



Department  
for Education

# Parent, Pupil and Learner Voice

Technical report: 2025 to 2026 academic  
year

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## Overview

The Department for Education (DfE) commissioned the Parent, Pupil and Learner Voice (PPLV) to collect robust and quick turnaround research to support policy development. The PPLV aims to help DfE make evidence-based policy decisions and see how views and experiences of parents (including legal guardians and carers), pupils and learners change over time.

This technical report covers each element of the PPLV data collection and delivery process during the 2025/26 academic year, across the recruitment phase for primary parents, secondary parents and pupils in years 7 to 11. Please see the [technical report covering the 2024/25 academic year](#) for information about the 2024/25 PPLV. The report is divided into the following sections:

- Section 1: Overview - includes an overview of the aims of the panel and what this document covers
- Section 2: Methodology Overview - summarises the timescales for each wave and the reasons for the method selected
- Section 3: Sampling - outlines the size and structure of the starting sample and a summary of the recruitment phase
- Section 4: Questionnaire - provides details of the questionnaire development and cognitive testing of the questionnaires
- Section 5: Fieldwork - details the process for inviting panel members to participate and subsequent communication processes with panel members
- Section 6: Response Rates - outlines how many people took part in each wave and the breakdown of responses by key respondent groups
- Section 7: Weighting - a summary of the weighting approach
- Section 8: Data Processing and Analysis - an outline of the process for processing and analysing data, including which key subgroups were looked at and how significant differences were tested
- Section 9: Appendices - communications sent to panel members and detail on population size

# Methodology overview

## Overview of Phase 1 and Phase 2

The research is structured into 2 broad phases.

Phase 1: the October 2025 recruitment wave invited pupils expected to now be in years 7 to 11 and parents of pupils in years 1 to 11 to take part in a 15-minute online survey and join the PPLV. Panel members were sampled from the National Pupil Database (NPD) using the most recent data at the point of sampling, which was the 2024/25 academic year. As such, pupils who were in years 6 to 10 in the 2024/25 academic year were sampled as expected to be in years 7 to 11 in the 2025/26 academic year. Sampled panel members were contacted by letter, inviting them to take part in an online survey (push-to-web approach).

Phase 2: subsequent waves involve emailing panel members and inviting them to take part in regular short 10-minute surveys.

In Phase 1, fieldwork lasted 5 weeks between 4 October 2025 and 10 November 2025. Potential participants were sent an initial invitation letter (see Appendix C: Invitations to the PPLV (recruitment) ) followed by a reminder letter which was sent two weeks into the fieldwork period. Participants were offered a £5 incentive in the form of a voucher. Respondents were offered a choice of claiming their voucher after the recruitment survey, or to complete further survey waves and build up their incentive (for example to claim £10 after completing the recruitment survey and two further surveys in Phase 2), offering respondents flexibility in their rewards.

This technical report will be updated as the results of Phase 2 are published.

Table 1 gives a breakdown of fieldwork completed for the recruitment wave. The table outlines the number of responses achieved and the dates of the fieldwork period.

**Table 1: Parent Pupil and Learner Voice (PPLV) waves in 2025/26**

Wave	Number of responses	Fieldwork period
Recruitment wave	4,153 parents and 3,531 secondary pupils (years 7 to 11)	4 October 2025 and 10 November 2025

# Sampling

## Target populations

There are four target populations for the PPLV:

1. Parents of pupils educated in state schools, years 1 to 6
2. Parents of pupils educated in state schools, years 7 to 11
3. Pupils educated in state schools, years 7 to 11
4. Young people in education in state schools or Further Education colleges, years 12 to 13<sup>1</sup>

This technical report covers those populations sampled in the October 2025 recruitment wave, which are the first three of the above groups. Young people in education in state schools or Further Education colleges, year 12 to 13, will be covered in a future technical report once recruited to the panel.

Pupils and parents of pupils in independent schools, pupil referral units, and those who are home educated, were considered out of scope for this research. Pupils in special schools were also considered out of scope for this research, whereas parents of pupils in special schools were included.

Learners in work-based programmes (such as apprenticeships and traineeships) and those attending independent training providers and special needs institutions were considered out of scope for this research.

## Sample frame for year 1 to 11 recruitment

The National Pupil Database (NPD, compiled following the Summer Census 2024/25) was used as the sample frame. This sample was drawn in September 2025.

For parents and pupils up to year 11, the school year was rolled forward due to the point the NPD extract was taken. This meant, for example, that a sample of pupils in reception year (R) at the time of the Summer Census was taken to cover pupils in year 1 in the 2025/26 academic year. As a result, there will be a small degree of non-coverage affecting these samples due to population churn between NPD compilation and the PPLV recruitment survey. In particular, this will affect coverage of parents of pupils in year 1 because the sample is limited to those that attended year R (it is not compulsory), and pupils in reception during academic year 2025/26 were not covered. All surveyed pupils

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<sup>1</sup> Representative sample of those in classroom-based study programmes, in state schools or the Further Education college sector

and parents are referred to using the year group the pupil was in during the 2025/26 academic year.

DfE provided extracts from the National Pupil Database (NPD) these included:

- Summer Census Schools data for the academic year 2024/2025.
- Summer Census data for all 'on roll' pupils in the academic year 2024/2025 linked to Key Stage 1 and Key Stage 2 prior attainment and CiN data.

These extracts contained 7,031,529 pupil records.

## **Deduplication**

Duplicate records were removed from the file (using the variable RecordStatus\_SUM24 and Pupil Matching reference). A total of 1,269 (0.02%) records were removed and 7,030,705 records remained following the removal of these cases.

## **Stratification**

The NPD was explicitly stratified by school phase; primary, secondary and special school. Primary and secondary school were crossed with three binary variables: Special educational needs (SEN) status, free school meals (FSM) status, and children in need status (CiN). These subgroups were oversampled to improve the precision of survey estimates for these subgroups, and to reflect lower response rates achieved during previous survey panels. Special schools were included as an explicit category. Different sampling fractions were applied to each explicit stratum. All subgroups were identified based on data from the NPD.

There were 17 explicit categories in the stratification variable:

1. Primary - None
2. Primary - CiN only
3. Primary - FSM only
4. Primary - SEN only
5. Primary - CiN & FSM
6. Primary - FSM & SEN
7. Primary - CiN & SEN
8. Primary - CiN, FSM and SEN
9. Secondary - None

10. Secondary - CiN only
11. Secondary - FSM only
12. Secondary - SEN only
13. Secondary - CiN & FSM
14. Secondary - FSM & SEN
15. Secondary - CiN & SEN
16. Secondary - CiN, FSM and SEN
17. Special School

Within each explicit stratum, the pupils were sorted hierarchically before a systematic random sample was drawn from the NPD. The NPD sorting variables, ranked from first to last, were:

- School year
- Sex
- Age
- Ethnic group
- SEN (SEN/EHCP/NONE)
- Primary SEN type (SEN strata only)
- Local authority
- School Unique Reference Number (URN)
- Income Deprivation Affecting Children Index (IDACI) rank based on home address Lower Layer Super Output Area (LSOA).

Table 2 presents the strata population counts and selected sample for each strata.

**Table 2: Explicit strata population counts and selected sample**

Strata	NPD Population	Total selected
Primary - None	2,308,996	5,400
Primary - CiN only	20,612	1,700
Primary - FSM only	625,480	2,650
Primary - SEN only	414,297	2,250
Primary - CiN & FSM	47,473	2,700

Strata	NPD Population	Total selected
Primary - FSM & SEN	254,795	2,300
Primary - CiN & SEN	12,125	2,400
Primary - CiN, FSM and SEN	36,428	3,000
Secondary - None	1,890,899	5,300
Secondary - CiN only	21,659	4,500
Secondary - FSM only	614,118	9,400
Secondary - SEN only	337,321	7,250
Secondary - CiN & FSM	48,653	7,000
Secondary - FSM & SEN	217,982	7,000
Secondary - CiN & SEN	11,791	7,000
Secondary - CiN, FSM and SEN	34,151	5,000
Special School	133,925	15,300

### Issued sample sizes for the recruitment survey

Table 3 shows the number of cases allocated in each strata to the original issue and reserve sample.

A reserve sample was selected that was of an equal size and identical design to the original issue. This was selected to be used to replenish the panel during the academic year to maintain the panel size.

**Table 3: Original issue and reserve sample**

Strata	Original issue	Reserve	Total selected
Primary - None			5,400
Primary - CiN only	2,700	2,700	1,700
Primary - FSM only	850	850	2,650
Primary - SEN only	1,325	1,325	2,250
Primary - CiN & FSM	1,125	1,125	2,700
Primary - FSM & SEN	1,350	1,350	2,300
Primary - CiN & SEN	1,150	1,150	2,400
Primary - CiN, FSM and SEN	1,200	1,200	3,000
Secondary - None	1,500	1,500	5,300
Secondary - CiN only	2,650	2,650	4,500
Secondary - FSM only	2,250	2,250	9,400
Secondary - SEN only	4,700	4,700	7,250
Secondary - CiN & FSM	3,625	3,625	7,000
Secondary - FSM & SEN	3,500	3,500	7,000
Secondary - CiN & SEN	3,500	3,500	7,000
Secondary - CiN, FSM and SEN	3,500	3,500	5,000
Special School	2,500	2,500	15,300

Only three samples were drawn directly from the NPD: for parents of primary aged pupils; parents of special school pupils; and secondary school pupils. DfE does not hold data on parents in the NPD, as a result the sample for parents of secondary school pupils was drawn using linked pupil data from the secondary pupil sample, i.e. in every case where a parent of a secondary school pupil was invited to join the PPLV, the pupil was too, but there were some cases where a parent was *not* invited to join the PPLV but the pupil was. Sample volumes to draw were calculated based on best estimates for likely response rate for each group.

Table 4 shows the number of secondary cases allocated to also invite a parent and child to participate.

**Table 4: Secondary parent selection**

<b>Strata</b>	<b>Parent and child</b>	<b>Child only</b>
Secondary - None	2,375	275
Secondary - CiN only	1,250	1,000
Secondary - FSM only	3,712	988
Secondary - SEN only	2,200	1,425
Secondary - CiN & FSM	2,140	1,360
Secondary - FSM & SEN	2,300	1,200
Secondary - CiN & SEN	506	2,994
Secondary - CiN, FSM and SEN	1,590	910

## Sample checking

Ahead of each Phase 2 survey wave the sample file will be updated. Before launching each survey, the updated sample file is spot checked against the original sample file. All questions which are routed based on sample variables are also double checked. Where respondents have requested not to be contacted again, their data is removed. Before sending invites, the extract from the master sample profile is checked to ensure that it corresponded to the specific audience that the wave is targeting (e.g. parents only).

