely. Parents were asked whether they would expect remote education to be provided by the school.

Parents' expectations of remote education

Parents were asked whether they would expect remote education to be provided by the school; if the school was closed, or if their child were absent but well enough to learn.

Around two-thirds of parents (65%) said they would expect remote education to be provided by the school, while a quarter (24%) said they would not expect the school to provide remote education. The remaining 11% did not know.

Parents of secondary school pupils (69%) were more likely than parents of primary aged pupils (62%) to say they would expect remote education to be provided by the school.

The proportion of parents who said they would expect remote education to be provided was higher among male parents than female parents (72% compared with 63%). The proportion was lower among parents of pupils eligible for FSM (59% compared with 67% of those not eligible for FSM) and among parents of pupils considered to have SEND (60% compared with 66% for those without SEND).

Parents of pupils from a mixed ethnic background were more likely to say they would expect remote education to be provided by the school (77% compared with 65% of parents of pupils from a white ethnic background).

Parents in London were less likely to say they would expect remote education to be provided (56%) compared with those outside London (66%).

Experiences of remote education since Easter 2022

Pupils and learners were asked if they had needed remote education during term-time since Easter 2022 (excluding any homework or study leave). Around one in eight (12%) reported that they had needed remote education. This is lower than the proportion

recorded in the March 2022 wave of PPLP, when 27% of pupils and learners said that they had needed remote education since January 2022.

The proportion that said they had needed remote education since Easter 2022 was higher among pupils and learners in year 11 (18%), year 12 (21%) and year 13 (17%) compared with pupils in years 7-10 (between 7% and 10%). It was also higher among pupils and learners living in Yorkshire & the Humber (20%) than among those in the rest of England (11%).

Reasons for needing remote education

Pupils and learners who had needed remote education during term-time since Easter 2022 were asked why they needed to learn at home. One in four (25%) said it was because they were recovering from an illness, operation or injury, while one in five (21%) said they were struggling with their mental health. A similar proportion (18%) said they were self-isolating because they tested positive or were a close contact for COVID. One in ten (10%) said they needed to learn at home as part of exam or study leave.

Female pupils were more likely than male pupils to say that they needed to learn at home because they were struggling with their mental health (28% compared with 13%)[9].

Types of remote education

Pupils and learners who had needed remote education during term-time since Easter 2022 were asked what types of remote lessons or other ways of learning their school offered.

Almost half (45%) were offered online worksheets or activities, while around a third (31%) were offered live lessons over a video call. A quarter were offered recommended reading of books or textbooks (24%), recommended reading of online resources (24%) or paper worksheets or activities (23%). Around one in eight (13%) were offered recorded video lessons, while around one in ten (11%) said that no remote lessons or other ways of learning were provided by the school.

Hours spent on remote learning

Pupils and learners who had needed remote education during term-time since Easter 2022 were asked how many hours per day they typically spent learning or studying remotely.

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[9] This question was answered by only 87 male pupils and learners. These findings should therefore be treated with caution.

On average, pupils and learners spent four hours per day learning remotely. The number ranged from under three hours (12%) to seven or more (7%), although around half (48%) could not give a figure.

Relationships, sex, and health education (RSHE)

In June 2021, Ofsted published a review of sexual abuse in schools and colleges. It found a culture of sexual harassment and abuse within schools and that children were mostly negative about the RSHE they received. They were dissatisfied with the curriculum, feeling that it left them without the skills and knowledge they needed in their lives. Following the publication of Ofsted's review, the department has committed to providing additional support to help teachers deliver RSHE effectively and confidently to support young people to develop healthy relationships and to prevent sexual violence and sexual harassment. To inform new non-statutory guidance being developed, the department asked children and young people from years 9 to 11 whether they had RSHE lessons this year, which topics they studied and how useful they found the lessons.

Whether pupils have had RSHE lessons this year

Pupils in years 9-11 were asked whether they had lessons during the current academic year on Relationships, Sex and Health Education (RSHE). Around two-thirds of pupils in years 9-11 (69%) said they had Relationships and Sex Education (RSE) lessons, and a similar proportion (65%) had Health Education lessons.

Pupils in year 9 and year 10 were more likely to have RSE lessons (75% and 74% respectively) than pupils in year 11 (55%). Similarly, Health Education lessons were more commonly reported by pupils in year 9 (68%) and year 10 (72%) than pupils in year 11 (55%).

Pupils with Children in Need (CiN) status were less likely to say they had Health Education lessons during the current academic year (53% compared with 66% of those without CiN status).

Topics studied in RSHE

Pupils in years 9-11 that said they had had lessons during the current academic year on Relationships and Sex Education (RSE) or Health Education were asked about the topics they had studied.

The most common topic in RSE lessons was being safe in relationships (78%), followed by online and media rights and responsibilities (65%), intimate and sexual relationships (65%), respectful relationships including friendship (65%) and family relationships (52%).

Among pupils that had lessons in RSHE, male pupils were more likely than female pupils to recall learning about respectful relationships including friendship (70% compared with

60%). Pupils with CiN status were less likely to say they recalled learning about being safe in relationships (69% compared with 78% of those without CiN status).

The most common topics recalled in Health Education lessons were mental wellbeing (74%), drugs, alcohol and tobacco (71%) and internet safety and harms (67%). More than half of pupils that had lessons in Health Education recalled studying physical health and fitness (57%), while around half (47%) recalled studying healthy eating, and two in five (39%) recalled studying the prevention of health-related problems including illness. Other topics included the changing adolescent body (25%) and basic first aid (23%).

Among pupils that had had lessons in Health Education, pupils in year 9 were more likely to recall studying internet safety and harms (76% compared with 65% in year 10 and 59% in year 11). Pupils in year 10 were less likely to recall studying basic first aid (15% compared with 28% in year 9 and 27% in year 11).

Male pupils were more likely than female pupils to recall learning about physical health and fitness (64% compared with 52%).

Pupils with SEN were less likely to say they recalled learning about mental wellbeing (62% compared with 76% of those without SEN). Pupils with CiN status were less likely to say they recalled learning about mental wellbeing (61% compared with 74% of those without CiN status) and physical health and fitness (46% compared with 58%).

Usefulness of RSHE lessons to pupils

Pupils in years 9-11 that said they had had RSHE lessons during the current academic year were asked how useful they thought the lessons were to them.

Around three in five (63%) said they thought the lessons were useful (15% 'very useful' and 48% 'fairly useful'), while three in ten (29%) said they were not useful (23% 'not very useful' and 6% 'not at all useful'). Male pupils were more likely than female pupils to find the lessons 'very useful' (20% compared with 11%).

Pupils who said that RSHE lessons had not been useful were asked to describe, in their own words, why this was. The most common themes that emerged related to:

- Not learning anything new

- Not being provided with enough detail

- The information not being relevant

Almost half (45%) could not give a reason as to why they did not find the lessons useful.

Not learning anything new

Not learning anything new in RSHE lessons was one of the most common responses.

"There was a lot of repetition of information in the lessons as much of it had already been covered"

Secondary pupil – year 9

"We cover similar topics every year"

Secondary pupil - year 10

"All of the content I either already knew, or was just common sense"

Secondary pupil - year 11

Not being provided with enough detail

Responses related to not being provided with enough detail covered in lessons included the quality of the lessons as well as the depth of information provided.

"They don't go into much detail"

Secondary pupil - year 9

"They were short, poor quality, and didn't include necessary info"

Secondary pupil - year 11

"Not enough detail, acting like we are little children"

Secondary pupil - year 11

The information not being relevant

Responses related to the information taught not being relevant, covered content being too basic, or not relatable.

"It's telling me all the stuff I already know and is practically spewing common sense at me, as if I don't know any myself. Yes, some people struggle to seek help and can be enlightened by these lessons, understandable, but it's basic

knowledge we're being taught. I just hope at some point
that we learn some actually useful stuff"

<div align="right">Secondary pupil - year 9</div>

"I don't feel most of the lessons are relevant and nobody
takes it seriously"

<div align="right">Secondary pupil - year 10</div>

"They didn't teach about anything that would happen to
most teenagers, all they talking about was forced
marriages. Nothing about healthy happy relations or
boundaries or mental well being. Just forced marragies."

<div align="right">Secondary pupil - year 11</div>

Finance education

Economic and financial education are important parts of a broad and balanced curriculum that provide the essential knowledge to ensure that young people are prepared to manage money well and make sound financial decisions. Pupils currently receive financial education through the maths and citizenship curricula. Both maths and citizenship are in the National Curriculum and are compulsory in maintained schools from key stages 1 to 4 (for maths) and in key stages 3 and 4 (for citizenship).

Finance related areas that pupil and learners would like to know more about

Pupils and learners were asked which topics they would most like to know more about if they were to learn about money at school or college.

The most popular financial topics, as reported by pupils and learners, were finance related to work (64%) and bank accounts (63%). Around half said they would like to know more about making choices about spending (52%), while similar proportions said they would like to know more about money risks and how to avoid them (47%) or how borrowing works (47%). A third of pupils and learners (34%) said they would like to know more about where to get help or advice about money.

There were differences by year group, as shown in Figure 3. Pupils in years 7-9 were less likely to say they would like to know more about finance related to work (55%) than pupils in years 10-11 (72%) or pupils and learners in years 12-13 (73%). They were also less likely to want to know more about how borrowing works (38% compared with 56% of pupils in years 10-11 and 55% of pupils and learners in years 12-13) and where to get help or advice about money (29% compared with 40% in years 10-11 and 38% in years 12-13). Pupils in years 10-11 were most likely to be interested in bank accounts (69% compared with 61% of pupils in years 7-9 and 59% of pupils and learners in years 12-13).

Figure 3 Financial topics that pupils and learners would like to know more about

Legend:
- All pupils and learners
- Pupils in year 7-9
- Pupils in year 10-11
- Pupils and learners in year 12-13

Finance related to work
- All pupils and learners: 64%
- Pupils in year 7-9: 55%
- Pupils in year 10-11: 72%
- Pupils and learners in year 12-13: 73%

Bank accounts
- All pupils and learners: 63%
- Pupils in year 7-9: 61%
- Pupils in year 10-11: 69%
- Pupils and learners in year 12-13: 59%

Making choices about spending
- All pupils and learners: 52%
- Pupils in year 7-9: 52%
- Pupils in year 10-11: 55%
- Pupils and learners in year 12-13: 49%

Money risks and how to avoid them
- All pupils and learners: 47%
- Pupils in year 7-9: 46%
- Pupils in year 10-11: 51%
- Pupils and learners in year 12-13: 46%

How borrowing works
- All pupils and learners: 47%
- Pupils in year 7-9: 38%
- Pupils in year 10-11: 56%
- Pupils and learners in year 12-13: 55%

Where to get help or advice about money
- All pupils and learners: 34%
- Pupils in year 7-9: 29%
- Pupils in year 10-11: 40%
- Pupils and learners in year 12-13: 38%

Something else
- All pupils and learners: 1%
- Pupils in year 7-9: 1%
- Pupils in year 10-11: 1%
- Pupils and learners in year 12-13: 1%

Don't know
- All pupils and learners: 9%
- Pupils in year 7-9: 11%
- Pupils in year 10-11: 8%
- Pupils and learners in year 12-13: 6%

Base: All pupils and learners in June/July 2022 (2,232), pupils in years 7-9 (980), pupils in years 10-11 (656), pupils and learners in years 12-13 (596).

Source: PPLP 2022 RW4 pupil and learners and parent survey, If you were going to learn about money at school, which topics would you most like to know more about?

The following groups were more likely to say that they would like to know more about finance related to work:

- pupils and learners in year 10-11 (72%) or in year 12-13 (73%) compared with pupils in year 7-9 (55%)

- year 12-13 pupils in school settings (80% compared with 66% of year 12-13 learners in college settings)

- female pupils and learners (68% compared with 61% of male pupils and learners)

- pupils and learners not eligible for FSM or FME (67% compared with 51% of those eligible)

- pupils and learners without SEN (66% compared with 54% with SEN)

- pupils without CiN status (64% compared with 57% of pupils with CiN status)

- pupils and learners in the south-east (74% compared with 62% in the rest of England)

- pupils and learners whose parents attended university (67% compared with 61% of those that did not)

The following groups were more likely to say that they would like to know more about bank accounts:

- pupils in year 10-11 (72% compared with 61% of pupils in year 7-9 and 59% of pupils and learners in year 12-13)

- year 12-13 pupils in school settings (65% compared with 54% of year 12-13 learners in college settings)

- pupils and learners not eligible for FSM or FME (65% compared with 56% of those eligible)

- pupils and learners that were not part of a single parent family (65% compared with 58% of those in a single parent family).

The following groups were more likely to say that they would like to know more about making choices about spending:

- pupils in year 11 (60% compared with 52% of those in year 7-9 or 49% of those in year 12-13).

The following groups were more likely to say that they would like to know more about money risks and how to avoid them:

- year 12-13 pupils in school settings (54% compared with 39% of year 12-13 learners in college settings)

- pupils and learners not eligible for FSM or FME (49% compared with 39% of those eligible).

The following groups were more likely to say that they would like to know more about how borrowing works:

- pupils in year 10-11 (56%) and pupils and learners in year 12-13 (55% compared with 38% of pupils in year 7-9)

- year 12-13 pupils in school settings (67% compared with 46% of year 12-13 learners in college settings)

- female pupils and learners (52% compared with 42% of male pupils and learners)

- pupils and learners not eligible for FSM or FME (49% compared with 37% of those eligible)

- pupils and learners in the south-east (57% compared with 45% in the rest of England

- pupils and learners whose parents attended university (51% compared with 44% of those that did not).

The following groups were more likely to say that they would like to know more about where to get help or advice about money:

- pupils in year 10-11 (40%) and pupils and learners in year 12-13 (38% compared with 29% of pupils in year 7-9)

- year 12-13 pupils in school settings (46% compared with 31% of year 12-13 learners in college settings)

- female pupils and learners (37% compared with 31% of male pupils and learners).

Parent Pledge

The Parent Pledge sets out a commitment that any child who falls behind in English or maths will receive timely and evidence-based support to help them catch up, and that schools will keep parents updated on their child's progress.

This section examines parents' awareness of the Parent Pledge and views on different parts of this pledge. If their child had received targeted support, parents were then asked what types of support they received, how often parents were updated, and how confident they were that the support would lead to progress.

Awareness of the Parent Pledge

Parents were asked if they had heard of the 'Parent Pledge' commitment before the survey and, if so, how much they knew about it.

One in five parents (21%) said they had heard of the 'Parent Pledge' commitment. This included 4% who said they 'knew a lot about it', 12% who 'knew a little about it' and 6% who had only heard of the name. Awareness was higher among:

- male parents (31% compared with 19% of female parents)

- parents whose child is eligible for FSM (38% compared with 20% of those not eligible)

- parents whose child is not considered to have SEND (22% compared with 15% considered to have SEND)

- parents in London (27% compared with 20% of parents outside of London)

As well as having higher levels of awareness, male parents were more likely than female parents to say they knew 'a lot about it' (7% compared with 3%), as were parents of pupils eligible for FSM (7% compared with 3% of those not eligible).

Although parents of pupils with CiN status were not more likely to be aware of the Parent Pledge overall, they were more likely to say they knew a lot about it (9%) compared with parents of pupils without CiN status (4%).

Parents whose child was receiving support in English (26% compared with 13% whose child was not receiving English support) were more likely to know about the Parent Pledge, as were parents whose child was receiving support in maths (25% compared with 14% whose child was not receiving maths support).

Pupils receiving academic targeted support

Parents were asked whether their child was receiving academic targeted support from the school for English or maths. Around one in five (22%) said their child was receiving targeted support for English, and the same proportion (22%) said their child was receiving targeted support for maths. In each case, around two-thirds of parents said that their child was not currently receiving targeted support (66% for each of English and maths), while the remainder did not know (12% for each of English and maths).

One in five parents (18%) said their child was receiving academic targeted support from the school for both English and maths, whereas 3% were receiving it for only English, and 4% for only maths.

Parents of primary school pupils were more likely to say their child was receiving academic targeted support, for English (26% compared with 16% of parents of secondary school pupils) and for maths (27% compared with 16%).

Within primary schools, there were no differences by year group in relation to support for English, while targeted support for maths was more commonly reported for pupils in year 5 (37%) and year 6 (36%) compared with those in year 2 (16%) and year 3 (23%). In secondary schools, parents of pupils in year 11 were more likely to say their child received targeted support, both for English (22% compared with 14% in years 7-10) and maths (24% compared with 14% in years 7-10).