## Questionnaire

Ahead of the recruitment wave, DfE gathered provisional questions from policy teams across the Department, reviewed submissions and sent provisional questionnaires (one questionnaire for parents and one for pupils) to Verian. Verian and DfE then worked together to develop and refine the questions until they were ready for cognitive testing. Questions to be cognitively tested were decided jointly by DfE and Verian, depending on the complexity of the question and answer codes and whether the question was new for the particular wave.

A similar process will be followed ahead of each Phase 2 survey wave.

## Cognitive testing

Cognitive testing was undertaken to test areas of the questionnaire in more depth. The objectives of cognitively testing the questions were to understand whether questions were worded correctly to be consistently and easily understood by the target audiences. Response lists were also tested to ensure these were appropriate and if there was anything that was missing.

Ahead of every survey wave, Verian conducted 18 telephone interviews with 8 parents and 10 pupils lasting approximately 30 to 45 minutes per respondent. Interviews were conducted by members of the Verian research team. Respondents were given a £40 gift voucher to thank them for their time. A free find recruitment approach was used for cognitive testing as the most efficient method of completing the testing ahead of each wave, where respondents were sourced from recruiter databases.

## Questionnaire checking

After cognitive testing, a report from Verian was delivered to DfE with recommended changes and the final questionnaire was signed-off by DfE. The length of the questionnaire was also reviewed to ensure it was the correct length (no longer than 15 minutes for the recruitment survey and 10 minutes for subsequent research waves).

Once the questionnaire was signed off, it was scripted into the web survey. This web survey was checked extensively by the Verian research team. Once initial checks were complete, “dummy” data was run through the online survey and downloaded as a raw data file. The routing of each question was then double checked using this data. Finally, after all amendments had been made, the survey was signed off by a senior researcher in the Verian team.

# Fieldwork

## Year 1 to 11 recruitment: Initial invites

Individuals were invited to complete the initial recruitment survey to join Parent, Pupil and Learner Voice, by accessing the survey via a survey website using unique log-in details.

On 2 October 2025, Verian sent invitation letters to parents and pupils, explaining what being part of the panel would involve, why the research was important and that it was being carried out by Verian on behalf of Department for Education. The letters provided further information about how respondents were chosen, incentives, instructions on how to complete the recruitment survey (including log-in details) and the contact information for Verian. Additionally, the letter also explained that upon joining the panel, they could expect to be invited to further short surveys until July 2026.

There were several versions of the initial invite letters sent out to potential panellists:

1. **Secondary Parents (joint):** An invitation letter for parents of secondary pupils (year 7 to year 11 in the 2025/2026 academic year) asking them to join the panel. Additionally, the parent invite letter asked the parent to pass on a pupil version of the letter to their child if they consented for them to join the panel, with full copies available in Appendix C: Invitations to the PPLV (recruitment)
2. **Primary and Special Parents:** An invitation letter for parents of primary pupils (year 1 to year 6 in the 2025/2026 academic year) and parents of special pupils with full copies available in Appendix C: Invitations to the PPLV (recruitment)
3. **Secondary pupils:** If pupils were invited to join the panel and the parent was not, a letter was sent to the child's parent/guardian, which informed them about the panel and asked them to pass on the invitation letter to their child if consented for them to join the panel, with full copies available in Appendix C: Invitations to the PPLV (recruitment)

Where households were sent both parent and pupil invite letters, these were sent in the same envelope. A slightly different version of the letters were sent to pupils and parents of pupils in year 7 to 8 and those in year 9 to 11 because pupils in year 9 to 11 were asked about their sexual orientation, whereas pupils in year 7 to 8 were not. Examples of these initial invite letters are included in Appendix C: Invitations to the PPLV (recruitment)

## **Year 1 to 11 recruitment: Reminder invites**

On 22 October 2025, Verian sent reminder letters to all individuals who had not completed the initial recruitment survey. The reminder letters were tailored based on who from the household had responded. For example, if the parent had completed the survey but the pupil had not, the letter thanked the parent/carer for their response and asked them to remind their child to take part. The reminder letters provided the same information as the invite letters and included instructions to complete the survey (including log-in details).

## **Respondent website**

Verian created a website for the PPLV to host more information about the research. Respondents were directed to this website in all communications. Respondents could log in to access the recruitment survey via the website, as well as access information about the survey, frequently asked questions, the privacy policy and information about how to contact Verian.

## **Helpdesk support**

Verian set up a project email mailbox which was shared with panel members in the recruitment survey invite, reminder invite and all subsequent communications with panellists. A freephone number was also set up, with a recorded voicemail box for panel members to use which was monitored frequently. Mailbox activity was checked daily by a member of the team at Verian. All queries were dealt with in 1 to 2 working days.

## **Escalations**

The Department for Education and Verian have an agreed process for escalating any concerning responses recorded in the panel surveys. A list of terms which could raise concern was agreed between DfE and Verian (including but limited to 'suicide', 'abuse', 'depression' and 'eating disorder'). Subsequently at each wave, Verian review any open text responses recorded by respondents against this list of terms, as well as for responses which are concerning but do not explicitly use one of these terms. If any response mentions a term or are flagged as concerning, they are reviewed by the research team at Verian and flagged up to the Verian project manager and director for review. These checks are conducted daily during research waves and daily for the first ten working days of recruitment waves and at least once a week for the remainder of recruitment fieldwork. The frequency of checks was based on response patterns, as a high proportion of responses are completed in the first ten days of fieldwork.

In cases where a response has mentioned one of the agreed terms, but Verian does not identify evidence of direct harm or threat of harm to the respondent, Verian send an email with support links to the respondent. In cases where a response from pupils, learners or parents discloses safeguarding concerns or other evidence of direct harm or threat of harm to the respondent, Verian share details of the case securely with DfE who assess whether further escalation is required. If so, DfE contact the respondent's school or college designated safeguarding lead.

In the rare occurrence a respondent presents an immediate threat to harm themselves or others, then Verian will contact the emergency services.

The survey communications with respondents and the privacy policy inform respondents that these steps could be taken by Verian and DfE. A page with links to support services is also presented to all respondents at the end of each survey.

## **Opt outs**

Panellists were able to opt out of the research at any point by contacting Verian via the email mailbox or freephone number. The email address and freephone number is included in all survey invitations and reminders, as well as on the website.

## **Incentives**

To thank respondents for completing the recruitment survey, respondents were offered a £5 gift voucher as an incentive. To thank respondents for completing each subsequent research wave, respondents are offered a £2.50 incentive.

Participants are able to access their voucher once they have reached the end of the survey. Respondents are offered a choice of claiming their voucher straight away, or to complete further survey waves and build up their incentive (for example to claim £10 after completing the recruitment survey and 2 subsequent research waves), offering respondents flexibility in their rewards. Participants can choose from a catalogue of retailers to spend the voucher.

## Response rates

Table 5 shows the number of parents and pupils who have taken part in the recruitment wave.

Table 6 shows the response rate this equates to, considering the total sample invited to participate in the survey. Response rates are typically lower in the recruitment survey compared to subsequent research surveys, when invited participants have already expressed an interest in further surveys.

Quotas were not applied to ensure that everyone who was invited to take part in the research was able to.

## Response rate for the Year 1 to 11 recruitment

The overall response from contacting 34,923 parents and 26,225 pupils was 13%. The response rates by major subgroups are shown in Table 5 and Table 6 below.

**Table 5: Number of parents and pupils who completed each wave**

Wave	All parents	Primary parents	Secondary parents	Special parents	Secondary pupils (year 7 to year 11)	Year 12 and 13 pupils and learners
Recruitment wave	4,153	1,505	1,791	857	3,531	N/A

**Table 6: Percentage of parents and pupils who completed each wave**

Wave	All parents	Primary parents	Secondary parents	Special parents	Secondary pupils (year 7 to year 11)	Year 12 and 13 pupils and learners
Recruitment wave	12%	13%	11%	11%	13%	N/A

## Demographic profile of recruited respondents

4,153 parents joined the panel comprising 1,505 parents of primary school pupils, 1,791 parents of secondary school pupils and 857 parents of special school pupils. The profile of these parents is shown in Table 7 and Table 8.

**Table 7: Profile of parents surveyed, year group and eligibility status**

Profile characteristic	All parents	Primary school parents	Secondary school parents	Special school parents
Base	4,153	1,505	1,791	857
Pupil year 1	5%	12%	N/A	4%
Pupil year 2	7%	15%	N/A	6%
Pupil year 3	8%	17%	N/A	8%
Pupil year 4	8%	18%	N/A	8%
Pupil year 5	8%	18%	N/A	9%
Pupil year 6	9%	20%	N/A	7%
Pupil year 7	10%	N/A	20%	7%
Pupil year 8	12%	N/A	21%	15%
Pupil year 9	11%	N/A	20%	13%
Pupil year 10	11%	N/A	20%	13%
Pupil year 11	10%	N/A	19%	10%
Pupil FSM eligibility - Yes	48%	45%	53%	43%
Pupil FSM eligibility - No	52%	55%	47%	57%
Pupil SEN status - Yes	57%	47%	45%	100%

<b>Profile characteristic</b>	<b>All parents</b>	<b>Primary school parents</b>	<b>Secondary school parents</b>	<b>Special school parents</b>
Pupil SEN status - No	43%	53%	55%	0%
Pupil CiN status - Yes	30%	38%	28%	20%
Pupil CiN status - No	70%	62%	72%	80%

Base: All parents who completed the recruitment survey (4,153).

Source: NPD. Percentages reflect the proportion in the sample who completed the recruitment survey

**Table 8: Profile of parents surveyed, ethnicity, gender and region**

<b>Profile characteristic</b>	<b>All parents</b>	<b>Primary school parents</b>	<b>Secondary school parents</b>	<b>Special school parents</b>
Base	4,153	1,505	1,791	857
Parent ethnicity - White	78%	79%	76%	80%
Parent ethnicity - Mixed / Multiple ethnic groups	3%	3%	3%	3%
Parent ethnicity - Asian / Asian British	10%	10%	11%	9%
Parent ethnicity - Black / African / Caribbean / Black British	7%	6%	8%	5%
Parent ethnicity - Other ethnic group	2%	2%	2%	2%
Parent ethnicity - Prefer not to say	1%	0%	1%	1%
Parent ethnicity - Ethnic minority groups (excluding white minorities)	22%	21%	24%	19%
Parent gender - Female	85%	85%	83%	87%
Parent gender - Male	15%	15%	16%	13%
Parent gender - I identify in some other way	0%	0%	0%	0%

Profile characteristic	All parents	Primary school parents	Secondary school parents	Special school parents
Parent gender - Prefer not to say	1%	1%	1%	0%
Region - East Midlands	9%	10%	8%	9%
Region - East of England	10%	9%	10%	9%
Region - London	14%	15%	16%	16%
Region - North-east	6%	5%	6%	6%
Region - North-west	14%	15%	12%	15%
Region - South-east	16%	15%	15%	15%
Region - South-west	9%	9%	10%	10%
Region - West Midlands	12%	12%	12%	12%
Region - Yorkshire and the Humber	10%	11%	11%	11%

Base: All parents (4,153)

Source: NPD/PPLV 2024 recruitment parent survey, Which of the following best describes your gender? Which of the following best describes your ethnic group? Percentages reflect the proportion in the sample who completed the recruitment survey

In total, 3,531 secondary school pupils joined the panel. Their profile is shown in Table 9 and Table 10.

**Table 9: Profile of pupils surveyed, year group and eligibility status**

Profile characteristic	Secondary school pupils
Base	3,402
Pupil year 7	16%
Pupil year 8	19%
Pupil year 9	20%
Pupil year 10	22%
Pupil year 11	22%
Pupil FSM eligibility - Yes	54%
Pupil FSM eligibility - No	46%

<b>Profile characteristic</b>	<b>Secondary school pupils</b>
Pupil SEN status - Yes	50%
Pupil SEN status - No	50%
Pupil CiN status - Yes	43%
Pupil CiN status - No	56%

Base: All secondary school pupils (3,531).

Source: NPD. Percentages reflect the proportion in the sample who completed the recruitment survey

**Table 10: Profile of pupils surveyed, ethnicity, gender and region**

<b>Profile characteristic</b>	<b>Secondary school pupils</b>
Base	3,402
Pupil ethnicity - White	68%
Pupil ethnicity - Mixed / Multiple ethnic groups	8%
Pupil ethnicity - Asian / Asian British	11%
Pupil ethnicity - Black / African / Caribbean / Black British	8%
Pupil ethnicity - Chinese	2%
Pupil ethnicity - Other ethnic group	2%
Pupil ethnicity - Missing	%
Pupil ethnicity - Ethnic minority groups (excluding white minorities)	32%
Pupil gender - Female	51%
Pupil gender - Male	48%
Pupil gender - I identify in some other way	1%
Pupil gender - Prefer not to say	1%
Region - East Midlands	8%
Region - East of England	9%
Region - London	16%
Region - North-east	5%
Region - North-west	14%
Region - South-east	15%
Region - South-west	11%
Region - West Midlands	11%
Region - Yorkshire and the Humber	11%

Base: All secondary school pupils (3,402).

Source: NPD/PPLV 2024 recruitment pupil survey, Which of the following best describes your gender? Percentages reflect the proportion in the sample who completed the recruitment survey

# Weighting

## Year 1 to 11 panel recruitment

The pupil and parent sample were weighted to be representative of pupils within in-scope state schools in England. Weighting was based on characteristics of pupils only, as the NPD does not hold information about parents. Separate weights were calculated for parent and pupil samples.

The weighting was conducted in two stages.

Firstly, a design weight was used to address the disproportionate sample design. As stated in the sampling section, subgroups were disproportionately sampled based on the CiN/FSM/SEN status. This was to improve the precision of survey estimates and to account for varying anticipated response rates for these subgroups. There were seventeen explicit strata, and the sampling probabilities varied between each:

1. Primary - None
2. Primary - CiN only
3. Primary - FSM only
4. Primary - SEN only
5. Primary - CiN & FSM
6. Primary - FSM & SEN
7. Primary - CiN & SEN
8. Primary - CiN, FSM and SEN
9. Secondary - None
10. Secondary - CiN only
11. Secondary - FSM only
12. Secondary - SEN only
13. Secondary - CiN & FSM
14. Secondary - FSM & SEN
15. Secondary - CiN & SEN
16. Secondary - CiN, FSM and SEN

## 17. Special School

The design weight for each responding cases was calculated as the inverse of the sampling probability. The second stage consisted of **raking** the interview sample to ensure that the sample profile matched the population profile at the margins across a range of variables. The design weight was used as input to the raking. The resulting weights are *base weights*.

The following variables were included in the raking:

- School year
- Gender
- Special Educational Needs provision
- Free School Meal eligibility
- CiN status
- Ethnicity
- Key stage 1 overall performance
- Key stage 2 overall performance
- Region
- IDACI quartile

Note that for region, where data was missing, region was imputed using the postcode provided on the NPD. This also applied to urban/rural data. This affected a very small number of cases.

The weighting targets were specified separately for pupils and parents and for primary, secondary and special schools. This ensured that the sample for each group was representative of their respective populations. The following weights were produced:

1. Overall parent weight
2. A weight for primary parents
3. A weight for secondary parents
4. A weight for parents of pupils in special schools
5. A weight for primary and secondary parents (excluding parents of pupils in special schools)
6. A weight for secondary pupils

## Weighting ongoing panel surveys

For each ongoing panel survey, an additional stage of weighting is required to ensure that the responding sample at each wave is representative of the population. This stage of weighting compensates for systematic differences in attrition/response rates between sub-groups of the recruited panel.

After each ongoing panel survey, a logistic regression model is used to estimate response probabilities. The regression model has the following structure:

Outcome = responded/not responded to the survey (binary status)

Base = all members of each target population that were recruited to the panel (through the recruitment wave or, in later waves the replenishment wave)

Weight = the 'recruitment weight' calculated for the recruited panel (as outlined above)

Predictor variables =

Cases sourced from NPD: sex, school year, SEN status, FSM status, CiN status, (major) ethnic group, region, home address IDACI band (out of 4), and KS1/KS2 overall academic performance band (KS1 for population (i), KS2 for populations (ii) and (iii))

Cases sourced from ILR: sex, school year, SEN status, Free Meals eligibility, ethnic group, region, home address IDACI band (out of 4), English GCSE grade, Maths GCSE grade, and long-term health condition

Different models are produced for each of the four target populations. An additional model is produced to generate a weight for those cases where *both* parent and pupil were surveyed.

## Design effects

Mean design effects for each wave of the parent survey have been estimated and can be found in Table 11 below. Design effects were calculated using SPSS complex samples (CSTABS). CSTABS produces standard errors and design effects for each survey estimate, taking into account both the final analysis weights and the pre-stratification variables specified in the sample design.

For each wave, a set of five survey variables is selected to provide a balanced spread of outcome types. The specific variables differ between waves because the questionnaire content changes, but the same selection principles are applied consistently. Using

several variables avoids the instability that can occur when relying on a single measure and provides a more representative estimate of the overall design effect.

For each selected variable, the CSTABS design effect is combined with the weighted survey estimate to produce a variable-specific weighted design effect. The overall design effect for the wave is calculated as the mean of these weighted design effects across all selected variables. The questions used to calculate the design effects are listed in Appendix E.

**Table 11: Design effects for all parent surveys**

<b>Survey</b>	<b>Base (unweighted)</b>	<b>Design effect</b>
Recruitment – overall parents	3,296	1.57
Recruitment – secondary school parents	1,791	1.68
Recruitment – primary school parents	1,505	1.46
Recruitment – special school parents	857	1.12

Mean design effects for each wave of the pupil and learner survey can be found in Table 12 below. This is the mean design effect (taking into account the weighting and pre stratification) across five survey variables per research wave.

**Table 12: Design effects for all pupil surveys**

<b>Survey</b>	<b>Base (unweighted)</b>	<b>Design effect</b>
Recruitment (Year 7 to 11)	3,531	2.98

## Data processing and analysis

Verian produced a data processing specification for how the raw survey data should be processed into an individual (row-level) response dataset and aggregated summary tables. Open questions were coded to a coding specification also created by Verian.

The table specification contained a list of cross-breaks corresponding to key sub-groups of interest, such as 'Pupil Year'. These cross-breaks were agreed in discussion with DfE. The specification also detailed the base that should be used to analyse each question.

The data tables contain both weighted and unweighted totals and display percentages corresponding to weighted responses for question codes. The aggregated summary tables are published along with reports.

For reporting purposes, the weighted totals for all respondents are presented. Respondents are also split by phase, except in instances where presenting by phase would result in a small base size. Aside from phase, no sub-group analyses are presented in the reports for most survey topics.

Where less than 30 respondents answered a question, results were presented as figures rather than as percentages. Where indicative findings were reported from a small base size, this was flagged in the reports, and these findings should be treated with caution.

## Data checking

The Verian research team checked all data outputs for the research. For the individual response dataset, each variable was checked against a raw dataset and the dataset specification outlined in the previous section. Amendments were recorded in the specification, marked as completed by data processors, then marked as checked by the research team. These included checking that:

- all variables were present and in the correct order
- for each variable, the number and percentage giving each response matched the raw individual response dataset
- derived variables were correctly calculated
- base sizes were as specified
- question wording matched the table titles
- recoding of numeric questions were correct where banded amounts were shown
- all variables contained the correct number of respondents

- panellists had not 'flat-lined' through the survey by consistently selecting 'don't know' or 'prefer not to say' answer codes

Researchers also carried out the same checking process for the aggregated summary tables. The tables were compared to raw files with any amendments logged in the specification form. Cross-breaks were checked for correct bases and sense-checked against the variable they were derived from. Summary tables containing multiple variables were also checked to ensure they matched against the variables they derived from, while all numeric questions, re-coded or back-coded questions were also fully checked. Table titles and fieldwork dates were checked to ensure they matched the specification.

Verbatim coding was carried out by an experienced coding team, separately to the main data checks described above. This included checking that responses were appropriate for the question, whether question codes matched-up between different audiences and that the answers given had been assigned the correct code. At least 10% of each new code-frame was checked by the Verian research team mid-way through fieldwork when there was a substantial number of responses, and again at the end of fieldwork. Coding was added once all other data edits had been made. Frequencies of coded variables were then checked against the final agreed code-frame.

Verian carried out additional checks once both the aggregated summary tables and individual response datasets were finalised. These checks focused on base sizes and cross-breaks, but also included spot checks of all data tables and back-coding. A senior team member then carried out final spot checks on the tables.

## **Margins of error**

The data tables include 'Confidence Intervals' to account for the fact that the survey is based on a subset of the population. A 95% Confidence Interval is a margin of error around an estimate, which gives a range of values within which you can be 95% confident that the true mean will lie. For instance, if 1,000 people are interviewed, and 500 (50%) of them say that they agree with a statement, then you can be 95% confident that true proportion of people who agree with the statement is between 50% +/- 3% (47%, 53%).

The analysis of Confidence Intervals within PPLV uses the Complex Samples Module within the analytical software package, Statistical Product and Service Solutions (SPSS) to correct for these effects.

## **Accompanying data tables**

A set of aggregated summary tables for each research wave have been published alongside these reports. They include data for pupils, parents and learners for each recruitment and research wave. They include confidence intervals, total responses and responses by key subgroups for each data set. For further guidance on how to interpret these tables, please see the covering pages of the data tables.

## **October 2025 data reporting**

In June 2025, the Parent, Pupil, and Learner Voice included questions on pupils' and parents' awareness of post-16 qualifications. These questions have been asked in a similar format most years since November 2021. Findings from the questions asked in June 2025 were not included in the June 2025 survey publication because of concerns about their accuracy. Appendix F sets out the reasons for not initially publishing the data and reproduces the key data for completeness.