The proportion of parents that said their child received targeted support was also higher among:

- parents whose child was eligible for FSM (34% for English and 35% for maths) compared with those not eligible for FSM (18% for both English and maths)

- parents whose child was considered to have SEND (43% for English and 39% for maths) compared with those without SEND (16% and 18% respectively)

- parents of pupils with CiN status (36% for English and 35% for maths) compared with those without CiN status (21% for both English and maths)

- parents of pupils from ethnic minorities, excluding white minorities (29% for English and 31% for maths) compared with parents of pupils from a white ethnic background (19% for both English and maths)

- parents in the north-west, specifically in relation to targeted support for maths (30%), compared with 21% in the rest of England.

Types of academic targeted support being received

Parents who said their child was receiving targeted support from the school for English or maths were asked what types of support they were receiving. Parents who said their child was receiving targeted support for both English and maths were randomly asked about one of the subjects.

Looking first at targeted support for English, parents were most likely to say that their child was receiving teaching assistant support (35%), extra support from a teacher (31%) or tutoring, either individually or in a small group (29%). One in six (16%) said that their child was receiving specific intervention to support language development and literacy, while around one in six (18%) did not know what types of support their child was receiving.

As shown in Figure 4, parents of a primary school aged child were more likely to say their child was receiving support from a teaching assistant (40% compared with 22% of secondary school pupils). Otherwise, the types of support reported by parents were similar in primary and secondary schools.

Parents whose child was considered to have SEND were more likely to say they were receiving certain types of support: teaching assistant support (47% compared with 24% of those without SEND), specific interventions to support language development and literacy (30% compared with 5%) and edtech-enabled support (9% compared with 1%).

Figure 4 Types of targeted support for English being received by pupils (parents)

Legend:
- All parents
- Primary parents
- Secondary parents

Type of support	All parents	Primary parents	Secondary parents
Teaching assistant support	35%	40%	22%
Extra support from teacher	31%	33%	28%
Tutoring (individual or small-group)	29%	27%	34%
Specific interventions to support language development and literacy (e.g. phonics)	16%	19%	11%
Personalised independent study plan / tailored homework	8%	7%	9%
Edtech-enabled support (e.g. mobile app)	4%	2%	9%
Other	3%	1%	8%
Don't know	18%	18%	19%

Base: Parents whose child is receiving targeted support for English (302), Secondary aged parents whose child is receiving targeted support for English (109), Primary school parents whose child is receiving targeted support for English (193).

Source: PPLP 2022 RW4 pupil and learners and parent survey, What targeted academic support is [Pupil] receiving in English from the school?

Parents who said their child was receiving targeted support from the school for maths were also asked what types of support they were receiving.

A shown in Figure 5, parents were most likely to say that their child was receiving tutoring, either individually or in a small group (46%), while one in four said their child was receiving teaching assistant support (26%) or extra support from a teacher (26%). Around one in eight (13%) said their child was receiving a personalised independent

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study plan or tailored homework, while one in ten (10%) said their child was receiving a specific intervention to support numeracy, and six per cent that they were receiving edtech-enabled support.

The only difference between primary and secondary schools was that parents of a secondary school aged child were more likely to say they did not know what types of support their child was receiving (18% compared with 7% of primary school pupils).

Figure 5 Types of targeted support for maths being received by pupils (parents)

Legend:
- All parents
- Primary parents
- Secondary parents

Type of support	All parents	Primary parents	Secondary parents
Tutoring (individual or small-group)	46%	46%	46%
Teaching assistant support	26%	29%	21%
Extra support from teacher	26%	30%	19%
Personalised independent study plan / tailored homework	13%	16%	8%
Specific interventions to support language development and literacy (e.g. phonics)	10%	11%	10%
Edtech-enabled support (e.g. mobile app)	6%	6%	6%
Other	2%	2%	3%
Don't know	11%	7%	18%

Base: Parents whose child is receiving targeted support for maths (320), Secondary aged parents whose child is receiving targeted support for maths (125), Primary school parents whose child is receiving targeted support for maths (195).

Source: PPLP 2022 RW4 pupil and learners and parent survey, What targeted academic support is [Pupil] receiving in maths from the school?

Parents whose child was eligible for FSM were less likely to say that their child was receiving tutoring (30% compared with 54% of those not eligible for FSM).

Parents whose child was considered to have SEND were more likely to say they were receiving teaching assistant support (57% compared with 15% of those without SEND).

Parents of pupils with CiN status were less likely to say that their child was receiving tutoring (27% compared with 47% of those without CiN status) and were more likely to say that they did not know what types of support their child was receiving (22% compared with 10%).

How often parents are updated on support and their child's progress in English and maths

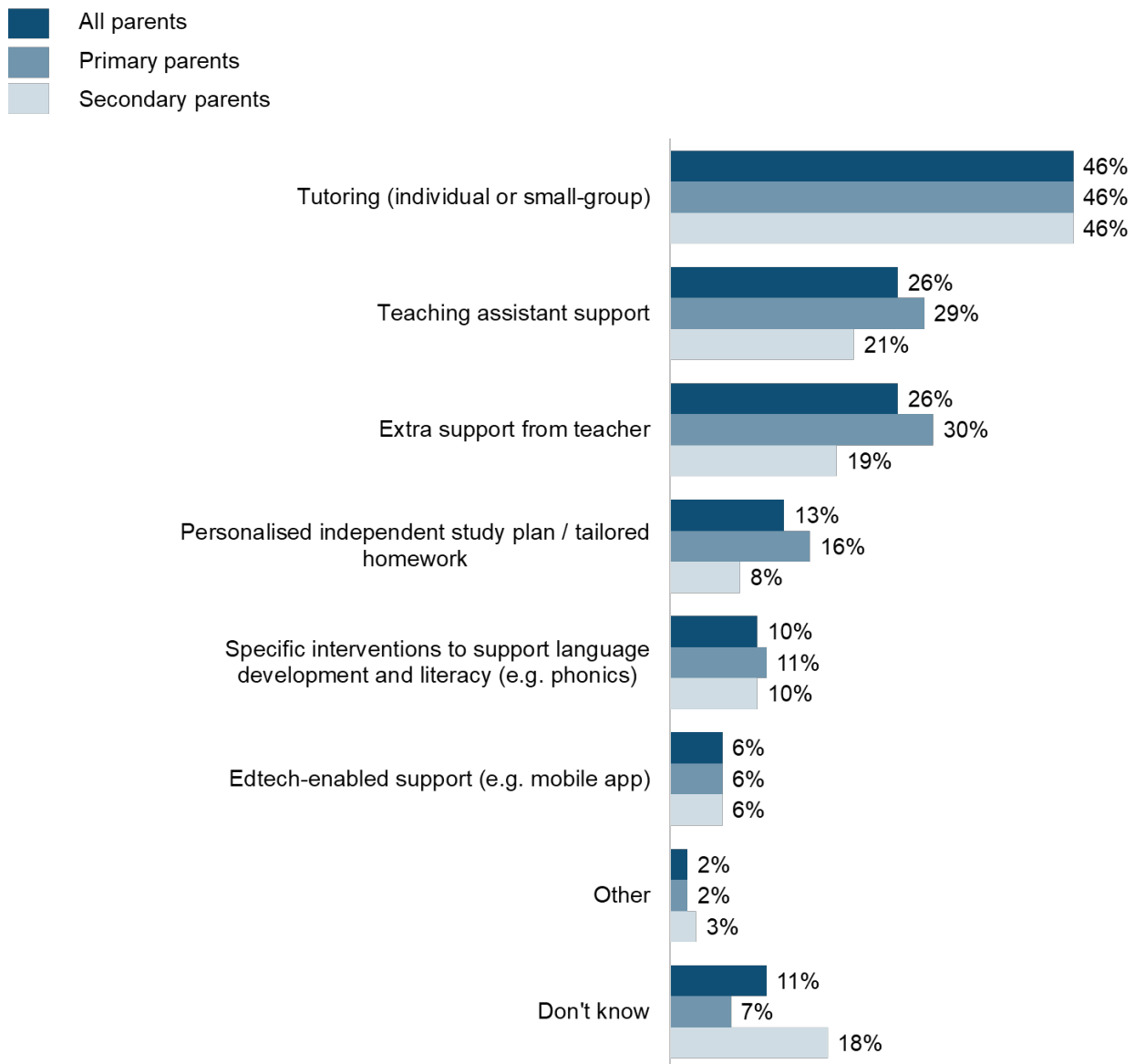Parents whose child was receiving targeted support for English or maths were asked how often they were updated on the support and progress that their child was making.

With regards to support for English, around one in four (23%) said that they had updates at least once per half-term, while three in ten (31%) said they were updated at least once per term. One in four (25%) said they were updated at least once per academic year, while one in eight (13%) said they were not updated at all. Around one in ten (8%) did not know.

The findings were similar regarding support for maths. Around one in four parents (24%) said that they had updates at least once per half-term, while one in three (34%) said they were updated at least once per term. Around one in four (27%) said they were updated at least once per academic year, while one in eight (13%) said they were not updated at all, and 3% did not know.

Parents of secondary school pupils were more likely to say that they did not get updated at all, in relation to support for English (24% compared with 7% of parents of primary school pupils) and support for maths (20% compared with 9%).

Parents of male pupils were more likely to say they received updates on support and progress in maths at least once per half-term (32% compared with 17% of parents of female pupils.

Views on the frequency of updates

Parents whose child was receiving targeted support for English or maths were asked whether the frequency of the updates that they received were too frequent, about right or not frequent enough. Around half (51%) said that it was about right, whereas around two

in five (43%) said the updates were not frequent enough. Around one in twenty (6%) said that the updates were too frequent.

Parents who said that the updates were not frequent enough was higher among:

- female parents (48% compared with 20% of male parents)[10]

- parents of pupils not eligible for FSM (48% compared with 35% of those eligible)

- parents of pupils considered to have SEND (51% compared with 38% of those not considered to have SEND)

- parents of pupils without CiN status (44% compared with 31% with CiN status)

- parents from a white ethnic background (49% compared with 30% of parents from ethnic minorities, excluding white minorities).

Parents of pupils eligible for FSM were more likely to say that the frequency of updates was 'about right' (62% compared with 45% not eligible), as were parents of pupils with CiN status (63% compared with 50% without CiN status).

Confidence that support will lead to progress

Parents whose child was receiving targeted support for English or maths were asked how confident they were that the support would lead to progress for their child.

Four in five (79%) said they were confident that the targeted support for English would lead to progress for their child (39% 'very confident' and 40% 'fairly confident'). One in eight (13%) were 'not very confident' and 2% were 'not at all confident'.

Parents of male pupils were less confident than parents of female pupils. Specifically, 20% of parents of male pupils said they were not confident that the targeted support for English would lead to progress for their child, compared with 8% of parents of female pupils.

Parents whose child was considered to have SEND were also less confident, with 70% saying they were confident that the support would lead to progress (compared with 87% of those without SEND) and 25% saying they were not confident (compared with 6%).

With regards to maths, three in four (75%) said they were confident that the targeted support would lead to progress for their child (33% 'very confident' and 42% 'fairly confident'). One in five (19%) were not confident (15% 'not very confident' and 4% 'not at all confident').

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[10] This question was answered by only 81 male parents. These findings should therefore be treated with caution

Parents of primary school pupils were more confident than parents of secondary school pupils. Four in five (80%) parents of primary school pupils said they were confident that the targeted support for maths would lead to progress for their child (compared with 66% of parents of secondary school pupils), while one in eight (13%) were not confident (compared with 28%).

Parents whose child was considered to have SEND were again less confident, with 60% saying they were confident that the support would lead to progress (compared with 82% of those without SEND) and 34% saying they were not confident (compared with 12%).

Pupil and learner mental health and well-being

Pupil and learner mental health and wellbeing is an ongoing priority for DfE. The pandemic and associated lockdown measures have affected children and young people's mental health and wellbeing in a variety of ways. Being in school is thought to be beneficial for children and young people, while being away from school will likely have had some negative impact on their mental health and wellbeing.[11]

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[12]. Responses have been reported as mean scores. Parents were also asked for their perceptions of their child's happiness and anxiousness levels.

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 6.7 for happiness. Mean happiness scores tended to decline in older year groups. As detailed in Figure 6, pupils in year 7 and year 8 both had a mean happiness score of 7.2, while pupils and learners in year 12 and year 13 both reported a lower mean score of 6.1.

As shown in Figure 8, the mean score for happiness of all pupils and learners was higher than in the previous wave of the survey in May 2022, when it was 6.5. It was notably higher among pupils in year 11, where the mean score for happiness has increased from 5.8 in May 2022 to 6.9 in June-July 2022. Looking at the longer-term trend, in the July 2021 PPP wave (wave 10), which was conducted at an equivalent time of year, the overall mean score for happiness was similar (6.8).

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[11] See the DfE's 2021 State of the Nation report for a summary of current evidence: https://www.gov.uk/government/publications/state-of-the-nation-2021-children-and-young-peoples-wellbeing
[12] https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/methodologies/surveysusingthe4officefornationalstatisticspersonalwellbeingquestions

In addition to pupils and learners in higher year groups, the following groups had lower mean happiness scores in the June-July 2022 wave:

- year 12-13 learners in college settings (5.9 compared with 6.4 for year 12-13 pupils in school settings)

- female pupils and learners (6.2 compared with 7.3 for male pupils and learners).

Figure 6 Pupils' and learners' views of their own happiness by school year (mean scores among pupils and learners between 0 and 10)
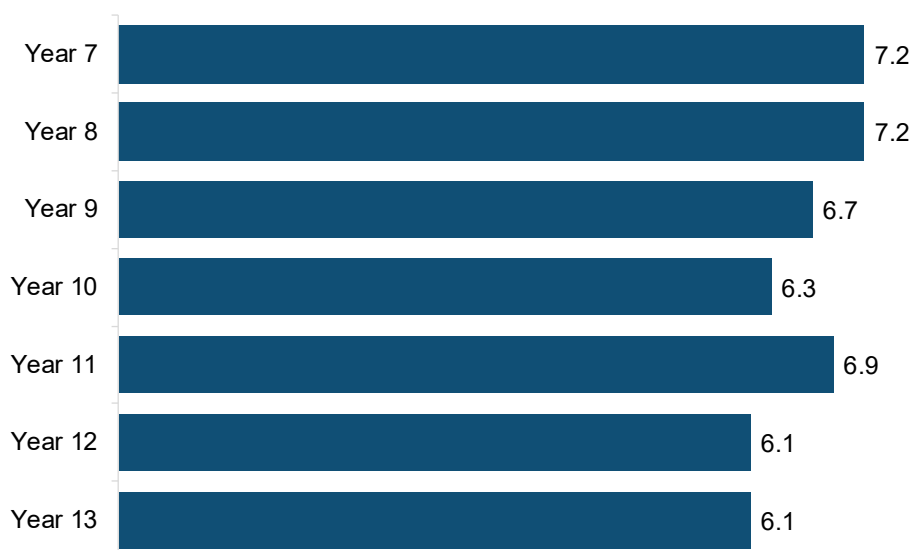
Year	Score
Year 7	7.2
Year 8	7.2
Year 9	6.7
Year 10	6.3
Year 11	6.9
Year 12	6.1
Year 13	6.1

Base: All pupils (2,232), Year 7 pupils (326), Year 8 pupils (310), Year 9 pupils (344), Year 10 pupils (313), year 11 pupils (343), year 12 pupils and learners (320), year 13 pupils and learners (276).

Source: PPLP 2022 RW4 pupil and learners and parent 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 on a 0 to 10 scale. Parents' views were more positive than pupils. Parents gave an average of 8.0 for their child's happiness. This was in line with the mean scores that were recorded in previous waves of the survey (7.9 in the March 2022 PPLP wave and 7.8 in the May 2022 PPLP wave).

Parents of primary school pupils gave a higher mean score for their child's happiness (8.3) than parents of secondary school pupils (who gave a mean score of 7.6). The following groups were more likely to give a higher mean score for their child's happiness:

- parents of pupils not eligible for FSM (8.1 compared with 7.6 for parents of pupils eligible for FSM)

- parents of pupils not considered to have SEND (8.4 compared with 6.5 for those with SEND)

- parents of pupils without CiN status (8.0 compared with 7.4 for those with CiN status)

- parents of pupils from ethnic minorities, excluding white minorities (8.3 compared with 7.9 for parents of pupils from a white ethnic background).

Pupils' and learners' views on satisfaction and worthwhileness

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

Overall, pupils and learners gave a mean score of 6.6 for both satisfaction and worthwhileness. However, as was the case with happiness scores, satisfaction and worthwhileness declined for pupils and learners in older year groups.

As detailed in Figure 7, pupils in year 7 had a mean satisfaction score of 7.5, while pupils and learners in year 13 had a lower mean satisfaction score of 5.7. Similarly, pupils in year 7 had a mean worthwhileness score of 7.5, falling to 5.8 for pupils and learners in year 13.