# Appendices

## Appendix A: Target population size

The weighting targets used for each group are provided in the tables below:

**Table 13: Population profile of primary school pupils**

Profile characteristic	Count	Percentage
School year: Reception	581,020	15.6%
School year: 1	600,681	16.1%
School year: 2	617,492	16.6%
School year: 3	631,585	17.0%
School year: 4	646,000	17.4%
School year: 5	643,428	17.3%
Gender: Male	1,892,861	50.9%
Gender: Female	1,827,345	49.1%
SEN provision: Education, health and care plan	143,396	3.9%
SEN provision: SEN support	574,249	15.4%
SEN provision: No Special Educational Need	3,002,561	80.7%
FSM Eligibility: Not eligible for FSM	2,756,030	74.1%
FSM Eligibility: Eligible for FSM	964,176	25.9%
Child In Need (at any point): No	3,603,568	96.9%
Child In Need (at any point): Yes	116,638	3.1%
Ethnicity: White	2,534,984	68.1%
Ethnicity: Asian	503,210	13.5%
Ethnicity: Black	244,763	6.6%
Ethnicity: Chinese	68,484	1.8%
Ethnicity: Mixed	275,863	7.4%
Ethnicity: Any other ethnic group	92,902	13.5%
Region: East Midlands	324,090	8.7%
Region: East of England	426,264	11.5%
Region: London	555,131	14.9%
Region: North-east	168,919	4.5%
Region: North-west	510,288	13.7%
Region: South-east	601,280	16.2%
Region: South-west	338,985	9.1%
Region: West Midlands	421,503	11.3%
Region: Yorkshire and The Humber	373,746	10.0%
IDACI quartile: Rank 1e 6565	1,124,209	30.2%
IDACI quartile: Rank 6566 - 14256 or missing	974,117	26.2%
IDACI quartile: Rank 12457 - 23079	849,816	22.8%
IDACI quartile: Rank 23080+	772,064	20.8%

Profile characteristic	Count	Percentage
Primary total	3,720,206	100.0%

Source: National Pupil Database

**Table 14: Population profile of secondary school pupils**

Profile characteristic	Count	Percentage
School year: 6	642,386	20.2%
School year: 7	634,451	20.0%
School year: 8	643,544	20.3%
School year: 9	635,376	20.0%
School year: 10	620,817	19.5%
Gender: Male	1,608,968	50.7%
Gender: Female	1,567,606	49.3%
SEN provision: Education, health and care plan	120,045	3.8%
SEN provision: SEN support	481,200	15.1%
SEN provision: No Special Educational Need	2,575,329	81.1%
FSM Eligibility: Not eligible for FSM	2,261,670	71.2%
FSM Eligibility: Eligible for FSM	914,904	28.8%
Child In Need (at any point): No	3,060,320	96.3%
Child In Need (at any point): Yes	116,254	3.7%
Ethnicity: White	2,180,996	68.7%
Ethnicity: Asian	415,089	13.1%
Ethnicity: Black	213,849	6.7%
Ethnicity: Chinese	70,044	2.2%
Ethnicity: Mixed	219,940	6.9%
Ethnicity: Any other ethnic group	76,656	2.4%
Region: East Midlands	280,859	8.8%
Region: East of England	362,399	11.4%
Region: London	462,254	14.6%
Region: North-east	145,223	4.6%
Region: North-west	436,400	13.7%
Region: South-east	511,112	16.1%
Region: South-west	295,272	9.3%
Region: West Midlands	362,108	11.4%
Region: Yorkshire and The Humber	320,947	10.1%
IDACI quartile: Rank 1e 6565	952,565	30.0%
IDACI quartile: Rank 6566 - 14256 or missing	821,053	25.8%
IDACI quartile: Rank 12457 - 23079	726,095	22.9%

Profile characteristic	Count	Percentage
IDACI quartile: Rank 23080+	676,861	21.3%
Key stage 1 Overall performance:		
Key stage 1 Overall performance: SY R,1,2,3,4,9,10 in 2024/2025	1,256,193	39.5%
Key stage 1 Overall performance: EXS or GDS in reading, writing and maths	181,094	5.7%
Key stage 1 Overall performance: EXS in all of reading, writing and maths	212,065	6.7%
Key stage 1 Overall performance: WTS/BLW/PKF/PK1-PK4 in at least one of reading, writing and maths	98,199	3.1%
Key stage 1 Overall performance: WTS/BLW/PKF/PK1-PK4 in all of reading, writing and maths	95,296	3.0%
Key stage 1 Overall performance: Data missing for at least one of reading, writing and maths	1,333,727	42.0%
Key stage 2 Overall performance: SY R,1,2,3,4,5,6,7,8 in 2024/2025	642,386	20.2%
Key stage 2 Overall performance: Missing data	1,335,330	42.0%
Key stage 2 Overall performance: Lowest quartile	307,792	9.7%
Key stage 2 Overall performance: Second lowest quartile	288,813	9.1%
Key stage 2 Overall performance: Second highest quartile	311,076	9.8%
Key stage 2 Overall performance: Highest quartile	291,177	9.2%
Secondary total	3,176,574	100%

Source: National Pupil Database

**Table 15: Population profile of special school pupils**

Profile characteristic	Count	Percentage
School year: Reception	5,047	3.8%
School year: 1	7,753	5.8%
School year: 2	8,620	6.4%
School year: 3	10,001	7.5%
School year: 4	10,577	7.9%
School year: 5	10,893	8.1%
School year: 6	11,238	8.4%
School year: 7	17,521	13.1%
School year: 8	17,580	13.1%
School year: 9	17,555	13.1%

<b>Profile characteristic</b>	<b>Count</b>	<b>Percentage</b>
School year: 10	17,140	12.8%
Gender: Male	97,480	73%
Gender: Female	36,445	27%
SEN provision: Education, health and care plan	133,514	99.7%
SEN provision: SEN support	410	0.3%
SEN provision: No Special Educational Need	1	0.0%
FSM Eligibility: Not eligible for FSM	66,871	49.9%
FSM Eligibility: Eligible for FSM	67,054	50.1%
Child In Need (at any point): No	104,742	78.2%
Child In Need (at any point): Yes	29,183	21.8%
Ethnicity: White	95,597	71.4%
Ethnicity: Asian	13,931	10.4%
Ethnicity: Black	9,089	6.8%
Ethnicity: Chinese	2,905	2.2%
Ethnicity: Mixed	9,805	7.3%
Ethnicity: Any other ethnic group	2,598	1.9%
Region: East Midlands	10,073	7.5%
Region: East of England	14,118	10.5%
Region: London	17,930	13.4%
Region: North-east	8,657	6.5%
Region: North-west	20,951	15.6%
Region: South-east	23,265	17.4%
Region: South-west	11,214	8.4%
Region: West Midlands	16,459	12.3%
Region: Yorkshire and The Humber	11,258	8.4%
IDACI quartile: Rank 1e 6565	53,601	40.0%
IDACI quartile: Rank 6566 - 14256 or missing	35,968	26.9%
IDACI quartile: Rank 12457 - 23079	25,227	18.8%
IDACI quartile: Rank 23080+	19,129	14.3%
Key stage 1 Overall performance: SY R, 1,2,3,4,9,10 in 2024/2025	76,693	57.3%
Key stage 1 Overall performance: EXS or GDS in reading, writing and maths	324	0.2%
Key stage 1 Overall performance: EXS in all of reading, writing and maths	682	0.5%
Key stage 1 Overall performance: WTS/BLW/PKF/PK1-PK4 in at least one of reading, writing and maths	1,636	1.2%
Key stage 1 Overall performance: WTS/BLW/PKF/PK1-PK4 in all of reading, writing and maths	18,964	14.2%

<b>Profile characteristic</b>	<b>Count</b>	<b>Percentage</b>
Key stage 1 Overall performance: Data missing for at least one of reading, writing and maths	35,626	26.6%
Key stage 2 Overall performance: SY R,1,2,3,4,5,6,7,8 in 2023/2024	64,281	48.0%
Key stage 2 Overall performance: Missing data	64,008	47.8%
Key stage 2 Overall performance: Lowest quartile	4,468	3.3%
Key stage 2 Overall performance: Second lowest quartile	708	0.5%
Key stage 2 Overall performance: Second highest quartile	353	0.3%
Key stage 2 Overall performance: Highest quartile	107	0.1%
Primary/Secondary: Primary school	64,129	47.9%
Primary/Secondary: Secondary school	69,796	52.1%

Source: National Pupil Database

## Appendix B: Variables used for analysis

**School phase** – Data from the NPD. For parents and pupils in year 1 to year 11 the school year was rolled forward due to the point the NPD extract was taken. This meant, for example, that a sample of pupils in reception year (R) at the time of the Summer Census was taken to cover pupils in year 1 in the 2024-25 academic year. Primary parents are from when the sampled pupil is in year 1 to year 6. Secondary parents are where the sampled pupil is in year 7 to 11. Special parents are where the sampled pupil attends a special school.

**Key stage** – Derived based on the school year group data from the NPD. Pupils in year 1 to 2 were analysed as Key Stage 1. Pupils in year 3 to 6 were analysed as Key Stage 2. Pupils in year 7 to 9 were analysed as Key Stage 3. Pupils in year 10 to 11 were analysed as Key Stage 4. Pupils and learners in year 12 to 13 were analysed as '16-19'.

**Eligibility for FSM** – Data from the NPD which includes all pupils and learners who were flagged as being eligible for free school meals. The following variables were used to identify pupils eligible for free school meals:

NPD: FSMeligible\_SUM24 (year 1 to year 11)

- pupil recorded as eligible for Free School Meals on the day that the School Census was conducted (summer 2023 for those in year 1 to year 11)
- in the NPD pupils were flagged as being eligible for FSM if a pupil had an FSM period with a start date and end date blank or end date on or after census date which means they are FSM eligible on the day that the School Census was conducted

**Pupils and learners with SEND** – A combination of data from the NPD and survey data. A pupil or learner is identified as SEND if they are flagged in the NPD data as having a special educational need, or in the survey the respondent answered that the pupil has an illness or disability that limits the pupil's activities in any way (demogs\_disabilitylimit=1).

The following NPD variables were used to identify pupils who were flagged as having a special educational need:

NPD: SENprovision\_SUM24 (year 1 to year 11)

- pupils with a value of '2\_SNS' (SEN without a Statement (up to 2017/18) or SEN support (since 2014/15), or '3\_SS' (SEN with a Statement (up to 2017/18) or an Education, health and care plan (since 2014/15)) were analysed as pupils with SEN.

**CiN status** - Data from the NPD which includes all pupils who were flagged as having a CiN episode at any point during the year.. The following variable was used to identify pupils who were flagged as having a CiN episode:

NPD: CIN\_CINAnyPoint

- CiN status at any point during the sampled year

**Pupil and learner sex** – Data from the NPD using the following variable:

NPD: Gender\_SUM24

**Pupil and learner ethnicity** – Data from the NPD using the following variable:

NPD: EthnicGroupMajor\_SPR24

**Urban / rural** - Data from the NPD based on the pupil address.

**Whether pupil's or learner's parent attended university** – based on the survey question 'demogs\_university':

- Parents: Did you go, or are you currently going, to university?
- Pupils: Did one (or both) of your parents go to university, or are they currently at university?

# Appendix C: Invitations to the PPLV (recruitment)

## Invite to individual parents



FAO: Parent or guardian of {First name} {Last name}

{Address Line 1}

{Address Line 2}

{Address Line 3}

{Postcode}

{Date letter sent}

Ref: {RESP SERIAL NUMBER}

Dear Parent / Carer of [Pupil name],

**Join Parent, Pupil and Learner Voice:  
a chance to share your experiences with the Department for Education.**

This is your chance to join thousands of other parents across England on this research panel. This research is being carried out on behalf of the Department for Education by Verian, an independent research organisation.

The Department for Education will use the findings from the panel to understand how they can better support pupils and families, and to support future education policy. The registration survey covers topics such as your child's experiences at school. You will then be invited by email to take part in more short surveys in this school year.

**The surveys are quick and easy: You will receive a gift voucher for each one you complete**

- ✓ You will receive £5.00 for completing the initial registration survey (around 15 minutes)
- ✓ You will receive another £2.50 for each shorter survey (around 10 minutes)

### How to take part

- 1 Go to [REDACTED] or scan the QR code on a smartphone
- 2 Enter your username: [username]
- 3 Enter your passcode [passcode]



Completion of this survey is voluntary. You don't have to take part if you don't want to.

By taking part you are agreeing for survey answers to be linked to [pupil name]'s future data held by the Department for Education such as education and earnings. Your answers and personal details will be treated confidentially in line with General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and stored safely.

More details about the research and your privacy and confidentiality can be found on the back of this letter or at [REDACTED].

I very much hope that you will be able to take part in this important research.

Yours sincerely,

Michele Weatherburn, Chief Research Officer, Department for Education



#### **Why have I been invited to join the panel?**

You have been invited to take part in this important research as a parent or guardian of a child who attends a school in England. Your child's contact details were selected randomly from the National Pupil Database. This database is maintained by the Department for Education. Verian, formerly Kantar Public, have been given permission to use the contact details for research.



#### **Why are my views important?**

Your views are important to help the Department for Education to understand how they can better support pupils and families and we need people from all backgrounds and parts of the country to take part. Reports on findings from the previous panel can be found here: <https://www.gov.uk/government/publications/parent-pupil-and-learner-panel-omnibus-surveys-for-2022-to-2023>



#### **What kind of questions will be asked?**

The surveys will cover topics like qualifications, behaviour in school, and childcare. The surveys will occasionally cover some sensitive and personal topics, such as mental and physical health or ethnicity but you don't have to answer any questions you don't want to. You might be asked "How often do you feel lonely?" or "Which qualifications have you heard of?".



#### **Who is conducting this research and is it genuine?**

The research is being conducted on behalf of the Department for Education (DfE) by Verian, an independent research agency ([www.veriangroup.com](http://www.veriangroup.com)).



#### **What if I do not have access to the internet or need help taking part?**

If you would like to join the panel but cannot complete the survey online, please contact us using the details at the bottom of this letter and we will help you to take part.



#### **Is this research confidential?**

Yes. Your answers and personal details will be treated confidentially in line with General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and stored safely. Only researchers at Verian and the Department for Education will know what you have said. All statistics will be reported anonymously, meaning that it will not be possible to identify you in any published reports.

However, if we believe someone is potentially in threat of harm as a result of something that's been disclosed, we may email to advise on where to go for support. If we believe someone is in direct threat of harm, we will contact the Department for Education who may contact the school, or in exceptional circumstances, the emergency services. You will not receive any 'junk mail' as a result of taking part.

For more information, please visit the website FAQs at [REDACTED]

To talk to someone about the research or ask not to be contacted further about this research, please contact Verian on:

✉ Email: [REDACTED]

☎ Telephone (between 9am and 5pm on Monday to Friday): [REDACTED]

# Invite to parents and pupils in year 9 to 11

## Parent letter, where parent is invited to join



FAO: Parent or guardian of {First name} {Last name}  
{Address Line 1}  
{Address Line 2}  
{Address Line 3}  
{Postcode}

{Date letter sent}  
Ref: {RESP SERIAL NUMBER}

Dear Parent / Carer of [Pupil name],

### Join Parent, Pupil and Learner Voice: a chance to share your experiences with the Department for Education.

This is your chance for **both** you and [Pupil name] to join thousands of other parents and pupils across England on this research panel. This research is being carried out on behalf of the Department for Education by Verian, an independent research organisation.

The Department for Education will use the findings from the panel to understand how they can better support pupils and families, and to support future education policy. The registration survey covers topics such as your child's experiences at school. You will then be invited by email to take part in more short surveys in this school year.

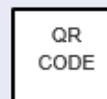
**The surveys are quick and easy: You will receive a gift voucher for each one you complete**

- ✓ You will each receive £5.00 for completing the initial registration survey (around 15 minutes)
- ✓ You will each receive another £2.50 for each shorter survey (around 10 minutes)

If you are happy for [pupil name] to take part, please give them the other letter in the envelope.

### How to take part

- 1 Go to [REDACTED] or scan the QR code on a smartphone
- 2 Enter your username: [username]
- 3 Enter your passcode [passcode]



Completion of this survey is voluntary. You don't have to take part if you don't want to.

By taking part you are agreeing for survey answers to be linked to [pupil name]'s future data held by the Department for Education such as education and earnings. Your answers and personal details will be treated confidentially in line with General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and stored safely.

More details about the research and your privacy and confidentiality can be found on the back of this letter or at [REDACTED].

I very much hope that you will be able to take part in this important research.

Yours sincerely,

Michele Weatherburn, Chief Research Officer, Department for Education

Page 1 of 2

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**Why are my views important?**

Your views are important to help the Department for Education to understand how they can better support pupils and families, and we need people from all backgrounds and parts of the country to take part. Reports on findings from the previous panel can be found here: <https://www.gov.uk/government/publications/parent-pupil-and-learner-panel-omnibus-surveys-for-2022-to-2023>

**What kind of questions will be asked?**

The surveys will cover topics like qualifications, behaviour in school, and childcare. The surveys will occasionally cover some sensitive and personal topics, such as mental and physical health, sexual orientation or ethnicity but you don't have to answer any questions you don't want to. You might be asked "How often do you feel lonely?" or "Which qualifications have you heard of?".

**Who is conducting this research and is it genuine?**

The research is being conducted on behalf of the Department for Education (DfE) by Verian, an independent research agency ([www.veriangroup.com](http://www.veriangroup.com))

**What if I do not have access to the internet or need help taking part?**

If you would like to join the panel but cannot complete the survey online please contact us using the details at the bottom of this letter and we will help you to take part.

**Is this research confidential?**

Yes. Your answers and personal details will be treated confidentially in line with General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and stored safely. Only researchers at Verian and the Department for Education will know what you have said. All statistics will be reported anonymously, meaning that it will not be possible to identify you in any published reports.

However, if we believe someone is potentially in threat of harm as a result of something that's been disclosed, we may email to advise on where to go for support. If we believe someone is in direct threat of harm, we will contact the Department for Education who may contact the school, or in exceptional circumstances, the emergency services. You will not receive any 'junk mail' as a result of taking part.

For more information, please visit the website FAQs at [\[REDACTED\]](#)

To talk to someone about the research or ask not to be contacted further about this research, please contact Verian on:

✉ Email: [\[REDACTED\]](#)

☎ Telephone (between 9am and 5pm on Monday to Friday): [\[REDACTED\]](#).

## Parent letter, where parent is not invited to join



FAO: Parent or guardian of {First name} {Last name}

{Address Line 1}

{Address Line 2}

{Address Line 3}

{Postcode}

{Date letter sent}

Ref: {RESP SERIAL NUMBER}

Dear Parent / Carer of [Pupil name],

**Encourage [Pupil name] to join Parent, Pupil and Learner Voice: a chance for [Pupil name] to share their experiences with the Department for Education.**

This is [pupil name]'s chance to join thousands of other pupils across England on this research panel. This research is being carried out on behalf of the Department for Education by Verian, an independent research organisation.

The Department for Education will use the findings from the panel to understand how they can better support pupils and families, and to support future education policy. The registration survey covers topics such as [pupil name]'s experiences at school. [Pupil name] will then be invited by email to take part in more short surveys in this school year.

**The surveys are quick and easy: [pupil name] will receive a gift voucher for each one they complete**

- ✓ They will receive £5.00 for completing the registration survey (around 15 minutes)
- ✓ They will receive another £2.50 for each shorter survey (around 10 minutes)

**If you are happy for [pupil name] to take part, please give them the other letter in the envelope.**

Completion of this survey is voluntary. They don't have to take part if they don't want to.

By encouraging them to take part you are agreeing for survey answers to be linked to [pupil name]'s future data held by the Department for Education such as education and earnings. All answers and personal details will be treated confidentially in line with General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and stored safely.

More details about the research and your privacy and confidentiality can be found on the back of this letter or at [REDACTED].

I very much hope that [pupil name] will be able to take part in this important research.

Yours sincerely,

Michele Weatherburn, Chief Research Officer, Department for Education



### **Why has my child been invited to join the panel?**

Your child has been invited to take part in this important research because they attend a school in England. Your child's contact details were selected randomly from the National Pupil Database. This database is maintained by the Department for Education. Verian, formerly Kantar Public, have been given permission to use the contact details for research.



### **Why are my child's views important?**

Your child's views are important to help the Department for Education to understand how they can better support pupils and families and we need people from all backgrounds and parts of the country to take part. Reports on findings from the previous panel can be found here: <https://www.gov.uk/government/publications/parent-pupil-and-learner-panel-omnibus-surveys-for-2022-to-2023>



### **What kind of questions will be asked?**

The surveys will cover topics like qualifications and how much your child enjoys going to school. The surveys will occasionally cover some sensitive and personal topics, such as mental and physical health and sexual orientation but your child doesn't have to answer any questions they don't want to. Your child might be asked "How often do you feel lonely?" or "Which qualifications have you heard of?".



### **Who is conducting this research and is it genuine?**

The research is being conducted on behalf of the Department for Education (DfE) by Verian, an independent research agency ([www.veriangroup.com](http://www.veriangroup.com)).



### **What if my child does not have access to the internet or needs help taking part?**

If your child would like to join the panel but cannot complete the survey online please contact us using the details at the bottom of this letter and we will help them to take part.