Figure 7 Pupils' and learners' views of their own satisfaction and worthwhileness by school year (mean scores among pupils and learners on a scale between 0 and 10)

Satisfaction

Year 7	7.5
Year 8	7.1
Year 9	6.7
Year 10	6.4
Year 11	6.6
Year 12	5.7
Year 13	5.7

Worthwhileness

Year 7	7.5
Year 8	7.2
Year 9	6.6
Year 10	6.3
Year 11	6.5
Year 12	5.9
Year 13	5.8

Base: All pupils (2,232), Year 7 pupils (326), Year 8 pupils (310), Year 9 pupils (344), Year 10 pupils (313), year 11 pupils (343), year 12 pupils and learners (320), year 13 pupils and learners (276).

Source: PPLP 2022 RW4 pupil and learners and parent 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, the mean satisfaction score in this survey is similar to the previous wave (6.5 in the May 2022 PPLP wave), and there is no change since the previous wave for the mean score for worthwhileness (6.6 in the May 2022 PPLP wave). As with mean happiness scores, mean scores for both satisfaction and worthwhileness have increased for pupils in year 11 since May 2022. Satisfaction scores increased from

5.8 in May 2022 to 6.6 in June-July 2022 for pupils in year 11, and worthwhileness scores increased from 6.0 to 6.5.

Similar scores were also observed at an equivalent time of year in the July 2021 PPP wave (wave 10), with a mean score of 6.7 for both satisfaction and worthwhileness. Figure 8 provides more detailed changes over time.

Alongside the tendency for older pupils and learners to give lower scores, year 12-13 learners in college settings had a lower mean score for satisfaction (5.5) than year 12-13 pupils in school settings (6.0).

Female pupils and learners had a lower mean score than male pupils and learners on both measures: 6.1 compared with 7.1 for satisfaction, and 6.2 compared with 7.1 for worthwhileness.

Figure 8 Pupils' and learners' views of their own happiness, satisfaction and worthwhileness over time (mean scores among pupils and learners on a scale between 0 and 10)
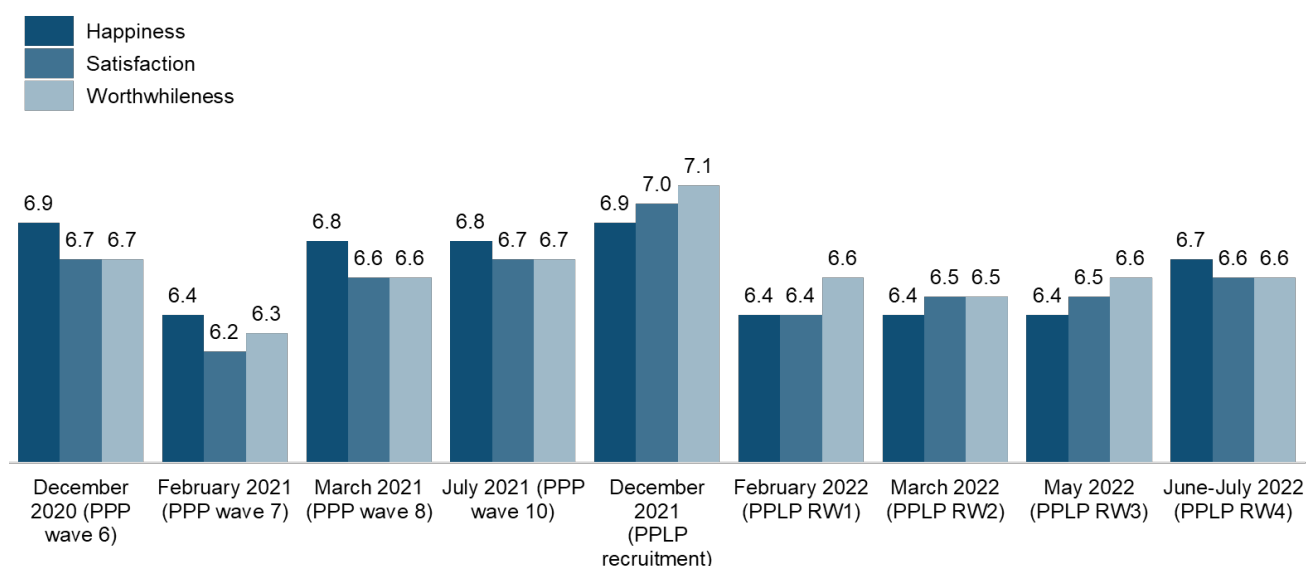
Base: All pupils and learners who took part in each wave. June-July 2022 (2,232), May 2022 (2,625), March 2022 (2,865), February 2022 (3,968), December 2021 (4,228), July 2021 (1,511), March 2021 (1,531), February 2021 (1,537), December 2020 (1,555).

Source: PPLP 2022 RW4 pupil and learners and 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?

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

Pupils' and learners' views on their anxiousness

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

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

The overall mean score for anxiousness was 4.2 and as shown in Figure 9 the mean scores tended to be higher in pupils and learners in older year groups, varying from 3.4 for pupils in year 8 to 4.8 for pupils and learners in year 12.
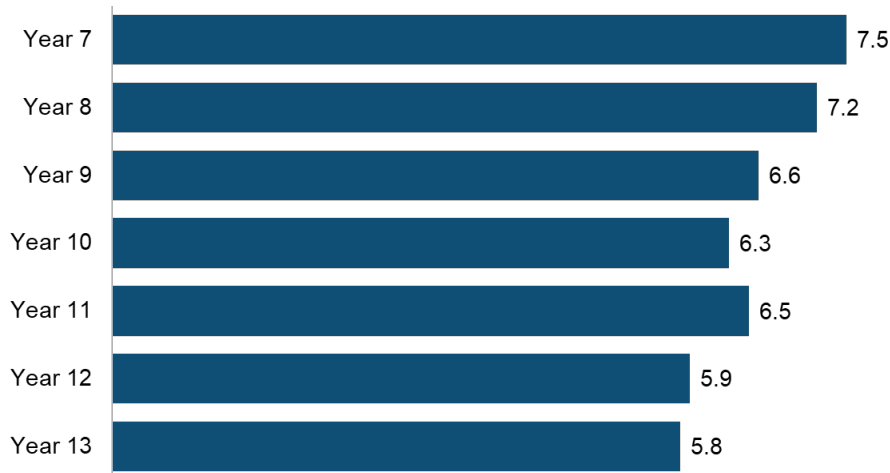
Figure 9 Pupils' and learners' views of their own anxiousness by school year (mean scores among pupils and learners on a scale between 0 and 10)
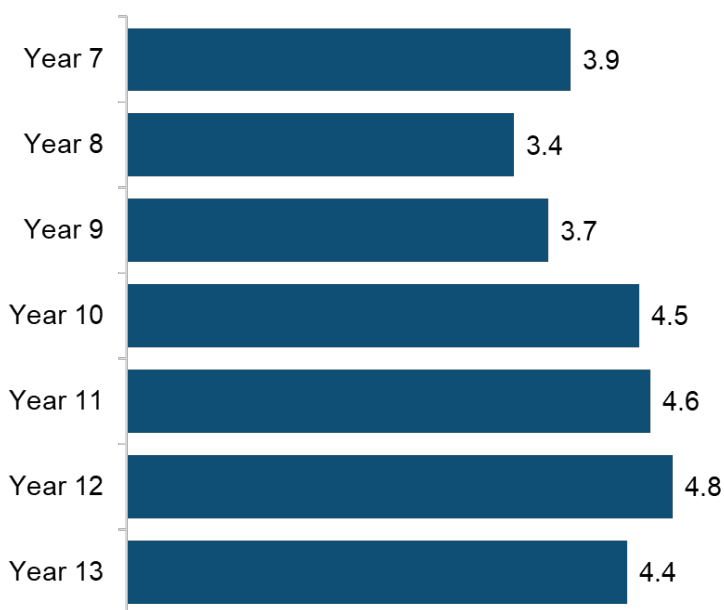
School Year	Mean score
Year 7	3.9
Year 8	3.4
Year 9	3.7
Year 10	4.5
Year 11	4.6
Year 12	4.8
Year 13	4.4

Base: All pupils (2,232), Year 7 pupils (326), Year 8 pupils (310), Year 9 pupils (344), Year 10 pupils (313), year 11 pupils (343), year 12 pupils and learners (320), year 13 pupils and learners (276).

Source: PPLP 2022 RW4 pupil and learners, 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'.

Compared with the July 2021 PPP wave (wave 10), which was conducted at an equivalent time of year, the overall mean score for anxiousness has risen, increasing from 3.4 in July 2021 to 4.2 in June-July 2022, as shown in Figure 10. Scores have remained similar over the shorter term, with the May 2022 anxiousness score of 4.4 falling slightly to 4.2 in June-July 2022.

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

- female pupils (4.8 compared with 3.4 for male pupils)

- pupils from a white ethnic background (4.3) compared with pupils from ethnic minorities, excluding white minorities (3.8)

Figure 10 Pupils' and learners' views of their own anxiousness over time (mean scores among pupils and learners on a scale between 0 and 10)
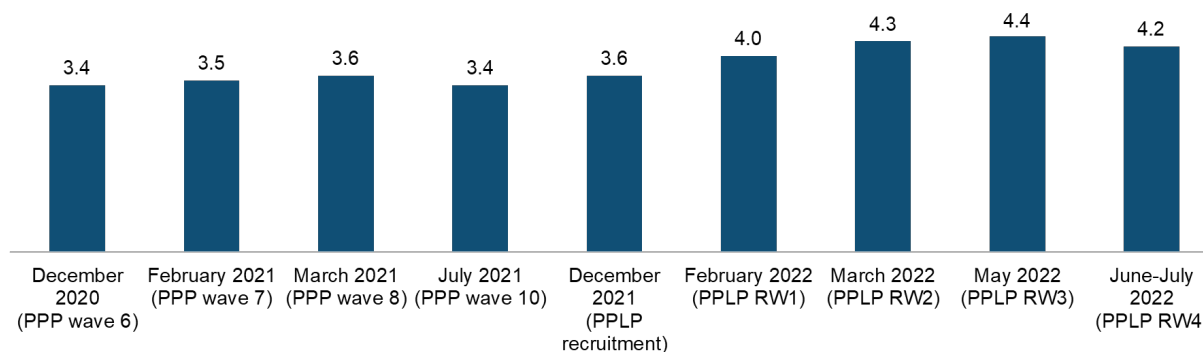
Base: All pupils and learners who took part in each wave. June-July 2022 (2,232), May 2022 (2,625), March 2022 (2,865), February 2022 (3,968), December 2021 (4,228), July 2021 (1,511), March 2021 (1,531), February 2021 (1,537), December 2020 (1,555).

Source: PPLP 2022 RW4 pupil and learners and parent survey Overall, how anxious did you feel yesterday, where 0 is 'not at all anxious' and 10 is 'completely anxious'?

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

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 2.7 for their child's anxiousness. This was similar to the score of 2.8 recorded in the May 2022 PPLP wave of the survey, but lower than the score of 3.0 recorded in the March 2022 PPLP wave.

Parents of secondary school pupils gave a higher mean score of 3.0 for the levels of anxiousness for their child, compared with 2.5 for parents of primary school pupils. Within secondary schools, parents of pupils in years 10-11 gave a higher mean score (3.3) than parents of pupils in years 7-9 (2.8).

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 pupils eligible for FSM (3.3 compared with 2.3 for those not eligible for FSM)

- parents of pupils considered to have SEND (4.3 compared with 2.2 for those without SEND)

- parents of pupils with CiN status (3.3 compared with 2.7 for those without CiN status)

- parents of pupils who had reported experiencing bullying (3.7 compared with 2.2 for those who had reported experiencing bullying).

Pupils' and learners' views on their loneliness

One in five pupils and learners (20%) said they often felt lonely, while 42% said they felt lonely some of the time and 33% never or hardly ever.

As with other measures, there was variation by year group, with responses becoming less positive in older year groups. Year 13 pupils and learners were more than twice as likely as year 7 pupils to say they often feel lonely (31% compared with 14%). Figure 11 shows responses by year group.

Figure 11 How often pupils and learners feel lonely

Legend: Often | Some of the time | Hardly ever or never | Prefer not to say

Group	Often	Some of the time	Hardly ever or never	Prefer not to say
All pupils and learners	20%	42%	33%	4%
Year 7 pupils	14%	41%	40%	5%
Year 8 pupils	17%	34%	47%	2%
Year 9 pupils	17%	39%	38%	6%
Year 10 pupils	21%	44%	29%	5%
Year 11 pupils	18%	45%	31%	6%
Year 12 pupils and learners	30%	44%	23%	2%
Year 13 pupils and learners	31%	50%	16%	4%

Base: All pupils (2,232), Year 7 pupils (326), Year 8 pupils (310), Year 9 pupils (344), Year 10 pupils (313), year 11 pupils (343), year 12 pupils and learners (320), year 13 pupils and learners (276).

Source: PPLP 2022 RW4 pupil and learners and parent survey, How often do you feel lonely?

In addition to pupils in older year groups, the following groups were more likely to say they often felt lonely:

- year 12-13 learners in college settings (35% compared with 25% for year 12-13 pupils in school settings)
- female pupils (25% compared with 14% for male pupils).

Extra-curricular activities

This section focuses on participation in extra-curricular activities. Research suggests that extra-curricular activities are important in improving wellbeing and developing social skills. In addition, extra-curricular activities can provide a range of other positive outcomes (e.g., academic achievement, behaviour, and attendance at school)[13].

Parents and pupils and learners were asked about participation in a range of extra-curricular activities, both at school or college and outside school or college, during the current school term (since April 2022). Some pupils engaged with activities both within and outside school or college – this means that percentages will sometimes add up to more than 100%.

Parents

Around seven in ten parents (73%) reported that their child had taken part in extra-curricular sports and physical activities during the current term. Similar proportions (43%) said their child took part in extra-curricular sports and physical activities at school or college and 47% outside school or college. This was the highest level of reported participation for any of the prompted extra-curricular activities.

More than two in five said their child had taken part in performing arts (45%), with 31% doing so in school or college and 18% outside school or college. Two in five (41%) said their child had participated in creative arts (33% in school or college and 12% outside school or college).

Three in ten (30%) said their child had taken part in hobby and interest clubs (14% in school or college and 18% outside school or college). A quarter (25%) said their child had taken part in clubs relating to an academic subject (19% in school or college and 7% outside school or college).

The levels of participation reported by parents was lower for volunteering (22%), participation in uniform groups e.g. cadets, guides, scouts (21%), participation in community or diversity clubs (13%) and other extra-curricular activities (11%).

The levels of participation in different extra-curricular activities were similar to those observed in the March 2022 wave of PPLP.