### **Is this research confidential?**

Yes. Your child's answers and personal details will be treated confidentially in line with General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and stored safely. Only researchers at Verian and the Department for Education will know what your child has said. All statistics will be reported anonymously, meaning that it will not be possible to identify your child in any published reports.

However, if we believe someone is potentially in threat of harm as a result of something that's been disclosed, we may email to advise on where to go for support. If we believe someone is in direct threat of harm, we will contact the Department for Education who may contact the school, or in exceptional circumstances, the emergency services. You will not receive any 'junk mail' as a result of taking part.

For more information, please visit the website FAQs at [REDACTED].

To talk to someone about the research or ask not to be contacted further about this research, please contact Verian on:

✉ Email: [REDACTED].

☎ Telephone (between 9am and 5pm on Monday to Friday): [REDACTED].

## Pupil letter



{Date letter sent}

Ref: {RESP SERIAL NUMBER}

Dear [pupil name],

### **Join Parent, Pupil and Learner Voice: a chance to share your experiences with the Department for Education.**

This is your chance to join thousands of other pupils across England on this research panel. This research is being carried out on behalf of the Department for Education by Verian, an independent research organisation.

The Department for Education will use the findings from the panel to understand how they can better support pupils and families, and to support future education policy. The registration survey covers topics such as your experiences at school. You will be invited by email to take part in more short surveys in this school year.

#### **The surveys are quick and easy: You will receive a gift voucher for each one you complete**

- ✓ You will receive £5.00 for completing the first survey (around 15 minutes)
- ✓ You will receive another £2.50 for each shorter survey (around 10 minutes)

#### **How to take part**

- ① Go to [REDACTED], or scan the QR code on a smartphone
- ② Enter your username: [username]
- ③ Enter your passcode [passcode]



Completion of this survey is voluntary. You don't have to take part if you don't want to.

By taking part you are agreeing for your survey answers to be linked to your future data held by the Department for Education such as education and earnings. Your answers and personal details will be treated confidentially in line with General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and stored safely.

More information about the research and your privacy and confidentiality can be found at the back of this letter or at [REDACTED].

Thank you in advance for your help.

Yours sincerely,

Michele Weatherburn, Chief Research Officer, Department for Education

Page 1 of 2



#### **Why have I been invited to join the panel?**

You have been invited to take part in this important research because you attend a school in England. Your contact details were selected randomly from the National Pupil Database. This database is maintained by the Department for Education. Verian, formerly Kantar Public, have been given permission to use the contact details for research.



#### **Why are my views important?**

Your views are important to help the government to understand how they can better support pupils and families and we need people from all backgrounds and parts of the country to take part. Reports on findings from the previous panel can be found here:

<https://www.gov.uk/government/publications/parent-pupil-and-learner-panel-omnibus-surveys-for-2022-to-2023>



#### **What kind of questions will I be asked?**

The surveys will cover topics like qualifications and how much you enjoy going to school. The surveys will occasionally cover some sensitive and personal topics such as mental and physical health and sexual orientation, but you don't have to answer any questions you don't want to. You might be asked "How often do you feel lonely?" or "Which qualifications have you heard of?".



#### **Who is conducting this research and is it genuine?**

The research is being conducted on behalf of the Department for Education (DfE) by Verian, an independent research agency ([www.veriangroup.com](http://www.veriangroup.com)).



#### **What if I do not have access to the internet or need help taking part?**

If you would like to join the panel but cannot complete the survey online please contact us using the details at the bottom of this letter and we will help you to take part.



#### **Is this research confidential?**

Yes. Your answers and personal details will be stored safely and protected at all times. All data protection laws will be followed, including the Data Protection Act 2018 and the General Data Protection Regulation (GDPR). Only researchers at Verian and the Department for Education will know what you have said. Findings that will be published will be reported anonymously, meaning that it will not be possible to identify you in any published reports.

However, if we believe someone is potentially in threat of harm as a result of something that's been disclosed, we may email to advise on where to go for support. If we believe someone is in direct threat of harm, we will contact the Department for Education who may contact the school, or in exceptional circumstances, the emergency services. You will not receive any 'junk mail' as a result of taking part.

For more information, please visit the website FAQs at [REDACTED].

To talk to someone about the research or ask not to be contacted further about this research, please contact Verian on:

✉ Email: [REDACTED].

☎ Telephone (between 9am and 5pm on Monday to Friday): [REDACTED].

## Invite to parents and pupils in year 7 to 8

### Parent letter, where parent is invited to join



FAO: Parent or guardian of {First name} {Last name}  
{Address Line 1}  
{Address Line 2}  
{Address Line 3}  
{Postcode}

{Date letter sent}  
Ref: {RESP SERIAL NUMBER}

Dear Parent / Carer of [Pupil name],

**Join Parent, Pupil and Learner Voice: the Department for Education wants to understand the experiences of families like yours.**

This is your chance for **both** you and [Pupil name] to join thousands of other parents and pupils across England on this research panel. This research is being carried out on behalf of the Department for Education by Verian, an independent research organisation.

The Department for Education will use the findings from the panel to understand how they can better support pupils and families, and to support future education policy. The registration survey covers topics such as your child's experiences at school. You will then be invited by email to take part in more short surveys in this school year.

**The surveys are quick and easy: You will receive a gift voucher for each one you complete**

- ✓ You will each receive £5.00 for completing the registration survey (around 15 minutes)
- ✓ You will each receive another £2.50 for each shorter survey (around 10 minutes)

**If you are happy for [pupil name] to take part, please give them the other letter in the envelope.**

#### How to take part

- 1 Go to [\[REDACTED\]](#) or scan the QR code on a smartphone
- 2 Enter your username: [username]
- 3 Enter your passcode [passcode]

QR  
CODE

Completion of this survey is voluntary. You don't have to take part if you don't want to.

By taking part you are agreeing for survey answers to be linked to [pupil name]'s future data held by the Department for Education such as education and earnings. Your answers and personal details will be treated confidentially in line with General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and stored safely.

More details about the research and your privacy and confidentiality can be found on the back of this letter or at [\[REDACTED\]](#).

I very much hope that you will be able to take part in this important research.

Yours sincerely,

Michele Weatherburn, Chief Research Officer, Department for Education

Page 1 of 2

**Why have I been invited to join the panel?**

You have been invited to take part in this important research as a parent or guardian of a child who attends a school in England. Your child's contact details were selected randomly from the National Pupil Database. This database is maintained by the Department for Education. Verian, formerly Kantar Public, have been given permission to use the contact details for research.

**Why are my views important?**

Your views are important to help the Department for Education to understand how they can better support pupils and families, and we need people from all backgrounds and parts of the country to take part. Reports on findings from the previous panel can be found here: <https://www.gov.uk/government/publications/parent-pupil-and-learner-panel-omnibus-surveys-for-2022-to-2023>

**What kind of questions will be asked?**

The surveys will cover topics like qualifications, behaviour in school, and childcare. The surveys will occasionally cover some sensitive and personal topics, such as mental and physical health or ethnicity but you don't have to answer any questions you don't want to. You might be asked "How often do you feel lonely?" or "Which qualifications have you heard of?"

**Who is conducting this research and is it genuine?**

The research is being conducted on behalf of the Department for Education (DfE) by Verian, an independent research agency ([www.veriangroup.com](http://www.veriangroup.com)).

**What if I do not have access to the internet or need help taking part?**

If you would like to join the panel but cannot complete the survey online, please contact us using the details at the bottom of this letter and we will help you to take part.

**Is this research confidential?**

Yes. Your answers and personal details will be treated confidentially in line with General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and stored safely. Only researchers at Verian and the Department for Education will know what you have said. All statistics will be reported anonymously, meaning that it will not be possible to identify you in any published reports.

However, if we believe someone is potentially in threat of harm as a result of something that's been disclosed, we may email to advise on where to go for support. If we believe someone is in direct threat of harm, we will contact the Department for Education who may contact the school, or in exceptional circumstances, the emergency services. You will not receive any 'junk mail' as a result of taking part.

For more information, please visit the website FAQs at [REDACTED].

To talk to someone about the research or ask not to be contacted further about this research, please contact Verian on:

✉ Email: [REDACTED].

☎ Telephone (between 9am and 5pm on Monday to Friday): [REDACTED].

## Parent letter, where parent is not invited to join



FAO: Parent or guardian of {First name} {Last name}

{Address Line 1}

{Address Line 2}

{Address Line 3}

{Postcode}

{Date letter sent}

Ref: {RESP SERIAL NUMBER}

Dear Parent / Carer of [Pupil name],

**Encourage [Pupil name] to join Parent, Pupil and Learner Voice: a chance for [Pupil name] to share their experiences with the Department for Education.**

This is [pupil name]'s chance to join thousands of other pupils across England on this research panel. This research is being carried out on behalf of the Department for Education by Verian, an independent research organisation.

The Department for Education will use the findings from the panel to understand how they can better support pupils and families, and to support future education policy. The registration survey covers topics such as [pupil name]'s experiences at school. [Pupil name] will then be invited by email to take part in more short surveys in this school year.

**The surveys are quick and easy: [pupil name] will receive a gift voucher for each one they complete**

- ✓ They will receive £5.00 for completing the registration survey (around 15 minutes)
- ✓ They will receive another £2.50 for each shorter survey (around 10 minutes)

**If you are happy for [pupil name] to take part, please give them the other letter in the envelope.**

Completion of this survey is voluntary. They don't have to take part if they don't want to.

By encouraging them to take part you are agreeing for survey answers to be linked to [pupil name]'s future data held by the Department for Education such as education and earnings. All answers and personal details will be treated confidentially in line with General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and stored safely.

More details about the research and your privacy and confidentiality can be found on the back of this letter or at [REDACTED].

I very much hope that [pupil name] will be able to take part in this important research.

Yours sincerely,

Michele Weatherburn, Chief Research Officer, Department for Education

**Why has my child been invited to join the panel?**

Your child has been invited to take part in this important research because they attend a school in England. Your child's contact details were selected randomly from the National Pupil Database. This database is maintained by the Department for Education. Verian, formerly Kantar Public, have been given permission to use the contact details for research.

**Why are my child's views important?**

Your child's views are important to help the Department for Education to understand how they can better support pupils and families and we need people from all backgrounds and parts of the country to take part. Reports on findings from the previous panel can be found here: <https://www.gov.uk/government/publications/parent-pupil-and-learner-panel-omnibus-surveys-for-2022-to-2023>

**What kind of questions will be asked?**

The surveys will cover topics like qualifications and how much your child enjoys going to school. The surveys will occasionally cover some sensitive and personal topics, such as mental and physical health or ethnicity but your child doesn't have to answer any questions they don't want to. Your child might be asked "How often do you feel lonely?" or "Which qualifications have you heard of?".

**Who is conducting this research and is it genuine?**

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**What if my child does not have access to the internet or needs help taking part?**

If your child would like to join the panel but cannot complete the survey online please contact us using the details at the bottom of this letter and we will help them to take part.

**Is this research confidential?**

Yes. Your child's answers and personal details will be treated confidentially in line with General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and stored safely. Only researchers at Verian and the Department for Education will know what your child has said. All statistics will be reported anonymously, meaning that it will not be possible to identify your child in any published reports.

However, if we believe someone is potentially in threat of harm as a result of something that's been disclosed, we may email to advise on where to go for support. If we believe someone is in direct threat of harm, we will contact the Department for Education who may contact the school, or in exceptional circumstances, the emergency services. You will not receive any 'junk mail' as a result of taking part.

For more information, please visit the website FAQs at [REDACTED].

To talk to someone about the research or ask not to be contacted further about this research, please contact Verian on:

✉ Email: [REDACTED].

☎ Telephone (between 9am and 5pm on Monday to Friday): [REDACTED].

## Pupil letter



{Date letter sent}

Ref: {RESP SERIAL NUMBER}

Dear [pupil name],

### **Join Parent, Pupil and Learner Voice: the Department for Education wants to understand the experiences of young people like you.**

This is your chance to join thousands of other pupils across England on this research panel. This research is being carried out on behalf of the Department for Education by Verian, an independent research organisation.

The Department for Education will use the findings from the panel to understand how they can better support pupils and families, and to support future education policy. The registration survey covers topics such as your experiences at school. You will be invited by email to take part in more short surveys in this school year.

### **The surveys are quick and easy: You will receive a gift voucher for each one you complete**

- ✓ You will receive £5.00 for completing the first survey (around 15 minutes)
- ✓ You will receive another £2.50 for each shorter survey (around 10 minutes)

### **How to take part**

- 1 Go to [\[REDACTED\]](#) or scan the QR code on a smartphone
- 2 Enter your username: [username]
- 3 Enter your passcode [passcode]

Completion of this survey is voluntary. You don't have to take part if you don't want to.

By taking part you are agreeing for your survey answers to be linked to your future data held by the Department for Education such as education and earnings. Your answers and personal details will be treated confidentially in line with General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and stored safely.

More information about the research and your privacy and confidentiality can be found at the back of this letter or at [\[REDACTED\]](#).

Thank you in advance for your help.

Yours sincerely,

Michele Weatherburn, Chief Research Officer, Department for Education

Page 1 of 2

**Why have I been invited to join the panel?**

You have been invited to take part in this important research because you attend a school in England. Your contact details were selected randomly from the National Pupil Database. This database is maintained by the Department for Education. Verian, formerly Kantar Public, have been given permission to use the contact details for research.

**Why are my views important?**

Your views are important to help the government to understand how they can better support pupils and families and we need people from all backgrounds and parts of the country to take part. Reports on findings from the previous panel can be found here: <https://www.gov.uk/government/publications/parent-pupil-and-learner-panel-omnibus-surveys-for-2022-to-2023>

**What kind of questions will I be asked?**

The surveys will cover topics like qualifications and how much you enjoy going to school. The surveys will occasionally cover some sensitive and personal topics such as mental and physical health, but you don't have to answer any questions you don't want to. You might be asked questions like, "How often do you feel lonely?" or "Which qualifications have you heard of?"

**Who is conducting this research and is it genuine?**

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**What if I do not have access to the internet or need help taking part?**

If you would like to join the panel but cannot complete the survey online please contact us using the details at the bottom of this letter and we will help you to take part.

**Is this research confidential?**

Yes. Your answers and personal details will be stored safely and protected at all times. All data protection laws will be followed, including the Data Protection Act 2018 and the General Data Protection Regulation (GDPR). Only researchers at Verian and the Department for Education will know what you have said. Findings that will be published will be reported anonymously, meaning that it will not be possible to identify you in any published reports.

However, if we believe someone is potentially in threat of harm as a result of something that's been disclosed, we may email to advise on where to go for support. If we believe someone is in direct threat of harm, we will contact the Department for Education who may contact the school, or in exceptional circumstances, the emergency services. You will not receive any 'junk mail' as a result of taking part.

For more information, please visit the website FAQs at [REDACTED].

To talk to someone about the research or ask not to be contacted further about this research, please contact Verian on:

✉ Email: [REDACTED].

☎ Telephone (between 9am and 5pm on Monday to Friday): [REDACTED].

## Appendix D: Glossary

**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).

**IDACI – Income Deprivation Affecting Children Index** – An index that measures the proportion of all children aged 0 to 15 living in income deprived families. It is a subset of the Income Deprivation Domain which measures the proportion of the population in an area experiencing deprivation relating to low income. The definition of low income used includes both those people that are out-of-work, and those that are in work but who have low earnings (and who satisfy the respective means tests).

**ILR – Individualised Learner Record** – An on-going collection of data about learners and the learning undertaken by them from providers in the Further Education (FE) and Skills sector in England.

**Key Stage 1 overall performance** – Derived from the NPD variables denoting key stage 1 reading, writing and mathematics outcomes. (KS1\_READ\_OUTCOME/KS1\_WRIT\_OUTCOME/KS1\_MATH\_OUTCOME). An overall performance variable is created with the following categories:

1. EXS (Working at expected standard) or GDS (working at greater depth within standard) in reading, writing and maths

2. EXS (Working at expected standard) in all of reading, writing and maths
3. WTS (towards expected standard)/BLW/PKF/PK1-PK4 (below or pre-key stage standard) in at least one of reading, writing and maths
4. WTS (towards expected standard)/BLW/PKF/PK1-PK4 (below or pre-key stage standard) in all of reading, writing and maths
5. Data missing for at least one of reading, writing and maths

**Key Stage 2 overall performance** - Derived from the NPD variables denoting scaled scores at key stage 2 for reading, maths and GPS (KS2\_READSCORE / KS2\_MATSCORE/KS2\_GPSSCORE). A combined score is created by adding the scores together and this is then grouped in quartiles.

**LSOA – Lower Layer Super Output Areas** – Small geographic areas that are designed to be of a similar population size, with an average of approximately 1,500 residents or 650 households. There are 32,844 Lower-layer Super Output Areas (LSOAs) in England. They were produced by the Office for National Statistics for the reporting of small area statistics.

**NPD – National Pupil Database** - The National Pupil Database is a register data set of all pupils in state schools in England, compiled by the Department for Education. It contains attainment data as children progress through school, as well as information on pupil background, absences and exclusions from school.

**PPLV – Parent, Pupil and Learner Voice** – A panel consisting of parents, legal guardians or carers of pupils in year 1 to year 11, pupils in school in year 7 to 13, and learners in college settings in year 12 or 13.

**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](#).

**School URN (unique reference number)** – a unique reference number that is allocated to all schools.

# Appendix E: Questions for design effect calculations

## Parents

### October 2025 Recruitment

1. schooluniform\_worry: How worried are you about being able to afford school uniform and school sports / PE kit for [YPFName] this academic year??
2. homelearning\_help: In general, if [YPFName] needs help with their homework how often are you or another adult at home available to help?
3. exclusion\_year: Between September 2024 and July 2025, was [YPFName] permanently excluded or suspended from school for any reason?
4. wellbeing\_anxious: Overall, how anxious did [YPFName] appear yesterday, where 0 is 'not at all anxious' and 10 is 'completely anxious'?
5. wellbeing\_happy: Overall, how happy did [YPFName] appear yesterday, where 0 is 'not at all happy' and 10 is 'completely happy'?

## Pupils

### October 2025 Recruitment (Year 7 to 11)

6. schooluniform\_flexible: Do you feel your school uniform policy is flexible enough to let you dress comfortably and safely during extreme hot or cold weather?
7. homelearning\_help: In general, if you need help with homework, how often is an adult at home available to help you?
8. exclusion\_year: Between September 2024 and July 2025, were you suspended from school for any reason?
9. wellbeing\_anxious: Overall, how anxious did [YPFName] appear yesterday, where 0 is 'not at all anxious' and 10 is 'completely anxious'?
10. wellbeing\_happy: How happy did you feel yesterday? Please give an answer on the scale of 0 to 10, where 0 is "not at all" and 10 is "completely".

## Appendix F: Methodological comparison of June 2025 and other findings on post-16 qualifications

Several questions included on post-16 qualifications in the June 2025 survey were asked in a multi-response format (“select all that apply”). In previous years, the same questions were asked as a series of single answer (yes / no) questions. Refer to table 16 for the comparison of the June 2025 format to the October 2025 format.

The change in approach was designed to reduce the survey length by requiring fewer questions to be answered, while still collecting the same insights.

**Table 166: Comparison of the format the pupil awareness questions were asked in June 2025 and October 2025**

June 2025	October 2025
Which, if any, of the following qualifications and programmes have you heard of?	Have you heard of T Levels?  1. Yes 2. No
Please select all that apply.  1. T Levels 2. T Level Foundation Year (formerly known as the Transition Programme) 3. Apprenticeships 4. A levels 5. BTECs 6. University degree 7. HTQs (Higher Technical Qualifications) 8. Degree Apprenticeships 9. Level 4 and 5 qualifications (such as Higher National Diploma or a foundation degree) 10. None of the above	Have you heard of T Level foundation years (formally known as the Transition Programme)?  1. Yes 2. No
	Have you heard of apprenticeships?  1. Yes 2. No
	Have you heard of A Levels?  1. Yes 2. No
	Have you heard of BTECs?  1. Yes 2. No

**Note:** In June 2025, codes 6,7,8, and 9 were only shown to learners in school years 12 and 13.

The findings from the June 2025 questions were markedly different from the established time series trend. For example, awareness of A levels among parents had reduced

dramatically versus previous data points: from 97% in both June 2022 and June 2023 to 88% in June 2025. Also among parents, awareness of apprenticeships had dropped from 95% in June 2022 and 96% in June 2023 to 79% in June 2025. Similar divergence from the time series trend were observed for pupils in Y9-11. For instance, awareness of A levels had dropped from 96% in June 2022 and 96% in June 2023 to 86% in June 2025. Awareness of apprenticeships has seen a similar drop, from 94% in June 2022 and 95% in June 2023 to 78% in June 2025.

Because the findings were far off trend, we asked the questions again in our October 2025. When doing so, we adopted the single answer (yes / no) questions question format used in surveys prior to June 2025. We only asked a randomly selected 50% of the participants in the October 2025 survey the repeated questions. This gave us the option to ask the awareness questions again in June 2026 to the other 50% of panel members, without having biased their responses by having already made them aware of them all aware of the qualifications listed.

The findings from October 2025 were more consistent with the trend observed across the years 2021 to present. For instance, parent awareness of A levels was 99% in October the 2025, and awareness of apprenticeships was also 99%. Our conclusion is that the change in question design adversely affected the reliability of the time series on post-16 qualifications. Research on survey methodology<sup>2</sup> has suggested that multi-response questions can sometimes introduce response inconsistencies, where survey participants under-report the true extent of which answers apply.