The following groups were more likely to report their child had participated in extra-curricular sports and physical activities during the current term:

- parents of primary aged pupils (80% compared with 63% of parents of secondary-

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[13] An_Unequal_Playing_Field_report.pdf (publishing.service.gov.uk)

aged pupils)

- parents of pupils in years 7-9 (68%) compared with parents of pupils in years 10-11 (54%)

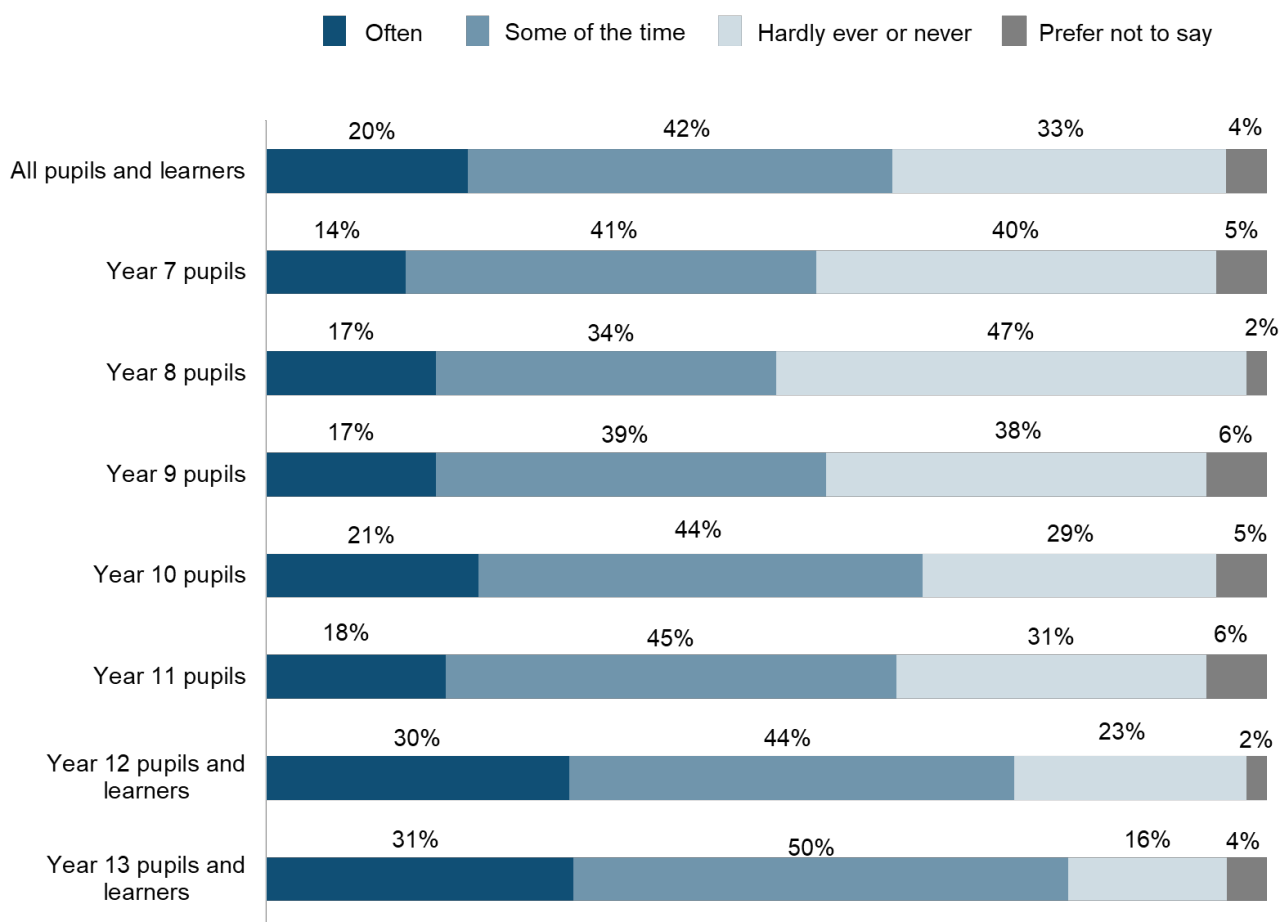- parents of male pupils (77% compared with 68% of parents of female pupils)

- parents of pupils not eligible for FSM (76% compared with 61% of those eligible for FSM)

- parents of pupils not considered to have SEND (76% compared with 61% of parents of pupils with SEND)

- parents of pupils without CiN status (73% compared with 63% of parents of pupils with CiN status)

- parents of pupils from ethnic minorities, excluding white minorities (78% compared with 71% of parents of a child from a white ethnic background).

Parents from the following groups were more likely to report that their child had participated in the performing arts during the current term:

- parents of primary aged pupils (50% compared with 38% of parents of secondary aged pupils)

- parents of pupils in years 7-9 (43%) compared with parents of pupils in years 10-11 (31%)

- parents of female pupils (53% compared with 37% of parents of male pupils)

- parents of pupils without CiN status (45% compared with 40% of parents of pupils with CiN status)

- parents of pupils from all ethnic minorities, excluding white minorities (50% compared with 43% of parents of a child from a white ethnic background).

- parents in all regions outside the north-east (45%) compared with parents in the north-east (29%).

Parents from the following groups were more likely to report that their child had participated in creative arts during the current term:

- parents of primary aged pupils (49% compared with 33% of parents of secondary aged pupils)

- parents of pupils in years 7-9 (39%) compared with parents of pupils in years 10-11 (23%)

- parents of female pupils (46% compared with 37% of parents of male pupils)

- parents of pupils eligible for FSM (46% compared with 40% of those not eligible

for FSM)

- parents of pupils from a black (56%)[14] or Asian (55%) ethnic background (compared with 38% of parents of pupils from a white ethnic background).

The following groups were more likely to report their child had participated in extra-curricular hobby and interest clubs during the current term:

- parents of primary aged pupils (33% compared with 27% of parents of secondary aged pupils)

- parents of male pupils (33% compared with 27% of parents of female pupils)

- parents of pupils eligible for FSM (36% compared with 28% of those not eligible for FSM)

- parents of pupils from black (53%)[15], mixed (43%) or Asian ethnic backgrounds (37%) (compared with 26% of parents of pupils from a white ethnic background)

- parents in London (38%) compared with those outside London (29%).

Parents from the following groups were more likely to report that their child had participated in clubs relating to an academic subject during the current term:

- parents of pupils not considered to have SEND (26% compared with 20% of parents of pupils with SEND)

- parents of pupils from a black (59%)[16], Asian (44%) or mixed (30%) ethnic background (compared with 18% of those from a white ethnic background)

- parents of pupils in London (36% compared with 23% of those outside London).

The following groups were more likely to report their child had participated in volunteering during the current term:

- parents of secondary-aged pupils (24% compared with 20% of parents of primary-aged pupils)

- parents of pupils in years 10-11 (29%) compared with parents of pupils in years 7-9 (21%)

- parents of female pupils (25% compared with 18% of parents of male pupils)

- parents of pupils not considered to have SEND (24% compared with 15% of parents of pupils with SEND)

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[14] This question was answered by only 75 parents of pupils from a black ethnic background. These findings should therefore be treated with caution.
[15] See footnote 14
[16] See footnote 14

- parents of pupils from a black (40%)[17] or Asian (33%) ethnic background (compared with 19% of those from a white ethnic background).

Participation in uniform groups (such as cadets, scouts, guides) was more commonly reported by the following groups:

- parents of a primary aged child (25% compared with 17% of parents of a secondary aged child)

- parents of pupils in years 7-9 (20%) compared with parents of pupils in years 10-11 (14%)

- parents whose child was not eligible for FSM (23% compared with 14% of those eligible for FSM).

Participation in community or diversity clubs such as LGBT+, wellbeing or religious groups during the current term was more commonly reported by parents of a child from Asian (34%) or black (28%) ethnic backgrounds (compared with 9% of parents of pupils from a white ethnic background and 9% of parents of pupils from a mixed ethnic background).

Overall, around nine in ten parents (88%) said that their child had taken part in at least one extra-curricular activity, with 19% saying their child had participated in just one extra-curricular activity and 70% saying they had taken part in two or more. These figures are similar to those observed in the March 2022 PPLP wave.

The following groups were more likely to report that their child had participated in two or more extra-curricular activities (either as part of their school or college or outside of their school or college):

- parents of primary aged pupils (76% compared with 62% of parents of secondary aged pupils)

- parents of pupils in years 7-9 (66%) compared with parents of pupils in years 10-11 (55%)

- parents of pupils not eligible for FSM (71% compared with 64% of those eligible for FSM)

- parents of pupils not considered to have SEND (71% compared with 64% of those with SEND)

- parents of pupils without CiN status (70% compared with 63% of parents of pupils with CiN status)

- parents of pupils from an Asian ethnic background (80% compared with 66% of

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[17] See footnote 14

pupils from a white ethnic background).

Overall, around two-thirds of parents (65%) said that their child had taken part in at least one extra-curricular activity in school, with 22% who said that their child had participated in one extra-curricular activity in school and 42% saying they had taken part in two or more.

Just over two-thirds of parents (68%) said that their child had taken part in at least one extra-curricular activity outside of school, with 28% who said that their child had participated in one extra-curricular activity outside of school and 40% saying they had taken part in two or more.

Pupils and learners

Amongst pupils and learners, the most commonly reported extra-curricular activity was sports and physical activities, which had been done by 63% of pupils or learners in the current term (38% at school or college and 40% outside of school or college), as shown in Table 3.

Around two in five (42%) pupils and learners had participated in creative arts (32% at school or college and 16% outside).

The other most common extra-curricular activities were performing arts (39%) and hobby and interest clubs (35%). Participation in volunteering was less common (27%), as was participation in clubs relating to an academic subject (26%).

Around one in seven (15%) pupils and learners had participated in uniform groups (such as cadets, guides, scouts) this term, 12% had participated in community or diversity clubs, and 13% had participated in some other type of extra-curricular activity.

The levels of participation in different extra-curricular activities were similar to those observed in the March 2022 wave of PPLP, although there were slight increases in participation in sports and physical activities (63% compared with 59% in March 2022) and performing arts (39% compared with 36%).

Table 3 Whether they have participated in specific extra-curricular activities during current term (pupils and learners)

	Have done at school or college	Have done outside school or college	Have not done activity this term
Sports and physical activities	38%	40%	37%
Creative arts	32%	16%	58%
Performing arts	29%	16%	61%
Hobby and interest clubs	17%	23%	65%
Volunteering	17%	14%	73%
Clubs relating to an academic subject, not homework or revision sessions	22%	6%	74%
Uniform groups e.g. cadets, guides, scouts	5%	11%	85%
Community or diversity clubs	7%	6%	88%
Other activities	6%	9%	87%

Base: All pupils and learners (2,232).

Source: PPLP 2022 RW4 pupils and learners survey. Which of the following extra-curricular activities, if any, have you taken part in this term (since April 2022) at school or college or outside of school/college?

The following groups of pupils and learners were more likely to have participated in sports and physical activities:

- pupils in years 7-9 (75%) compared with pupils in years 10-11 (58%) and pupils and learners in years 12-13 (42%)

- male pupils and learners (70% compared with 55% of female pupils and learners).

Pupils and learners from the following groups were more likely to have participated in creative arts:

- pupils in years 7-9 (56%) compared with pupils in years 10-11 (33%) and pupils and learners in years 12-13 (25%)

- female pupils and learners (45% compared with 37% of male pupils and learners).

The following groups of pupils and learners were more likely to have participated in performing arts:

- pupils in years 7-9 (53%) compared with pupils in years 10-11 (31%) and pupils and learners in years 12-13 (21%)

- year 12-13 pupils in school settings (26% compared with 17% of year 12-13 learners in college settings)

- female pupils and learners (42% compared with 35% of male pupils and learners).

The following groups of pupils and learners were more likely to have participated in hobby and interest clubs:

- pupils in years 7-9 (39%) compared with pupils in years 10-11 (30%) and pupils and learners in years 12-13 (32%)

- male pupils and learners (40% compared with 28% of female pupils and learners)

- pupils and learners in London (42% compared with 33% of pupils and learners outside London).

The following groups of pupils and learners were more likely to have participated in volunteering:

- year 12-13 pupils in school settings (37% compared with 18% of year 12-13 learners in college settings)

- female pupils and learners (30% compared with 25% of male pupils and learners)

- pupils without CiN status (29%) compared with pupils with CiN status (22%)

- pupils and learners from an Asian ethnic background (36% compared with 27% of pupils and learners from a white ethnic background).

Clubs relating to an academic subject were more commonly attended by:

- pupils in Years 7 (39% compared with 13% of pupils and learners in years 12-13)

- pupils and learners from an Asian (35%) or black (38%) ethnic background (compared with 24% of those from a white ethnic background)

- pupils and learners in London (34% compared with 24% of pupils and learners outside London).

Participation in uniform groups (such as cadets, guides, scouts) was most common among pupils in year 7 (26%), the proportion then decreased steadily by year group, to 6% among pupils and learners in year 13.

Participation in community and diversity clubs was more common among:

- female pupils and learners (13% compared with 8% of male pupils and learners)

- pupils and learners in London (17% compared with 11% of pupils and learners outside London).

In total, around four in five pupils and learners (83%) said that they had participated in at least one of the extra-curricular activities, with 16% taking part in just one activity and 66% taking part in two or more.

The following groups were more likely to report they had participated in two or more extra-curricular activities:

- pupils in years 7-9 (76%) compared with pupils in years 10-11 (65%) and pupils and learners in years 12-13 (50%)

- pupils without CiN status (70%) compared with pupils with CiN status (63%).

Overall, around three in five (63%) pupils and learners said they had taken part in at least one extra-curricular activity in school, with 19% who said they had participated in one extra-curricular activity in school and 44% saying they had taken part in two or more.

Around two-thirds (65%) of pupils and learners said they had taken part in at least one extra-curricular activity outside of school, with 26% who said they had participated in one extra-curricular activity outside of school and 39% saying they had taken part in two or more.

Post-16 qualifications and programmes

Pupils, learners and parents were asked about their knowledge of certain types of post-16 qualifications and programmes: T Levels, Traineeships, Apprenticeships and A levels. The awareness questions tested whether pupils and parents had heard of the name of the programme but did not test their understanding of the term. Pupils and learners were then asked how likely they would be to consider these options, and parents were asked whether they would recommend them to their children. Similar questions were asked in the November recruitment wave of PPLP.

Some questions were asked of pupils who have started or will soon start to think about what they want to do after their GCSEs. Awareness of a range of post-16 options, both on academic and technical pathways, is important for young people to be able to decide what route is right for them. Evidence gathered here will also allow the Department to track awareness of new programmes, like T Levels, as they expand and roll out more widely. These questions were asked of pupils in years 9, 10 and 11, as well as parents of pupils in these year groups.

Parents

Parents of pupils in year 9 to 11 were asked about their knowledge of different types of qualifications and programmes. Parents were asked a series of follow-up questions about each qualification that they had heard of.

Parents of pupils in year 9 to 11 were asked whether they would encourage their child to consider different types of qualifications and programmes.

Most parents that were aware of A levels said they would be likely to encourage their child to consider them (83%, including 60% 'very likely'), while two-thirds of parents aware of Apprenticeships said they would be likely to encourage their child to consider them (66%, including 27% 'very likely'). Less than half said it was likely they would encourage their child to consider Traineeships (40%) or T Levels (34%), among those who were aware of them. Responses are shown in Table 4.

Table 4 Likelihood of parents encouraging pupil to consider different types of qualifications and programmes

	T Levels	Trainee-ships	Apprentice-ships	A levels
Base	197	353	639	646
Very likely	12%	9%	27%	60%
Fairly likely	22%	31%	39%	24%
Not very likely	42%	36%	24%	8%
Not at all likely	14%	11%	8%	5%
Don't know	10%	13%	2%	3%

Base: Parents of pupils year 9 to 11 who were aware of each item.

Source: PPLP 2022 RW4 pupil and learners and parent survey, If you were to speak to your child about their career or further education options, how likely would you be to encourage them to consider each of the following?

Looking at the different qualification and programme types, there were no significant differences between groups of parents who would be likely to encourage their child to consider T Levels.

Parents of pupils eligible for FSM were more likely to say that they would be likely to encourage their child to consider Traineeships (55%) compared with parents of pupils not eligible for FSM (37%)[18]. Parents of pupils with CiN status were more likely to say that they would be likely to encourage their child to consider Traineeships (62%) compared with parents of pupils that did not have CiN status (39%)[19].

There was more variation for Apprenticeships and A levels. Parents that said they would encourage their child to consider Apprenticeships were more likely to be:

- parents of male pupils (72%) compared with parents of female pupils (60%)

- parents of pupils with CiN status (76%) compared with those without CiN status (65%)

- parents outside London (68%) compared with parents living in London (51%)[20].

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[18] This question was answered by only 91 parents of pupils eligible for FSM. These findings should therefore be treated with caution.

[19] This question was answered by only 94 parents of pupils with CiN status. These findings should therefore be treated with caution.

[20] This question was answered by only 84 parents living in London. These findings should therefore be treated with caution.

Parents more likely to encourage their child to consider A levels were more likely to be:

- parents of pupils not considered to have SEND (87% compared with 64% of those with SEND)

- parents of pupils without CiN status (84%) compared with those with CiN status (69%)

- parents of pupils from ethnic minorities, excluding white minorities (94%) compared with parents of pupils from a white ethnic background (79%)

- parents in London (94%) compared with parents living outside London (81%)[21].

Pupils and learners

Likelihood of considering qualifications and programmes

As with parents, pupils in years 9-11 were asked about their knowledge of different types of qualifications and programmes. Pupils were asked a series of follow-up questions about each qualification that they had heard of.

Different questions were asked according to year group. Firstly, pupils in Year 9 and Year 10 were asked whether they would consider different types of qualifications and programmes.

Most pupils that were aware of A levels said they would be likely to consider them (72%, including 47% 'very likely'), while around half of pupils aware of Apprenticeships said they would be likely to consider them (52%, including 19% 'very likely'). Around a quarter said it was likely they would consider Traineeships (27%) or T Levels (26%), among those who were aware of them. Responses are shown in Table 5.

These results can be compared with the PPP wave 10, conducted in July 2021, which also asked pupils in Year 9 and year 10 who were aware of these qualifications and programmes whether they would consider them. The proportion that said they would be likely to consider A Levels was similar between these two surveys (75% in July 2021, 72% in June-July 2022), while the proportions likely to consider the other options has increased: from 39% to 52% for Apprenticeships, from 16% to 27% for Traineeships and from 17% to 26% for T Levels.

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[21] This question was answered by only 85 parents living in London. These findings should therefore be treated with caution.

Table 5 Likelihood of pupils to consider different types of qualifications and programmes

	T Levels	Trainee-ships	Apprentice-ships	A levels
Base	175	228	613	632
Very likely	3%	7%	19%	47%
Fairly likely	22%	20%	34%	25%
Not very likely	39%	35%	27%	13%
Not at all likely	17%	11%	8%	4%
Don't know	18%	27%	13%	11%

Base: Pupils in Year 9 and Year 10 who were aware of each item.

Source: PPLP 2022 RW4 pupil and learners and parent survey, How likely are you to consider doing the following after your GCSEs?

Differences between groups of pupils can be seen most clearly by looking at the proportions that said they were 'very likely' to consider each qualification or programme. The proportion that said they were 'very likely' to consider Apprenticeships was higher among:

- pupils in year 9 (23%) compared with pupils in year 10 (14%)

- pupils that were eligible for FSM (29%) compared with those that were not eligible (16%)

- pupils with CiN status (28%) compared with those without CiN status (18%).

The proportion that said they were 'very likely' to consider A levels was higher among:

- female pupils (51%) compared with male pupils (41%)

- pupils that were not eligible for FSM (50%) compared with those that were eligible (37%)

- pupils without SEN (51%) compared with those with SEN (27%)

- pupils without CiN status (47%) compared with those with CiN status (33%)

- pupils from ethnic minorities, excluding white minorities (70%) compared with pupils from a white ethnic background (40%)

- pupils in London (69%) compared with those outside London (43%).

Plans to study qualifications and programmes

Pupils in year 11 were asked whether they were planning to do different types of qualifications and programmes in the year after their GCSEs.

Most pupils that were aware of A levels said they were planning to do them (68%) and an additional 7% strongly considered doing them but had decided not to.

One in ten pupils aware of Apprenticeships (10%) said they were planning to do one, and a further 18% had strongly considered doing so but had decided not to.

Among pupils aware of Traineeships, 6% said they were planning to do one, with 11% saying they strongly considered it but had decided not to.

Of those aware of T Levels, 4% were planning to do them, and an additional 7% strongly considered doing so but had decided not to.

Among year 11 pupils aware of Apprenticeships, pupils that were eligible for FSM or FME were more likely to say that they were planning to do one (22%) compared with those that were not eligible (7%)[22].

Among year 11 pupils aware of A Levels, the proportions that were planning to do them were higher among pupils without CiN status[23] (69% compared with 40% of those with CiN status) and among pupils from ethnic minorities, excluding white minorities[24] (86%) compared with pupils from a white ethnic background (62%).

Whether anyone has recommended qualifications or programmes

Pupils in years 9-11 who were aware of each qualification or programme were asked whether anyone had recommended that they do them in the year after their GCSEs.

Most pupils that were aware of A levels said that someone had recommended them (79%), while around three in five pupils aware of Apprenticeships said they had been recommended (59%). A third (33%) said that someone had recommended T Levels and a fifth (21%) said someone had recommended Traineeships, among those who were aware of them.

Pupils in year 9 were less likely to say that someone had recommended an Apprenticeship to them (51% compared with 62% in year 10 and 65% in year 11). Pupils

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[22] This question was answered by only 80 pupils that were eligible for FSM. These findings should therefore be treated with caution.
[23] This question was answered by only 71 pupils with CiN status. These findings should therefore be treated with caution.
[24] This question was answered by only 87 pupils from ethnic minorities (excluding white minorities). These findings should therefore be treated with caution.

from a white ethnic background were more likely to say Apprenticeships had been recommended to them compared with pupils from ethnic minorities, excluding white minorities (62% compared with 52%).

Among those aware of A levels, the proportion that said someone had recommended them was higher among:

- year 11 pupils (84%) compared with year 9 pupils (76%)

- female pupils (83%) compared with male pupils (76%)

- pupils without SEN (82%) compared with those with SEN (61%)

- pupils without CiN status (80%) compared with those with CiN status (68%)

- pupils from ethnic minorities, excluding white minorities (90%) compared with pupils from a white ethnic background (75%)

- pupils in London (89%) compared with those outside London (77%).

Awareness of T Level transition programme

Around half (52%) of pupils in years 9-11 who had heard of T Levels said that they had heard of the T Level Transition Programme. Awareness was consistent across different groups of pupils.

Post-18 qualifications and programmes

Pupils in years 11-13 were asked about their knowledge and consideration of different post-18 education and training options.

The awareness questions tested whether the respondent reports to have heard of the name of the programme and did not test their understanding of the term. Pupils were asked which, if any, they were likely to consider undertaking whilst parents were asked which, if any, they were likely to encourage their child to consider.

These questions give us insight into pupils and learners who have made, or will soon be making, decisions about what they want to do after age 18. Awareness of a range of options, both academic and technical, is important for young people to make the right decisions for them. These questions will be able to track interest in level 4 and 5 qualifications, such as Higher Technical Qualifications. Higher Technical Qualifications are level 4 or 5 qualifications that have been quality marked by the Institute for Apprenticeships and Technical Education to indicate alignment to employer-led occupational standards. The first Higher Technical Qualifications started being taught from September 2022.

Awareness of post-18 qualifications and programmes

As shown in Figure 12, more than nine in ten pupils and learners in years 11-13 (94%) said they were aware of Apprenticeships, while around eight in ten (78%) were aware of Bachelor's or Undergraduate degrees, and seven in ten (68%) were aware of Degree Apprenticeships. Four in ten (39%) were aware of Traineeships.

In order to test awareness of the names of qualifications and programmes, some post-18 qualifications were presented to pupils and learners in different ways. Each respondent to the survey was randomly allocated to either module A or module B: module A respondents were asked about "Level 4 and 5 qualifications (such as HNDs or a foundation degree)" and "Higher Technical Qualifications", whereas module B respondents were asked about "Level 4 and 5 qualifications" and "HTQs".

In module A, two in five (41%) said they had heard of "Level 4 and 5 qualifications (such as HNDs or a foundation degree)", while in module B around half (53%) said they had heard of "Level 4 and 5 qualifications".

Around a third (35%) of module A respondents said they had heard of "Higher Technical Qualifications", while around one in ten (11%) of those in module B said they had heard of "HTQs".

Figure 12 Awareness of post 18 qualifications and programmes among year 11-13 pupils and learners (pupils and learners were asked either module A or B at random)

Legend: ■ Yes ■ No ■ Don't know

Apprenticeships: 94% | 4% | 1%

Bachelor's or Undergraduate degree: 78% | 17% | 5%

Degree apprenticeships: 68% | 27% | 4%

Traineeships: 39% | 55% | 6%

(Module A) Level 4 or 5 qualifications (such as HNDs or a foundation degree): 41% | 53% | 6%

(Module B) Level 4 or 5 qualifications: 53% | 37% | 11%

(Module A) Higher Technical Qualifications: 35% | 60% | 6%

(Module B) HTQs: 11% | 78% | 11%
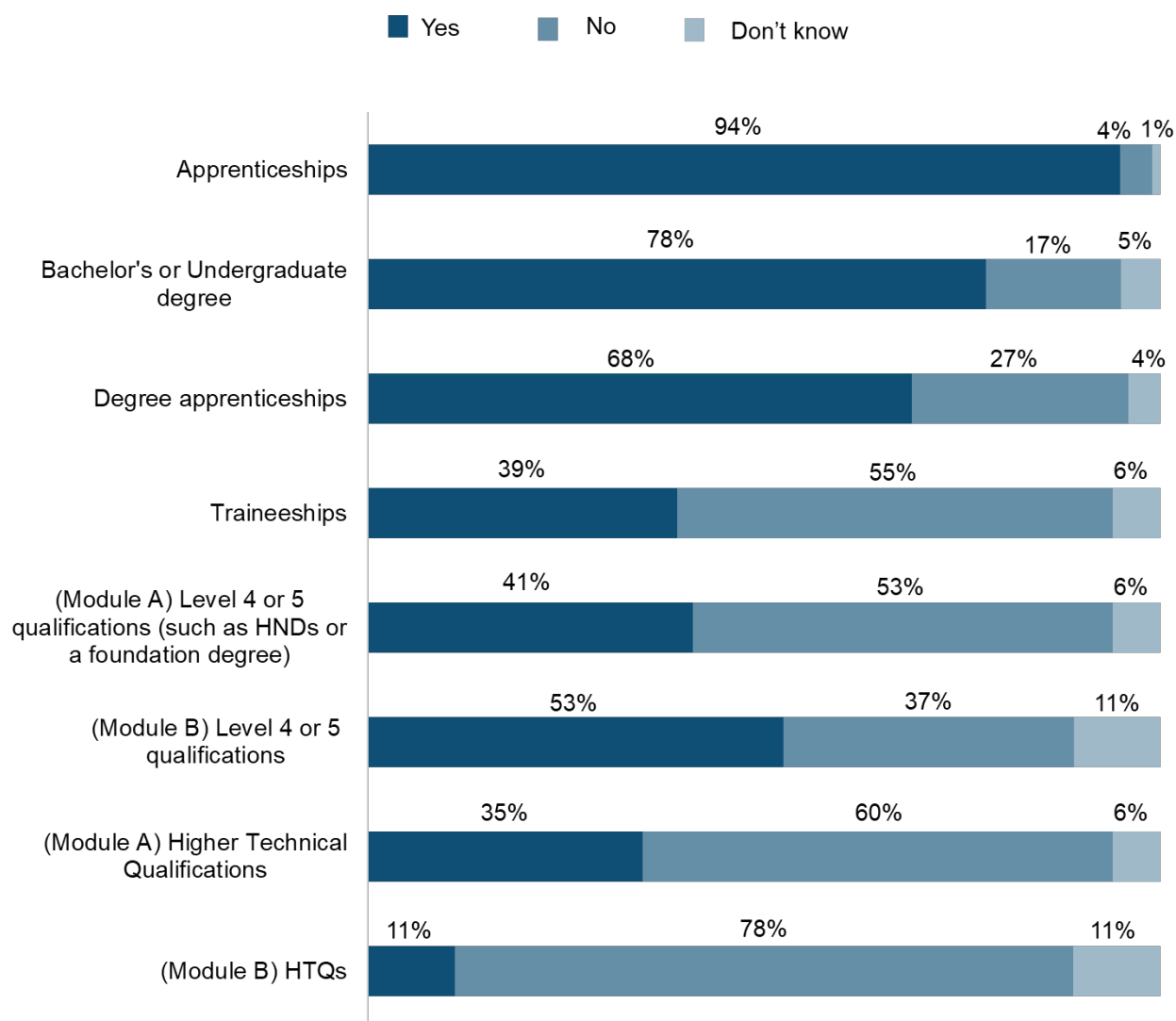
Base: Pupils and learners in year 11-13 (939)

Source: PPLP 2022 RW4 pupil and learners survey, Which, if any, of the following education and training options have you heard of? / Which, if any, of the following qualifications and programmes have you heard of?

The following groups of year 11-13 pupils and learners were more likely to have heard of Bachelor's or Undergraduate degrees:

- Pupils and learners in year 12 (81%) and year 13 (87%) compared with pupils in year 11 (69%)

- year 12-13 pupils in school settings (96% compared with 73% of year 12-13

70

learners in college settings)

- pupils and learners that were not eligible for FSM or FME (80%) compared with those that were eligible (67%)

- pupils and learners without SEN (80%) compared with those that were considered to have SEN[25] (58%)

- pupils without CiN status (81%) compared with those with CiN status[26] (63%).

The following groups of year 11-13 pupils and learners were more likely to have heard of Apprenticeships:

- year 12-13 pupils in school settings (96% compared with 91% of year 12-13 learners in college settings)

- pupils and learners that were not eligible for FSM or FME (95%) compared with those that were eligible (89%)

- pupils and learners from a white ethnic background (96%) compared with pupils and learners from ethnic minorities, excluding white minorities (89%).

The proportion of year 11-13 pupils and learners that had heard of Degree Apprenticeships was higher among:

- pupils and learners in year 12 (75%) and year 13 (75%) compared with pupils in year 11 (57%)

- year 12-13 pupils in school settings (85% compared with 66% of year 12-13 learners in college settings)

- pupils and learners that were not eligible for FSM or FME (70%) compared with those that were eligible (58%)

- pupils and learners without SEN (70%) compared with those that were considered to have SEN[27] (52%)

- pupils without CiN status (70%) compared with those with CiN status[28] (56%).

In module A, year 13 pupils and learners were more likely to have heard of "Level 4 and 5 qualifications (such as HNDs or a foundation degree)" than year 11 pupils (53% compared with 29%). In module B, year 12 pupils and learners were more likely to have heard of "Level 4 and 5 qualifications" than year 11 pupils (63% compared with 44%).

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[25] This question was answered by only 93 pupils and learners that were considered to have SEN. These findings should therefore be treated with caution.
[26] This question was answered by only 81 pupils with CiN status. These findings should therefore be treated with caution.
[27] See footnote 25
[28] See footnote 26

In module A, male pupils and learners were more likely than female pupils and learners to have heard of "Higher Technical Qualifications" (43% compared with 27%).

Knowledge of post-18 qualifications and programmes

Pupils and learners in years 11-13[29] that had heard of each post-18 education or training option were asked how much they knew about them.

As shown in Figure 13, more than half (55%) of year 11-13 pupils and learners that had heard of Apprenticeships said they knew a lot about them, while 42% said they knew a little and 4% said they knew nothing (they had only heard of them).

Just under half (44%) of those aware of Bachelor's or Undergraduate degrees said they knew a lot about them, with 41% saying they knew a little and 15% knew nothing.

Around two in five (38%) year 11-13 pupils and learners that had heard of Degree Apprenticeships said they knew a lot about them, while 50% said they knew a little and 11% said they knew nothing.

Knowledge of Traineeships was lower. Among those aware of Traineeships, 10% said they knew a lot about them, while 62% said they knew a little and 27% knew nothing.

In module A, 16% of those who were aware of "Level 4 and 5 qualifications (such as HNDs or a foundation degree)" said they knew a lot about them, 53% said they knew a little and 30% reported knowing nothing about them. Results were similar in module B, where 18% of those aware of "Level 4 and 5 qualifications" said they knew a lot about them, while 57% knew a little and 24% knew nothing.

Around one in five (19%) module A respondents who were aware of "Higher Technical Qualifications" said they knew a lot about them, with 55% saying they knew a little and 26% knew nothing.

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[29] The question was restricted to pupils and learners in years 12-13 for Traineeships and Apprenticeships.

Figure 13 Knowledge of post 18 qualifications and programmes options amongst year 11 - 13 pupils and learners (pupils and learners were asked either module A or B at random)

Legend:
- A lot - I am very familiar with this qualification and the activities it involves
- A little - I know a few details about this qualification
- Nothing – I have only heard of it

Qualification	A lot	A little	Nothing
Apprenticeships	55%	42%	4%
Bachelor's or Undergraduate degree	44%	41%	15%
Degree apprenticeships	38%	50%	11%
Traineeships	10%	62%	27%
(Module A) Level 4 or 5 qualifications (such as HNDs or a foundation degree)	16%	53%	30%
(Module B) Level 4 or 5 qualifications	18%	57%	24%
(Module A) Higher Technical Qualifications	19%	55%	26%

Base: Pupils and learners in year 11-13 that have heard of each qualification type… Bachelor's or Undergraduate degree (769), Degree Apprenticeships (675), Level 4 and 5 qualifications (such as HNDs or a foundation degree) – Module A (188), Level 4 or 5 qualifications – Module B (227), Higher Technical Qualifications – Module A (140). Pupils and learners in year 12-13 that have heard of each qualification type…Traineeships (222), Apprenticeships (565).

Module B HTQs is not shown in the chart due to a low base size (35)

Source: PPLP 2022 RW4 pupil and learners survey, How much do you know about...

Among year 11-13 pupils and learners that had heard of Bachelor's or Undergraduate degrees, the following groups were more likely to know a lot about them:

- pupils and learners in year 13 (63%) compared with pupils and learners in year 12 (44%) and pupils in year 11 (25%)
- year 12-13 pupils in school settings (65% compared with 40% of year 12-13 learners in college settings).

Among year 11-13 pupils and learners that had heard of Degree Apprenticeships, the following groups were more likely to know a lot about them:

- pupils and learners in year 12 (47%) and year 13 (42%) compared with pupils in year 11 (24%)
- year 12-13 pupils in school settings (56% compared with 33% of year 12-13 learners in college settings)
- male pupils and learners (47% compared with 34% of female pupils and learners)

In module B, male pupils and learners were more likely than female pupils and learners to say they knew a lot about "Level 4 and 5 qualifications" (27% compared with 11%)[30].

Likelihood to study or consider studying post-18 qualifications and programmes

Pupils and learners in years 11-12[31] were asked whether they would consider different types of qualifications and programmes.

As shown in Figure 14, most pupils and learners that were aware of Bachelor's or Undergraduate degrees said they would be likely to consider them (68%, including 43% 'very likely'). Around half of those aware of Degree Apprenticeships said they would be likely to consider them (53%, including 20% 'very likely') and a similar proportion of those aware of Apprenticeships said they would be likely to consider doing one (49%, including 18% 'very likely'). One in four said it was likely they would consider Traineeships (25%), among those who were aware of them.