Table 17 gives a breakdown of responses on awareness of the qualifications included in the answer codes for pupils in Y9-11. Table 18 gives the same breakdown for pupils and learners in Y12-13. Not all surveys had both Y9-11 pupils and Y12-13 pupils and learners, and these groups were shown different options when they were asked, so findings have been broken down separately for clarity. Table 19 gives the same breakdown for the questions asked to parents.

Overall, the June 2025 data on this topic should be interpreted with caution and the October data should be regarded as the preferred source for reliable findings.

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<sup>2</sup> For example, [https://www.pewresearch.org/methods/wp-content/uploads/sites/10/2019/05/Methods-Check-All-That-Apply-Report\\_FINAL-1.pdf](https://www.pewresearch.org/methods/wp-content/uploads/sites/10/2019/05/Methods-Check-All-That-Apply-Report_FINAL-1.pdf)

**Table 17: Comparison of reported awareness of post-16 qualifications across pupil surveys, pupils Y9-11**

Qualification / Programme	November 2021	June 2022	June 2023	June 2025	October 2025
A Levels	96%	96%	96%	86%	99%
Apprenticeships	91%	94%	95%	78%	97%
BTECs	No data	No data	No data	61%	76%
T Levels	21%	33%	50%	42%	55%
T Level Foundation Year	No data	52%	43%	16%	14%
Traineeships	27%	38%	No data	No data	No data
None of the above	No data	No data	No data	7%	No data

**Base:** For June 2025, Y9-11 pupils (n = 1039). Variable names and base sizes differ by survey wave: please refer to published data. Not all qualifications were included in the question at each survey wave. Awareness of the T level Foundation Year (or previously T Level Transition Programme) was asked to all Y9-11 pupils in June 2025 and 50% of pupils in October 2025, but only to those who said they were aware of T levels in June 2022 and June 2023. As such, we would expect the awareness figure to be much higher in June 2022 and 2023 than in June and Oct 2025.

**Table 18: Reported awareness of post-16 qualifications, pupils Y12-13**

Qualification / Programme	June 2025
A Levels	91%
Apprenticeships	87%
BTECs	81%
University degree	78%
T Levels	70%
Degree apprenticeships	67%
Level 4 and 5 qualifications	43%

Qualification / Programme	June 2025
T Level Foundation Year	20%
HTQs	16%
None of the above	1%

**Base:** Y12-13 pupils and learners (n = 908)

**Table 19: Comparison of reported awareness of post-16 qualifications across parent surveys**

Qualification / Programme	November 2021	June 2022	June 2023	June 2025	October 2025
A Levels	95%	97%	97%	88%	99%
Apprenticeships	93%	95%	96%	79%	99%
BTECs	No data	No data	No data	71%	92%
T Levels	28%	31%	47%	44%	56%
T Level Foundation Year	No data	No data	52%	20%	21%
Degree apprenticeships	No data	No data	No data	16%	No data
Level 4/5 qualifications	No data	No data	No data	14%	No data
HTQs	No data	No data	No data	9%	No data
Traineeships	48%	52%	No data		No data
None of the above	No data	No data	No data	6%	No data

**Base:** For June 2025, all parents whose child is in year 9-13 (n = 857). Variable names and base sizes differ by survey wave: please refer to published data. Not all qualifications were included in the question at each survey wave.

## Supplementary data tables

The tables below reproduce the June 2025 findings in the questionnaire topic block on awareness of post-16 qualifications in summary.

These findings should also be considered unreliable because follow-up questions were shown only to respondents who indicated awareness of a qualification. Base sizes are likely lower than would have been the case in the single answer question format used in previous surveys.

### Affected pupil questions from June 2025

**Table 20: What are you planning on doing after your GCSEs?**

Response	June 2025
A Levels	62%
BTECs	12%
T Levels	8%
An apprenticeship	6%
Paid work	4%
T Level Foundation Year	0%
Something else	3%
Don't know	5%

**Base:** Secondary pupils in year 11 (n = 381). Variable reference = "post\_y11\_plan".

**Table 21: Did you consider taking any of the following courses or doing any of the following after your GCSEs?**

Response	June 2025
Apprenticeships	21%
Paid work	21%
BTECs	14%
A Levels	11%
T Levels	7%
T Level Foundation Year	1%

Response	June 2025
None of the above	35%
Don't know	12%

**Base:** Secondary pupils in year 11 (n = 381). Variable reference = "post\_y11\_consider".

**Table 22: What are you planning on doing after you finish your current course/qualifications / from September 2025?**

Response	June 2025
Go to university	42%
Paid work	13%
Begin an apprenticeship	12%
Begin a degree apprenticeship	7%
Take a gap year	6%
Level 4/5 qualification	2%
Voluntary work	0%
HTQ	0%
Something else	9%
Don't know	9%

**Base:** Pupils and learners in years 12 to 13 (n = 908). Variable reference = "post\_y12\_y13\_plan".

**Table 23: Did you consider taking any of the following courses after your current course/qualifications finishes / in September 2025?**

Response	June 2025
Paid work	27%
Begin a degree apprenticeship	25%

Response	June 2025
Begin an apprenticeship	25%
Take a gap year	24%
Go to university	16%
Voluntary work	6%
Level 4/5 qualification	5%
HTQ	0%
None of the above	17%
Don't know	11%

**Base:** Pupils and learners in years 12 to 13 (n = 908). Variable reference = "post\_y12\_y13\_consider".

**Table 24: Are you currently taking any of the following courses?**

Response	June 2025
AS/A Levels	50%
BTECs	14%
T Levels	7%
Apprenticeships	3%
T Level Foundation Year	0%
None of the above	25%

**Base:** Pupils and learners in years 12 to 13 who are aware of courses (n = 875). Variable reference = "tlevel\_currentstudy\_y12\_y13".

**Table 25: Did you consider taking any of the following alternative courses?**

Response	June 2025
Apprenticeships	35%

Response	June 2025
T Levels	6%
T Level Foundation Year	1%
No	61%

**Base:** Pupils and learners in years 12 to 13 who are aware of courses but not taking them (n = 815). Variable reference = "tlevel\_consider\_y12\_y13".

**Table 26: What made you decide not to do T levels?**

Response	June 2025
I don't know enough about T levels	27%
Concern qualification wouldn't be recognised	24%
Did not know what job I wanted	18%
Wanted to study several subjects	15%
Did not meet entry requirements	15%
Do not need it for career	14%
Recommended against it	8%
Other qualifications better	7%
Concerns over assessments	6%
Course too long	6%
Not available locally	4%
Course too difficult	2%
Other	19%
Don't know	12%

**Base:** Pupils and learners in years 12 to 13 who considered but are not taking T levels (n = 51). Variable reference = "tlevel\_whynt\_y12\_y13\_T\_Levels".

**Table 27: What made you decide not to do a T Level Foundation Year?**

<b>Response</b>	<b>June 2025</b>
Did not know what job I wanted	36%
Did not meet entry requirements	21%
Don't know enough about T Level Foundation Years	19%
Do not need it for career plans	16%
Not available locally	16%
Course too difficult	13%
Wanted to study several subjects	0%
Other qualifications better	0%
Course too long	0%
Recommended against it	0%
Other	20%
Don't know	0%

**Base:** Pupils and learners in years 12 to 13 who considered but are not taking a T Level Foundation Year (n = 9). Variable reference = "tlevel\_whynot\_y12\_y13\_T\_Levels\_Foundation\_Year".

**Table 28: What made you decide not to do an apprenticeship?**

<b>Response</b>	<b>June 2025</b>
No vacancy in preferred career	25%
Did not know what job I wanted	25%
Don't know enough about apprenticeships	18%
Not available locally	18%

Response	June 2025
Other qualifications better	11%
Did not meet entry requirements	11%
Wanted to study several subjects	10%
Recommended against it	9%
Pay too low	8%
Do not need it for career plans	7%
Did not want to study English/Maths	3%
Concerns over assessments	3%
Course too long	1%
Course too difficult	1%
Other	12%
Don't know	14%

**Base:** Pupils and learners in years 12 to 13 who considered but are not taking an apprenticeship (n = 251). Variable reference = "tlevel\_whynot\_y12\_y13\_an\_apprenticeship".

### Affected parent questions from June 2025

**Table 29: If you were to speak to your child about their options for future study, how likely would you be to encourage them to consider T levels, T Level Foundation Year, Apprenticeships and A Levels?**

Response	Very likely	Fairly likely	Not very likely	Not at all likely	Don't know
T Levels	12%	22%	38%	17%	10%
T Level Foundation Year	12%	32%	24%	21%	11%
Apprenticeships	24%	40%	22%	7%	8%

Response	Very likely	Fairly likely	Not very likely	Not at all likely	Don't know
A Levels	55%	28%	9%	4%	4%

**Base:** All parents whose child is in year 9-13, who have heard of T levels (n = 348), T Level Foundation Year (n = 170), Apprenticeships (n = 679), A Levels (n = 708). Variable reference = "post16\_tlevels", "post16\_tlevelfoundation", "post16\_apprenticeships", "post16\_alevels".

**Table 30: Why would you not encourage your child to consider T Levels?**

Response	June 2025
Wants to study several subjects	56%
Other qualifications better	34%
Not sure what job they want	30%
Concern qualification not recognised	30%
Does not need it for career plans	24%
Don't know enough about T levels	21%
Concerns over assessments	6%
Unlikely to meet entry requirements	5%
Not available locally	4%
Course too difficult	3%
Course too long	2%
Other	7%
Don't know	3%

**Base:** All parents who said they would not encourage their child to consider T Levels (n = 161). Variable reference = "post16\_whynotconsider\_tlevels".

**Table 31: Why would you not encourage your child to consider a T level foundation year?**

<b>Response</b>	<b>June 2025</b>
Wants to study several subjects	67%
Other qualifications better	35%
Not sure what job they want	30%
Does not need it for career plans	23%
Don't know enough about T Level Foundation Year	10%
Not available locally	7%
Unlikely to meet entry requirements	3%
Course too difficult	2%
Course too long	0%
Other	5%
Don't know	1%

**Base:** All parents who said they would not encourage their child to consider a T Level Foundation Year (n = 69). Variable reference = "post16\_whynotconsider\_tlevelfoundation".

**Table 32: Why would you not encourage your child to consider an apprenticeship?**

<b>Response</b>	<b>June 2025</b>
Wants to study several subjects	51%
Not sure what job they want	38%
Other qualifications better	33%
Does not need it for career plans	26%
Don't know enough about apprenticeships	17%

Response	June 2025
Pay too low	13%
Unlikely to meet entry requirements	4%
Concerns over assessments	3%
Impact on household benefits	3%
Does not want to study English/Maths	3%
Course too long	1%
Course too difficult	1%
Not available locally	1%
Other	6%
Don't know	1%

**Base:** All parents who said they would not encourage their child to consider an apprenticeship (n = 164). Variable reference = "post16\_whyntconsider\_apprenticeship".



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