In module A, 30% of those who were aware of "Level 4 and 5 qualifications (such as HNDs or a foundation degree)" said they were likely to consider doing them (with 10% 'very likely'). In module B, 38% of those aware of "Level 4 and 5 qualifications" said they were likely to do them, including 11% who were 'very likely' to do so.

Around a third (37%) of module A respondents who were aware of "Higher Technical Qualifications" said they were likely to do one, with 16% saying they were 'very likely' to do so.

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[30] This question was answered by only 74 male pupils and learners. These findings should therefore be treated with caution.
[31] See footnote 29

Figure 14 Likelihood of considering doing post 18 qualifications and programmes options (pupils and learners were asked either module A or B at random)

Legend: ■ Very likely ■ Fairly likely ■ Not very likely ■ Not at all likely ■ Don't know

Bachelor's or Undergraduate degree: 43% | 25% | 14% | 7% | 10%

Degree apprenticeships: 20% | 33% | 28% | 12% | 8%

Apprenticeships: 18% | 31% | 34% | 12% | 5%

Traineeships: 8% | 17% | 43% | 25% | 7%

(Module A) Level 4 or 5 qualifications (such as HNDs or a foundation degree): 10% | 20% | 39% | 16% | 15%

(Module B) Level 4 or 5 qualifications: 11% | 27% | 30% | 17% | 15%

(Module A) Higher Technical Qualifications: 16% | 21% | 35% | 14% | 14%
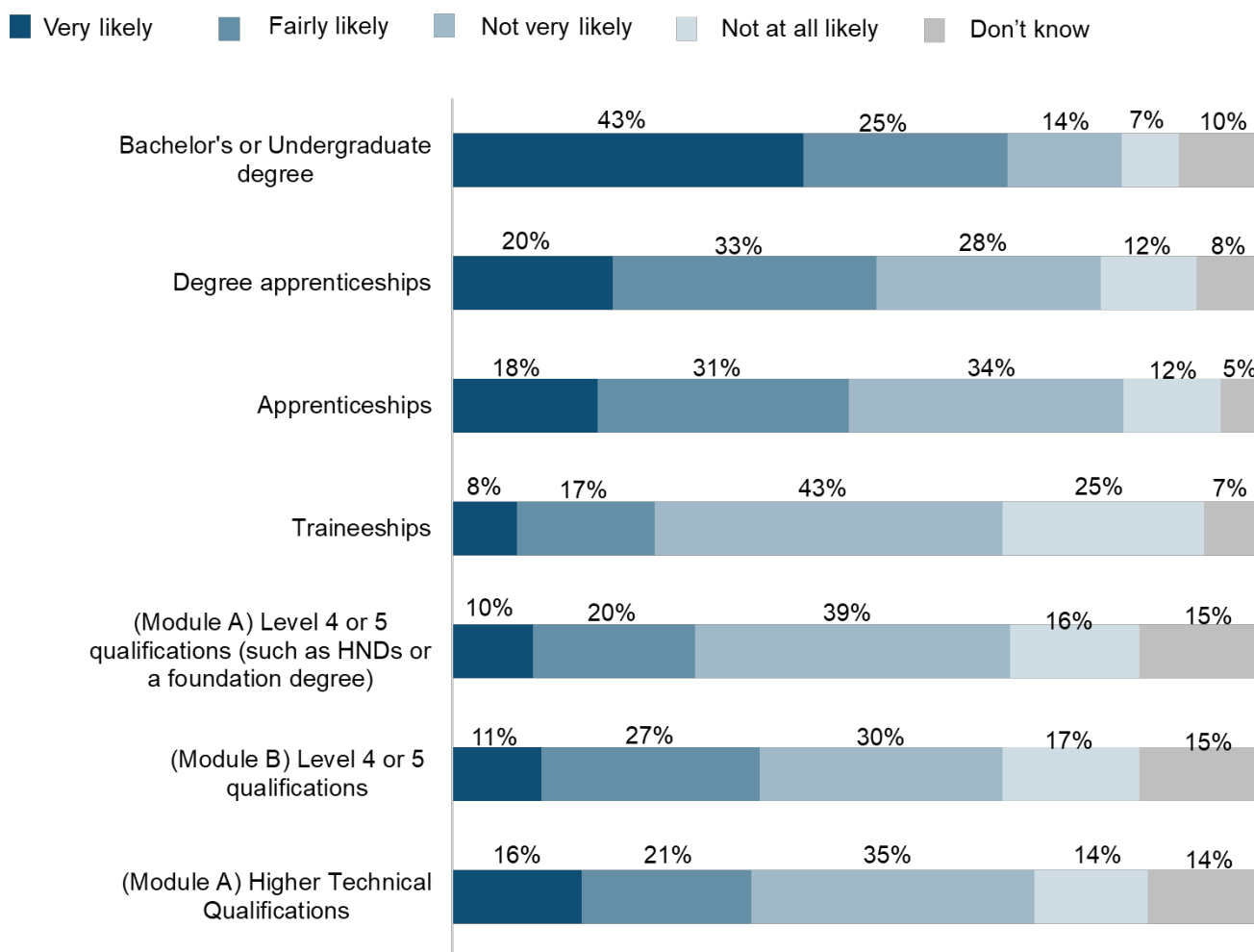
Base: Pupils and learners in year 11-12 that have heard of each qualification type… Bachelor's or Undergraduate degree (516), Degree Apprenticeships (454), Traineeships (120), Apprenticeships (303), Level 4 and 5 qualifications (such as HNDs or a foundation degree) – Module A (115), Level 4 or 5 qualifications – Module B (161), Higher Technical Qualifications – Module A (100) .

Module B HTQs is not shown in the chart due to a low base size (29)

Source: PPLP 2022 RW4 pupil and learners survey, How much do you know about...

Among year 11-12 pupils and learners that had heard of Bachelor's or Undergraduate degrees, the following groups were more likely to say they were likely to consider doing one:

- year 12 pupils in school settings (84% compared with 57% of year 12 learners in

college settings)[32]

- pupils and learners from ethnic minorities, excluding white minorities (77%) compared with pupils and learners from a white ethnic background (65%).

Among year 12 pupils and learners that had heard of Apprenticeships, the proportion that said they were likely to consider doing one was higher among learners in college settings (56%) compared with 40% of pupils in school settings[33].

Among year 11-12 pupils and learners that had heard of Degree Apprenticeships, the proportion that said they were likely to consider doing one was higher among pupils and learners from ethnic minorities, excluding white minorities (63%) compared with pupils and learners from a white ethnic background (49%).

Plans to study qualifications and programmes

Pupils and learners in year 13 were asked whether they were planning to do different types of qualifications and programmes after the age of 18.

Most pupils and learners that were aware of Bachelor's or Undergraduate degrees said they were planning to start one after the age of 18 (62%), and an additional 6% strongly considered doing one but had decided not to.

One in seven pupils and learners that had heard of Apprenticeships (13%) said they were planning to start one after the age of 18, and an additional 13% strongly considered doing one but had decided not to.

Less than one in ten (7%) of those aware of Degree Apprenticeships said they were planning to start one, although three in ten (32%) said they had strongly considered this option but had decided not to do so.

Among those aware of Traineeships, 2% of pupils and learners said they were planning to do one, while 7% had strongly considered this as an option[34].

In module A, 7% of those who were aware of "Level 4 and 5 qualifications (such as HNDs or a foundation degree)" said they were planning to do them, with a further 3% saying they had strongly considered this option but decided not to[35]. In module B, one in ten

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[32] This question was answered by only 98 year 12 learners in college settings. These findings should therefore be treated with caution.
[33] See footnote 32
[34] This question was answered by only 59 respondents. These findings should therefore be treated with caution.
[35] This question was answered by only 73 respondents. These findings should therefore be treated with caution.

(10%) of those aware of "Level 4 and 5 qualifications" said they were planning to do them, while a further 5% said they had strongly considered them but decided not to[36].

Among pupils and learners in year 13 that had heard of Bachelor's or Undergraduate degrees, those in school settings were more likely to say they were planning to do one (73% compared with 50% of those in college settings[37]).

Among pupils and learners in year 13 that had heard of Degree Apprenticeships, male pupils and learners were more likely to say they had strongly considered starting one after the age of 18 (49% compared with 21% of female pupils and learners[38]).

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[36] This question was answered by only 66 respondents. These findings should therefore be treated with caution.
[37] This question was answered by only 95 learners in college settings. These findings should therefore be treated with caution.
[38] This question was answered by only 54 male pupils and learners. These findings should therefore be treated with caution.

Types of study for higher education

This section examines the preferences of pupils and learners for studying in higher education, looking specifically at their preferred way of studying (full-time, part-time or as part of a job) and their preferred location (on campus or remotely). These questions were asked to understand preferences for types of flexible learning amongst young pupils and learners considering higher education.

Preferred way to study a higher education qualification

Pupils and learners in years 12 and 13 were asked about their preferred way of studying if they were to go to university/study towards a higher education qualification.

Overall, seven in ten (69%) pupils in years 12 and 13 said they would prefer to study full-time, while around one in ten (9%) said they would prefer to study as part of a job. There was also interest in part-time study, with 7% preferring to study for one day a week and 2% during evenings and weekends. Around one in eight (12%) did not know their preferred way of studying in higher education.

Year 12-13 pupils in school settings were more likely to say they would prefer to study full-time in higher education (79% compared with 61% of year 12-13 learners in college settings), with year 12-13 learners in college settings more likely to say they did not know their preference (16% compared with 7% of year 12-13 pupils in school settings).

Pupils and learners were also more likely to say they would prefer to study full-time if they had a parent who went to university (77% compared with 65% of those whose parents did not go to university).

Among pupils and learners in year 13 who said they were planning on starting a Bachelor's or Undergraduate degree after the age of 18, more than nine in ten (94%) said they would prefer to study full-time while 2% said they would prefer to study as part of a job. Around 1% said they would like to study in standalone modules that can count towards a larger qualification, or part-time (1%). A further 1% said they would prefer to study in study blocks, for example for a couple of weeks a few times a year and 2% said they did not know their preferred way of studying.

Preferred place of study

Pupils and learners in years 12 and 13 were asked about their preferred location for studying, if they were to go to university/study towards a higher education qualification. Around half (52%) said they would prefer to study fully on campus, while a third (33%)

said they would prefer a mix of studying on campus and remotely. Around 6% said they would prefer to study fully remotely, while 9% did not know.

Year 12-13 pupils in school settings were more likely to say they would prefer to study fully on campus (61% compared with 45% of year 12-13 learners in college settings), with year 12-13 learners in college settings more likely to say they didn't know their preference (13% compared with 5% of year 12-13 pupils in school).

Pupils and learners were also more likely to say they would prefer to study fully on campus if they had a parent who went to university (62% compared with 49% of those whose parents did not go to university).

Among pupils and learners in year 13 who said they were planning on starting a Bachelor's or Undergraduate degree after the age of 18, around three-quarters (74%) said they would prefer to study fully on campus, while around a quarter (24%) said they would prefer a mix of on campus and remote study. Less than 1% said they would prefer to study fully remotely.

Careers advice

Impartial careers advice helps young people to understand the many different work and study routes available to them and to make an informed choice about their next step. This question was asked to provide insights into where young people go to get further advice if their plans change, for example if they do not get the exam results they are expecting.

Where pupils and learners would go for advice

All pupils and learners were asked where they would go for advice (from a pre-coded list) about their future plans for their education or job if they changed before the end of this summer.

Pupils and learners were most likely to say that they would go to a parent or guardian for advice (74%) , while around half (47%) would go to a teacher and 39% to friends. Around a quarter (28%) said they would go to a trained advisor in school or college and 17% to another relative. Pupils and learners were less likely to choose the online and telephone support options that were presented to them, including the Apprenticeships website (13%), 'Find a job' website (11%) and the National Careers Service/Exam results helpline (6%).

Pupils and learners in years 12-13 were less likely to say they would go to a parent or guardian for advice (66%) compared with pupils in years 7-9 (79%) and pupils in years 10-11 (74%). Pupils in years 7-9 were less likely to say they would use several sources of advice: friends (32% compared with 44% of pupils in years 10-11 and 46% of pupils and learners in years 12-13), a trained advisor in school or college (20% compared with 38% and 33% respectively) and the Apprenticeships website (9% compared with 18% and 17% respectively). Pupils in years 10-11 were more likely to say they would go to the 'Find a job' website (17% compared with 8% in years 7-9 and 11% in years 12-13). Pupils in year 11 (10%) were the most likely to go to the National Careers Service/Exam results helpline. Detailed findings are shown in Figure 15.

Figure 15 Where pupils and learners would go for advice if plans changed
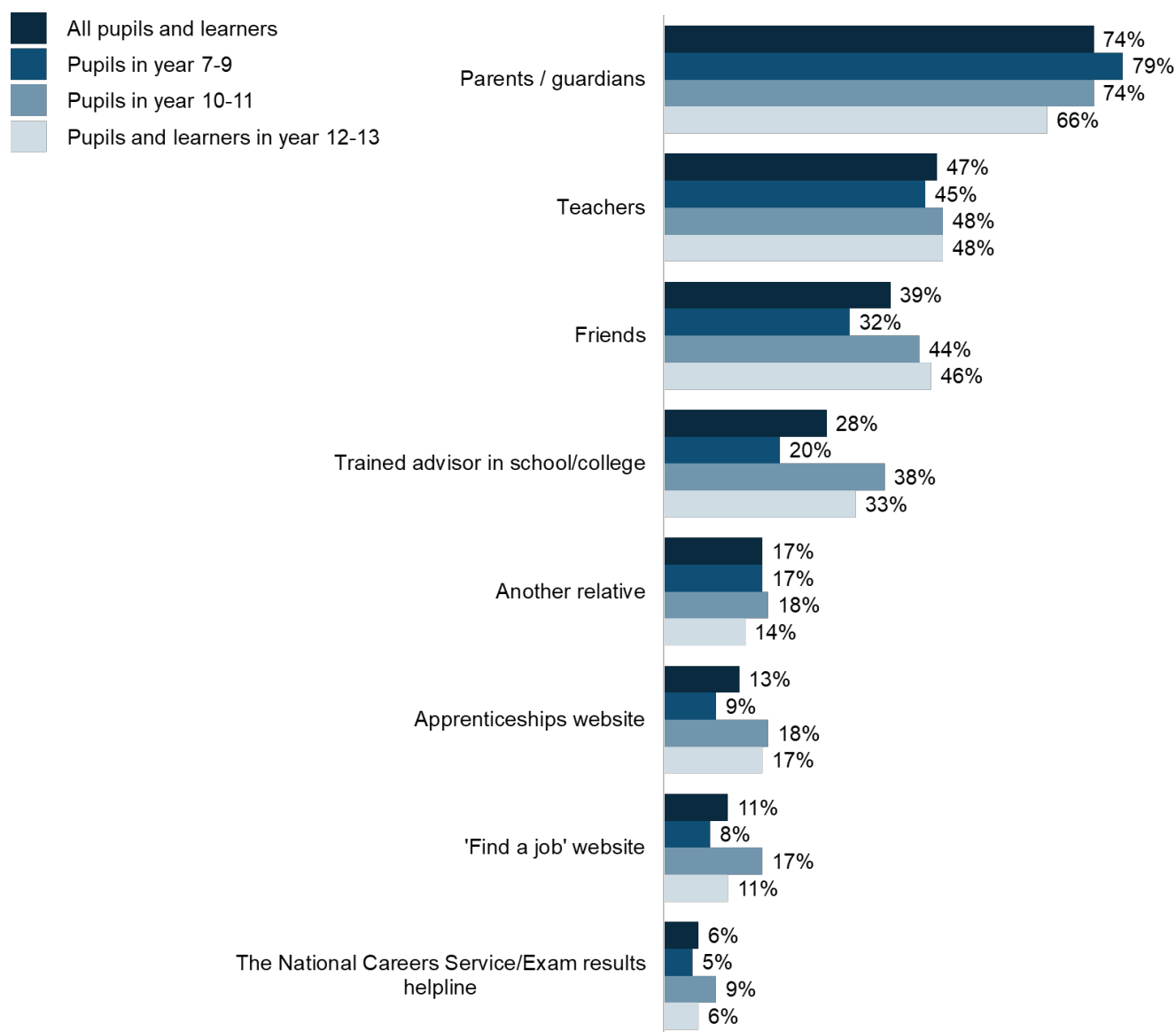
Legend:
- All pupils and learners
- Pupils in year 7-9
- Pupils in year 10-11
- Pupils and learners in year 12-13

Parents / guardians
- 74%
- 79%
- 74%
- 66%

Teachers
- 47%
- 45%
- 48%
- 48%

Friends
- 39%
- 32%
- 44%
- 46%

Trained advisor in school/college
- 28%
- 20%
- 38%
- 33%

Another relative
- 17%
- 17%
- 18%
- 14%

Apprenticeships website
- 13%
- 9%
- 18%
- 17%

'Find a job' website
- 11%
- 8%
- 17%
- 11%

The National Careers Service/Exam results helpline
- 6%
- 5%
- 9%
- 6%

Base: All pupils and learners in June/July 2022 (2,232), pupils in years 7-9 (980), pupils in years 10-11 (656), pupils and learners in years 12-13 (596).

Source: PPLP 2022 RW4 pupil and learners and parent survey, Where would you go to for advice about your future plans if they changed between now and the end of this summer?

Year 12-13 pupils in school settings were more likely to say they would get advice from teachers (58% compared with 39% of year 12-13 learners in college settings) and friends (54% compared with 39%).

Female pupils and learners were more likely than male pupils and learners to say they would get advice from friends (42% compared with 36%) and from the 'Find a job' website (15% compared with 8%).

Pupils and learners eligible for FSM or FME were less likely to say they would go to a parent or guardian for advice (68% compared with 76% of those not eligible for FSM or FME).

Pupils and learners with SEN were less likely to say they would go to friends for advice (32% compared with 40% of those not considered to have SEN) or a trained advisor in school or college (20% compared with 29%).

Pupils and learners from a white ethnic background were more likely to say they would go to a parent or guardian for advice (76% compared with 70% of those from ethnic minorities, excluding white minorities). However, pupils and learners from ethnic minorities (excluding white minorities) were more likely to say they would go to another relative for advice (21% compared with 15% of pupils and learners from a white ethnic background), while Asian pupils and learners were more likely to say they would get advice from friends (49% compared with 37% of pupils and learners from a white ethnic background).

Parent experience of school admissions

In a changing school landscape, it is important to ensure that the system works for parents and pupils. The admissions process should simple and easy for parents to understand. These questions were asked to provide insights into parents' experiences of the admissions process to highlight any areas in which this could be improved. The information collected by the survey informs and supplements the published data sets on school applications and offers (preference data) [Statistics: school applications - GOV.UK](www.gov.uk) (www.gov.uk).

This section starts by checking whether pupils had moved school recently, and then focuses on perceptions of the application process and whether pupils were offered their first preference of school.

Whether pupils moved to a new school

Parents were asked firstly whether their child moved to a new school in September 2020 or September 2021. This question was limited to year groups where pupils were likely to have changed schools recently; specifically those in year 7 and year 8, as well as those in year 5 or year 9 in three-tier systems[39]. Four in five of these parents (79%) said that their child did move school in September 2020 or September 2021.

Overall ease of the application process

Parents whose child had moved to a new school in September 2020 or September 2021[40] were asked how easy they found the overall process of applying for a school place for their child.

Around nine in ten (92%) said they found the process easy, including half (50%) who said it was 'very easy' and two in five (42%) who said it was 'fairly easy'. Around one in ten said they did not find the process easy (5% 'not very easy' and 2% 'not easy at all').

The following groups of parents were more likely to say that they did not find the process (very or at all) easy:

- parents of secondary school pupils (10%) compared with parents of primary school pupils (5%)

- parents of pupils eligible for FSM (17% compared with 5% of those not eligible for

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[39] Parents of pupils in year 5 and year 9 were asked a preliminary question to check whether their school was in a three-tier system.
[40] Pupils that moved to a new school comprise all those in years 1 and 2, as well as those in year 5,7,8 or 9 that confirmed that they had changed schools.

FSM)

- parents of pupils considered to have SEND (15% compared with 5% of those not considered to have SEND)

- parents of pupils with CiN status (16% compared with 7% of parents of pupils without CiN status).

Ease of aspects of the admissions process

Parents whose child had moved to a new school in September 2020 or September 2021 were asked how easy they found various aspects of the admissions process. Almost all of these parents (97%) found filling in the application form easy (50% 'very easy'), and more than four in five (85%) found it easy to find information about schools they could apply to (39% 'very easy').

Around four in five (81%) said that it was easy to find information about the admissions criteria of schools you could apply to (34% 'very easy'), while a similar proportion (77%) said it was easy understanding how likely it was for their child to get a place in their preferred school (38% 'very easy'). Details are shown in Table 6.

Table 6 How easy parents found aspects of the admissions process

	Filling in the application form	Finding information about schools you could apply to	Finding information about the admissions criteria of schools you could apply to	Understanding how likely it was for [Pupil] to get a place in your preferred school
Very easy	50%	39%	34%	38%
Fairly easy	46%	46%	47%	39%
Not very easy	2%	10%	12%	15%
Not easy at all	*	3%	2%	5%
Not applicable	1%	2%	4%	2%
Don't know	*	1%	1%	1%

Base: Parents of pupils who have moved to a new school (775).

Source: PPLP 2022 RW4 pupil and learners and parent survey, How easy did you find the following parts of the admission process?

Male parents were more likely than female parents to say it was easy to find information about the admissions criteria of schools they could apply to (91% compared with 79%).

Parents of pupils considered to have SEND were more likely to say they did not find it easy to find information about the admissions criteria of schools they could apply to (24% compared with 12% of those whose child did not have SEND), and that they did not find it easy to find information about schools they could apply to (21% compared with 10% of those without SEND).

Parents of pupils with CiN status were more likely to say they did not find it easy to find information about schools they could apply to (20% compared with 12% those without CiN status), and that they did not find it easy to fill out the application form (8% compared with 2% those without CiN status).

Whether pupils were offered the first preference school

Among parents whose child had moved to a new school in September 2020 or September 2021, around nine in ten (88%) said that their child was offered a place at their first preference school at the point that school offers were made.

The following groups of parents were more likely to say that they had not been offered a place at their first preference school:

- parents of pupils with CiN status (21% compared with 11% of parents of pupils that did not have CiN status).

- parents of pupils from an ethnic minority background (17% compared with 9% of parents of pupils from a white background)

- parents in London (21% compared with 9% of those outside London)[41].

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[41] This question was answered by only 96 parents in London. These findings should therefore be treated with caution.

Breakfast at school

It is important for pupils to start the day with a nutritious breakfast. Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.[42] The government is continuing support for breakfast provision and will support approximately 2,500 schools in disadvantaged areas. Family Action were confirmed as the school breakfast supplier for the National School Breakfast Programme on 9 July 2021 and have been sourcing and delivering breakfast food products to eligible schools. This section examines the current landscape of breakfast at school from parents' perspectives. This complements a previous SCP survey which examined school breakfast provision with school leaders.[43]

Whether pupil's school offers breakfast food

Just over a third of all parents (37%) said that their child's school had offered breakfast food in the current academic year, while around half (47%) said breakfast food was not offered and one in six (16%) did not know.

Parents of primary school pupils were more likely to say that their child's school had offered breakfast food in the current academic year (43% compared with 30% of parents of secondary school pupils).

Parents of pupils eligible for FSM were more likely to say that breakfast food was offered by the school (43% compared with 35% of parents of pupils not eligible for FSM).

Whether breakfast food is offered for free

Among parents who said their child's school had offered breakfast food in the current academic year, a third (33%) said that breakfast was offered by the school for free. More than half (57%) said that there was a charge, while one in ten (10%) did not know whether or not it was free.

Parents of pupils in primary schools were more likely to say there was a charge for breakfast at the school (61% compared with 51% of parents of pupils in secondary schools). Within secondary schools, parents of pupils in years 7-9 were more likely to say there was a charge (58%), compared with parents of pupils in years 10-11 (40%).

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[42] School and College Panel – March 2022 wave (publishing.service.gov.uk)
[43] See footnote 42

The following groups of parents were more likely to say that breakfast was provided free at the school (among those that said breakfast was offered):

- parents of pupils eligible for FSM (54% compared with 26% of those not eligible for FSM)

- parents of pupils considered to have SEND (42% compared with 31% of those not considered to have SEND)

- parents of pupils with CiN status (49% compared with 32% of parents of pupils without CiN status).

- parents of pupils from ethnic minorities, excluding white minorities (44%) compared with parents of pupils from a white ethnic background (29%)

- parents living in Yorkshire and the Humber (46%) compared with all other regions (32%)parents living in urban areas (36% compared with 15% of those living in rural areas).

Whether pupils have the breakfast offered at their school

Among parents who said their child's school had offered breakfast food in the current academic year, just under half (46%) said that their child had the breakfast offered at the school. Around half (49%) said that their child had not had the breakfast offered, while 5% did not know.

Parents of pupils eligible for FSM were more likely to say that their child had the breakfast offered at the school (60% compared with 41% of those not eligible for FSM).Whether parents would encourage their child to have breakfast at school if it were free

Parents who said their child was not offered breakfast at school were asked whether they would encourage them to have it if it were provided for free. Around three in five (62%) said that they would encourage their child to have breakfast at school if it were provided for free, while around one in four (27%) said they would not encourage them to do this, and one in ten (10%) did not know.

Parents of pupils with CiN status were more likely to say they would encourage their child to have breakfast at school if it were provided for free (72% compared with 62% of parents of pupils without CiN status).

Parents of pupils from ethnic minorities, excluding white minorities, were also more likely to say they would encourage their child to do this (72%) compared with parents of pupils from a white ethnic background (59%).

Childcare

This section looks at parents' plans for childcare or formal activities for their child during the school summer holidays, including the reasons for their plans. It also examines how parents find and choose providers of childcare or formal activities, including the use of digital platforms. The department recognises the valuable role that childcare and formal activities provide to children in supporting their enrichment and wellbeing, as well as to parents and carers in supporting their childcare needs, and their ability to access work. The department is therefore interested in understanding how parents use childcare or formal activities during holiday periods, and what barriers they may face in accessing the provision that they need.

Plans for summer holiday activities and childcare

Parents of primary school pupils were asked about their plans for the school summer holidays this year. Around half (49%) said that they had plans for childcare or formal activities for their child during the school summer holidays, while a third (33%) said they had no childcare or formal activities planned, and the remainder (18%) said they were not sure yet.

The most common activities planned by parents were sports or activity clubs (29%) or going to a holiday club (24%). The other activities in parents' plans were educational activities (7%), spending time in childcare (7%), residential trips (4%) and volunteering or citizenship activities (2%).

Parents of male pupils were more likely to say they were planning sports or activity clubs (33% compared with 25% of parents of female pupils), while parents of female pupils were more likely to say they had no childcare or activities planned (37% compared with 29% of parents of male pupils).

Parents of pupils eligible for FSM were less likely to say they had plans for any childcare or formal activities (40% compared with 52% of those not eligible for FSM) and specifically were less likely to be planning sports or activity clubs (21% compared with 32%).

Parents of pupils considered to have SEND were less likely to say they had any childcare or activities planned (38% compared with 52% of those not considered to have SEND) and specifically were less likely to be planning sports or activity clubs (22% compared with 33%).

Parents of pupils with CiN status were also less likely to say they had plans for sports or activity clubs (20% compared with 30% of parents of pupils without CiN status).

Parents of pupils from ethnic minorities (excluding white minorities) were more likely to say they had plans for educational activities (16% compared with 4% of parents of pupils from a white ethnic background) and for residential trips (7% compared with 3%). They were also more likely to say that they were not sure yet (27% compared with 14%), while parents of pupils from a white ethnic background were more likely to say they had no childcare or formal activities planned (36% compared with 25% of parents of pupils from ethnic minorities, excluding white minorities).

Parents in London were more likely to be planning educational activities for the summer holidays (15% compared with 5% of those outside London).

Reasons for not planning summer childcare or formal activities

Parents of primary school pupils who said they had no childcare or formal activities planned for the summer holidays were asked why they were not planning on using childcare providers for their child over the school summer holidays this year.

Three-quarters (76%) said this was because they planned to look after their child themselves, while around a quarter (27%) said they had family or friends who would look after their child. Around three in ten (29%) said that the cost of provision was too high, while one in ten (10%) said their child did not want to go. Some parents also raised concerns about the quality (5%) or safety (5%) of providers.

Parents of female pupils were more likely than parents of male pupils to say that the cost of provision was too high (35% compared with 22%).

Parents of pupils eligible for FSM were less likely to say they had family or friends who would look after their child (12% compared with 31% of those not eligible for FSM).

Parents of pupils considered to have SEND were less likely to say they would look after their child themselves (60% compared with 81% of those not considered to have SEND)[44].

Parents of pupils with CiN status were less likely to say they had family or friends who would look after their child (16% compared with 27% of those without CiN status).

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[44] This question was answered by only 95 parents of pupils considered to have SEND. These findings should therefore be treated with caution.

Reasons for planning summer childcare or formal activities

Parents of primary school pupils who said they had childcare or formal activities planned for the summer holidays were asked for the main reason why they were planning on using childcare providers for their child over the school summer holidays this year.

The most common reason for planning to use childcare or formal activities was so that the parent or others in the household could work or look for work (45%). The other main reasons were that their child enjoyed it (25%) and for the child's development or enrichment (23%).

Parents of pupils eligible for FSM were less likely to say that they were planning to use childcare or formal activities so that the parent or others in the household could work or look for work (22% compared with 51% of parents of pupils not eligible for FSM). They were more likely to say that the planned childcare or formal activities were so they had time for their own activities or errands (8% compared with 1% of parents of pupils not eligible for FSM).

Parents of pupils with CiN status were less likely to say that they were planning to use childcare or formal activities so that the parent or others in the household could work or look for work (30% compared with 46% of parents of pupils without CiN status).

Parents of pupils from a white ethnic background were more likely to say that they were planning to use childcare or formal activities so that the parent or others in the household could work or look for work (51% compared with 29% of parents of pupils from ethnic minorities, excluding white minorities). Parents of pupils from ethnic minorities (excluding white minorities) were more likely to say that the planned childcare or formal activities were for their child's development or enrichment (43% compared with 16% of parents of pupils from a white ethnic background).

Location of planned summer childcare or formal activities

Parents of primary school pupils who said they had childcare or formal activities planned for the summer holidays were asked where they expected the holiday activities or childcare to take place.

The most common location for planned childcare or formal activities was community premises (57%), followed by school (34%) or a private residence (20%).

Parents who expected the childcare or formal activities to take place in community premises were more likely to be planning on sending their child to a holiday club (62%), educational activities (for example private or small group tuition, or summer schools,

66%)[45] or sports or activity clubs (for example football, dance, music, art, 73%), compared with 32% who were planning on using childcare such as nannies, childminders or nurseries.

Parents who expected the childcare or formal activities to take place in school were more likely to be planning on sending their child to a holiday club (53%) compared with sports or activity clubs (31%).

Parents who expected the childcare or formal activities to take place in private residences were more likely to be planning on sending their child to childcare such as nannies, a childminder or nurseries (62%)[46] compared with holiday clubs (10%) or sports or activity clubs (16%).

Use of apps or online childcare agencies to find formal activities or childcare

Parents of primary school pupils who said they had childcare or formal activities planned for the summer holidays were asked whether they planned to use apps or online childcare agencies to find formal activities or childcare over the school summer holidays.

Around one in ten (8%) said that they did. Specifically, 4% said they planned to use apps, 1% planned to use childcare agencies and 2% planned to use both of these.

Parents of pupils eligible for FSM were more likely to say that they were planning to use these (20% compared with 5% of parents of pupils not eligible for FSM). Specifically, they were more likely to say that they planned to use both apps and childcare agencies (10% compared with 1%).

Parents from ethnic minorities (excluding white minorities) were more likely to say that they planned to use apps or childcare agencies (20% compared with 4% of parents from a white ethnic background)[47].

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[45] This question was answered by only 70 parents who planned to send their child to educational activities. These findings should therefore be treated with caution
[46] This question was answered by only 81 parents who planned to send their child to childcare such as nannies, childminders or nurseries. These findings should therefore be treated with caution
[47] This question was answered by only 96 parents from ethnic minorities (excluding white minorities). These findings should therefore be treated with caution.

How parents choose an out-of-school activity or childcare provider

All parents of primary school pupils were asked what they do typically before choosing an out-of-school activity or childcare provider for their child.

Parents were most likely to say that they read reviews or ask others about the provider (52%), while a third (34%) said they check if the provider has DBS checked their staff. Three in ten (30%) said they check whether the provider is on the Ofsted childcare register or affiliated to an umbrella body, and the same proportion (30%) said that they visit the provider. A quarter (25%) said they check that the provider has a child protection policy.

Female parents were more likely than male parents to say that they checked whether the provider has DBS checked their staff (36% compared with 25%) and that they checked whether the provider is on the Ofsted childcare register or affiliated to an umbrella body (32% compared with 20%).

Parents of pupils eligible for FSM were less likely to say that they read reviews or ask others about the provider (34% compared with 58% of parents of pupils not eligible for FSM) and were also less likely to say they check whether the provider has DBS checked their staff (27% compared with 37%).

Parents of pupils with CiN status were more likely to say they checked whether the provider is on the Ofsted childcare register or affiliated to an umbrella body (37% compared with 30% of parents of pupils without CiN status) and that they checked that they have a child protection policy (32% compared with 25%). However, they were less likely to say that they read reviews or ask others about the provider (44% compared with 53% of parents of pupils without CiN status).

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 safety measures that were in place in schools and colleges in June and early July 2022. From 21 February, staff and pupils in mainstream secondary schools were not expected to continue taking part in regular asymptomatic testing. On 1 April 2022, the Government withdrew the majority of the remaining pieces of specific COVID-19 guidance for education and childcare settings. From this date, settings have been advised to follow the public health guidance set out by UKHSA on managing COVID-19 in line with other infectious diseases. Free testing for the general public also ended on 1st April.

Parents

Parents were asked about specific safety measures that were in place in their child's school during the past two weeks of termtime. Half of parents (49%) 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 (62% compared with 32% for secondary aged pupils)

- parents of pupils eligible for FSM (58% compared with 46% of pupils not eligible for FSM)

- parents of pupils from Asian (61%) or mixed (58%) ethnic backgrounds, compared with parents of pupils from a white ethnic background (45%).

Around one in five parents (22%) reported their child was asked to clean equipment or to avoid sharing equipment. This was higher for:

- parents of primary aged pupils (25% compared with 18% for secondary aged pupils)

- parents of pupils eligible for FSM (33% compared with 19% of pupils not eligible for FSM)

- parents of pupils with CiN status (29% compared with 22% of those without CiN

status)

- parents of pupils from an Asian (40%) or black (32%)[48] ethnic background (compared with 18% of parents of a pupil from a white ethnic background).

Around one in five parents (18%) reported their child was asked to follow one-way systems. This was higher for:

- parents of secondary aged pupils (21% compared with 15% of parents of primary-aged pupils)

- parents of female pupils (20%) compared with parents of male pupils (15%)

- parents of pupils eligible for FSM (29% compared with 14% of pupils not eligible for FSM)

- parents of pupils with CiN status (23% compared with 17% of those without CiN status)

- parents of pupils from an Asian ethnic background (36% compared with 14% of parents of a pupil from a white ethnic background).

One in eight (13%) 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 (23% compared with 10% of pupils not eligible for FSM)

- parents of pupils with CiN status (20% compared with 13% of those without CiN status)

- parents of pupils from an Asian (31%) or black (28%)[49] ethnic background (compared with 9% of those from a white ethnic background).

Around one in ten (11%) 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 a secondary aged pupil (13% compared with 10% of parents of a primary aged child)

- parents of pupils eligible for FSM (20% compared with 9% of pupils not eligible for FSM)

- parents of pupils with CiN status (19% compared with 11% of those without CiN

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[48] This question was answered by only 75 parents from a black ethnic background. These findings should therefore be treated with caution.
[49] See footnote 48

status)

- parents of pupils from Asian (28%) or black (25%)[50] ethnic backgrounds (compared with 7% of parents of pupils from a white ethnic background).

Around one in ten parents (9%) reported that their child's school asked for regular COVID testing. This was higher for:

- parents of secondary aged pupils (11% compared with 8% of parents of a primary aged child)

- parents of pupils eligible for FSM (16% compared with 8% of pupils not eligible for FSM)

- parents of pupils with CiN status (17% compared with 9% of those without CiN status)

- parents of pupils from Asian (23%) or black (17%)[51] ethnic backgrounds (compared with 6% of parents of pupils from a white ethnic background)

- parents in London (15% compared with 8% of parents outside London).

Less than one in ten (6%) 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 (9% compared with 4% for primary-aged pupils)

- parents of pupils eligible for FSM (10% compared with 5% of pupils not eligible for FSM)

- parents of pupils with CiN status (11% compared with 6% of those without CiN status)

- parents of pupils from Asian (19%) or black (13%)[52] ethnic backgrounds (compared with 4% of parents of pupils from a white ethnic background).

Compared with the previous research waves, there has been a gradual decrease in the reported prevalence of all COVID-19 safety measures in school, as shown in Figure 16.

Compared with the previous wave, which was conducted in May 2022, the proportion of parents who reported the various measures changed as follows over this period:

- frequent hand washing fell from 54% in May 2022 to 49% in June-July 2022

- cleaning equipment, or avoiding sharing equipment, fell from 25% to 22%
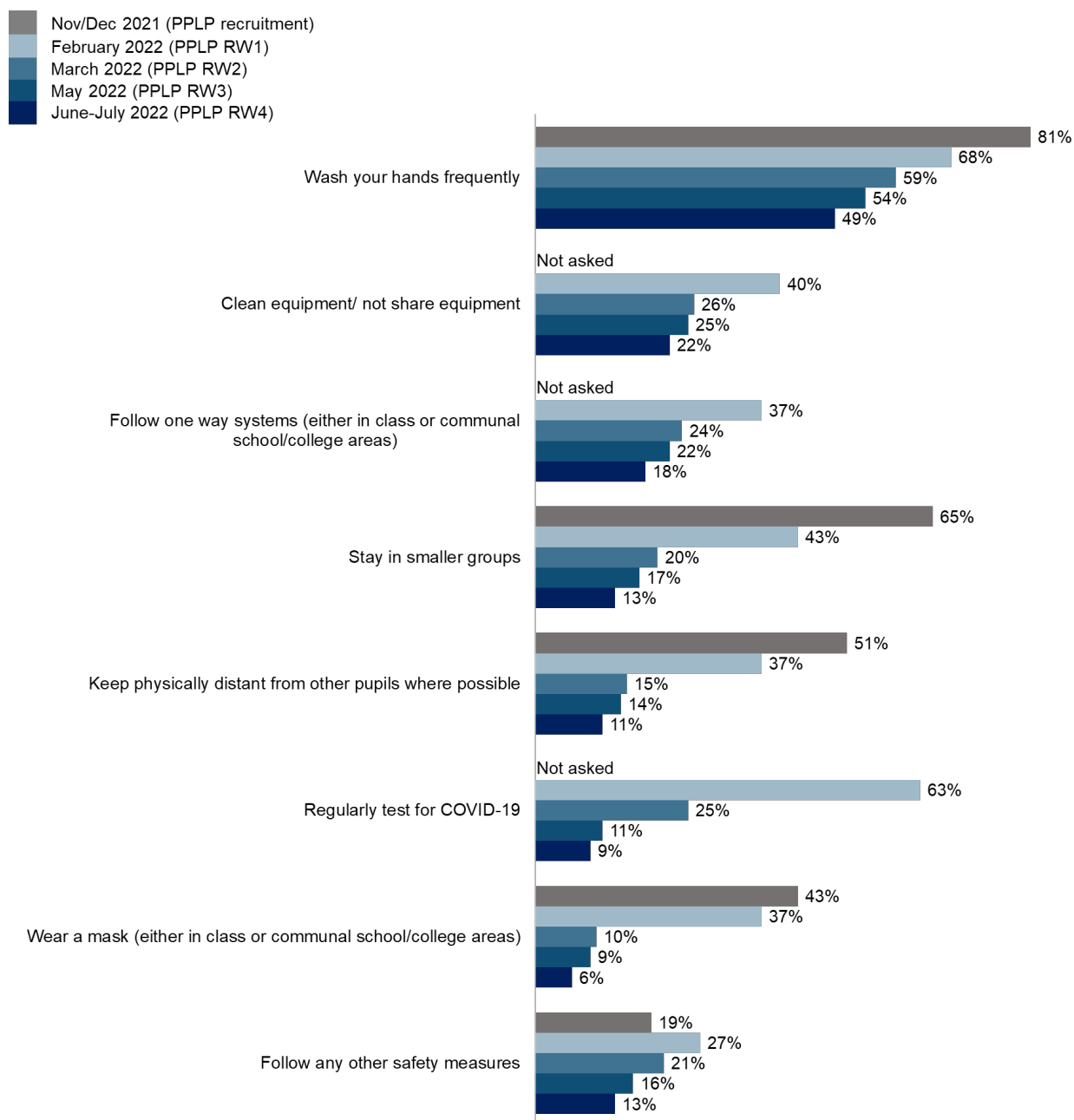
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[50] See footnote 48
[51] See footnote 48
[52] See footnote 48

- following one-way systems fell from 22% to 18%

- staying in smaller groups or bubbles fell from 17% to 13%

- keeping physically distant from other pupils where possible fell from 14% to 11%

- regular COVID testing fell from 11% to 9%

- wearing a mask fell from 9% to 6%.

Figure 16 Specific safety measures in place in schools over time (parents)

Legend:
- Nov/Dec 2021 (PPLP recruitment)
- February 2022 (PPLP RW1)
- March 2022 (PPLP RW2)
- May 2022 (PPLP RW3)
- June-July 2022 (PPLP RW4)

Wash your hands frequently
- 81%
- 68%
- 59%
- 54%
- 49%

Clean equipment/ not share equipment
- Not asked
- 40%
- 26%
- 25%
- 22%

Follow one way systems (either in class or communal school/college areas)
- Not asked
- 37%
- 24%
- 22%
- 18%

Stay in smaller groups
- 65%
- 43%
- 20%
- 17%
- 13%

Keep physically distant from other pupils where possible
- 51%
- 37%
- 15%
- 14%
- 11%

Regularly test for COVID-19
- Not asked
- 63%
- 25%
- 11%
- 9%

Wear a mask (either in class or communal school/college areas)
- 43%
- 37%
- 10%
- 9%
- 6%

Follow any other safety measures
- 19%
- 27%
- 21%
- 16%
- 13%

Base: All parents in June/July 2022 (2,335), May 2022 (2,521), March 2022 (2,639), February 2022 (2,396) and December 2021 (4,047).

Source: PPLP 2022 RW4 pupil and learners and parent survey, In the past two weeks of term time, in [Pupil]'s school, was [Pupil] asked to...?

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 three in ten pupils and learners (31%) said they were asked to wash their hands frequently, and the same proportion (31%) reported that they were asked to follow one-way systems. One in five (20%) said they were asked to clean or avoid sharing equipment.

Other safety measures were reported by around one in ten pupils and learners: regular testing for COVID-19 (13%), staying in smaller groups such as year group bubbles (13%), keeping physically distant from other pupils where possible (12%) and wearing a mask (10%). One in six (16%) reported that they were asked to follow a safety measure other than those included in the question.

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

- pupils in year 7 (41%) and year 12 (39%), with the lowest proportion in year 10 (24%)

- year 12-13 learners in college settings (41% compared with 23% of year 12-13 pupils in school settings)

- male pupils and learners (34%) compared with female pupils and learners (29%)

- pupils and learners eligible for FSM or FME (40% compared with 29% of pupils and learners not eligible for FSM or FME)

- pupils and learners with SEN (42% compared with 30% of those without SEN)

- pupils with CiN status (41% compared with 29% of pupils without CiN status)

- pupils and learners from a black ethnic background (45% compared with 30% of pupils and learners from a white ethnic background)

- pupils and learners in the north-west (42%); the lowest proportion was in the north-east (19%).

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

- pupils in year 7 (42%), with the lowest proportion among pupils and learners in year 13 (18%)

- pupils and learners eligible for FSM or FME (37% compared with 29% of those pupils and learners not eligible for FSM or FME)

- pupils and learners from all ethnic minorities, excluding white minorities (38%

compared with 28% of those from a white ethnic background)

- pupils and learners in the north-west (47%) compared with the rest of England (26%).

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

- pupils in year 7 (26%), with the lowest proportion among pupils and learners in year 13 (13%)

- year 12-13 learners in college settings (29% compared with 13% 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 for FSM or FME)

- pupils with CiN status (25% compared with 19% of pupils without CiN status)

- pupils and learners from black (33%) or Asian (30%) ethnic backgrounds (compared with 18% of those from a white ethnic background)

- pupils and learners in London (29%) compared with those in the rest of England (18%).

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

- pupils in year 11 (19%), with the lowest proportion in year 10 (9%)

- year 12-13 learners in college settings (17% compared with 9% of year 12-13 pupils in school settings)

- pupils and learners eligible for FSM or FME (24% compared with 11% of pupils and learners not eligible for FSM or FME)

- pupils with CiN status (19% compared with 12% of pupils without CiN status)

- pupils and learners from an Asian (27%) or black (21%) ethnic background (compared with 11% of those from a white ethnic background)

- pupils and learners in London (21%) compared with those in the rest of England (12%).

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

- pupils and learners in years 12-13 (19%) compared with pupils in years 7-9 (11%)

and pupils in years 10-11 (12%)

- year 12-13 learners in college settings (26% compared with 11% of year 12-13 pupils in school settings)

- pupils and learners eligible for FSM or FME (20% compared with 12% of pupils and learners not eligible for FSM or FME)

- pupils with CiN status (18% compared with 11% of pupils without CiN status)

- pupils and learners from an Asian (22%) or black (22%) ethnic background (compared with 11% of those from a white ethnic background).

- pupils and learners in London (20%) compared with those in the rest of England (12%).

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 10% of year 12-13 pupils in school settings)

- male pupils and learners (15%) compared with female pupils and learners (10%)

- pupils and learners eligible for FSM or FME (21% compared with 10% of pupils and learners not eligible for FSM or FME)

- pupils and learners with SEN (18% compared with 11% of those without SEN)

- pupils with CiN status (19% compared with 11% of pupils without CiN status)

- pupils and learners from an Asian (22%) or black (20%) ethnic background (compared with 10% of those from a white ethnic background).

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

- pupils in year 11 (15%) and pupils and learners in year 12 (15%) compared with pupils in years 8-10 (6%)

- year 12-13 learners in college settings (18% compared with 8% of year 12-13 pupils in school settings)

- pupils and learners eligible for FSM or FME (16% compared with 8% of pupils and learners not eligible for FSM or FME)

- pupils with CiN status (13% compared with 8% of pupils without CiN status)

- pupils and learners from an Asian ethnic background (20% compared with 8% of those from a white ethnic background)

- pupils and learners in London (18%) compared with those in the rest of England

(8%).

Compared with the previous research waves, there has been a steady decrease in the reported prevalence of all COVID-19 safety measures in school, as shown in Figure 17. Compared with the previous wave, which was conducted in May 2022, the proportion of pupils and learners who reported the various measures changed as follows over this period:

- frequent hand washing fell from 34% in May 2022 to 31% in June-July 2022

- cleaning equipment, or avoiding sharing equipment, fell from 23% to 20%

- following one-way systems fell from 36% to 31%

- staying in smaller groups or bubbles fell from 17% to 13%

- regular COVID testing fell from 20% to 13%

- wearing a mask fell from 13% to 10%.

Figure 17 Specific safety measures in place in schools over time (pupils and learners)

Legend:
- Nov/Dec 2021 (PPLP recruitment)
- February 2022 (PPLP RW1)
- March 2022 (PPLP RW2)
- May 2022 (PPLP RW3)
- June-July 2022 (PPLP RW4)

Follow one way systems (either in class or communal school/college areas)
- Nov/Dec 2021: Not asked
- February 2022: 54%
- March 2022: 42%
- May 2022: 36%
- June-July 2022: 31%

Wash your hands frequently
- Nov/Dec 2021: 74%
- February 2022: 54%
- March 2022: 36%
- May 2022: 34%
- June-July 2022: 31%

Clean equipment/ not share equipment
- Nov/Dec 2021: Not asked
- February 2022: 40%
- March 2022: 25%
- May 2022: 23%
- June-July 2022: 20%

Regularly test for COVID-19
- Nov/Dec 2021: Not asked
- February 2022: 80%
- March 2022: 36%
- May 2022: 20%
- June-July 2022: 13%

Stay in smaller groups (e.g. year group bubbles)
- Nov/Dec 2021: 58%
- February 2022: 37%
- March 2022: 18%
- May 2022: 17%
- June-July 2022: 13%

Keep physically distant from other pupils where possible
- Nov/Dec 2021: 51%
- February 2022: 37%
- March 2022: 16%
- May 2022: 14%
- June-July 2022: 12%

Wear a mask (either in class or communal school/college areas)
- Nov/Dec 2021: 89%
- February 2022: 72%
- March 2022: 23%
- May 2022: 13%
- June-July 2022: 10%

Follow any other safety measures
- Nov/Dec 2021: 54%
- February 2022: 43%
- March 2022: 28%
- May 2022: 19%
- June-July 2022: 16%

Base: All pupils and learners in June-July 2022 (2,232), May 2022 (2,625), March 2022 (2,865), February 2022 (3,968) and Nov/Dec 2021 recruitment (4,228).

Source: PPLP 2022 RW4 pupil and learners and parent survey, In the past two weeks of term time, in your school or college, have you been asked to...?

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](#).