



Department
for Education

Parent, pupil and learner panel: 22/23 March/April wave

July 2023

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Government
Social Research

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Executive summary

Introduction

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

This report discusses the findings from the 2022/23 research wave 4 with parents and secondary pupils and learners in years 7 to 13, conducted in March 2023, together with an additional recruitment wave with parents and secondary pupils in years 7-11, conducted in March and April 2023. The headline findings are discussed below.

Wraparound childcare

Around a third of parents of primary pupils (36%) had used some form of wraparound childcare. One in five (21%) had used childcare before school and 29% had used childcare after school. One in seven (14%) had used both before and after school care. The main reason for using wraparound childcare were so that they or others in their household could go to or seek work (72%).

One in five (20%) parents of primary school pupils said that the current availability of before and after school childcare affected the work pattern and/or working hours of those in their household during term time. The most common implications were working different hours than they wanted to (35%) or fewer hours than they wanted to (33%). Around one in ten (12%) felt that they or someone in their household could not work due to the availability of wraparound childcare.

Two in five parents of primary school pupils (42%) felt that if more wraparound childcare was available between 8am and 6pm at the same cost and location as any existing provision then would not make a difference to their working pattern. However, 18% said it would mean they could work more hours in the day, more days in the week (7%) or take up paid employment (7%).

The impact of childcare on working

Around one in six (15%) working parents said that, since January 2023, a lack of available childcare in the evening or at weekends had stopped them from working extra hours in a paid role, and 29% of unemployed parents said it had prevented them from taking up work in a paid role.

Among parents who said the lack of childcare in the evenings or weekends had prevented them for working extra hours or taking up paid work, the main option sought out for childcare was informal childcare from family or friends (71% of employed parents and 50% of unemployed parents).

Ad-hoc formal childcare

Since the beginning of January 2023, one in twenty (5%) parents had looked for or used ad-hoc formal childcare at short notice. The main reasons for not using ad-hoc formal childcare were because it was not needed (75%), lack of awareness of these services (12%) or it was too expensive (9%).

Among parents who had used ad-hoc formal childcare, three in ten (30%) said that it met their needs. More than one in five (22%) said that it never met their needs.

Over half (55%) of parents who had looked for or used ad-hoc informal childcare said they had found it by word of mouth. Around a quarter (27%) had searched on the internet and one in twenty (5%) had used an app.

Teaching quality

Pupils and learners were asked to think about the teacher in their most recent lesson at school or college and then how often a series of different statements applied in relation to that teacher.

Focusing on the proportion of pupils and learners who reported these statements applied always or most of the time, seven in ten (69%) pupils and learners felt that their teacher respected their opinions and suggestions. Two-thirds (66%) said that their teacher explains difficult things clearly, whilst 64% said that when the work is too hard their teacher encourages them to keep trying. Three in five (59%) said that their teacher talks to them about their work to help them understand their mistakes and 58% said that if they did not understand something, their teacher explained it in a different way. Just under three in five (56%) pupils and learners said that their teacher makes learning enjoyable.

Media literacy and online safety

Parents of pupils in year 6 were asked how confident they were that their child's school had taught them about aspects of using and sharing media such as newspapers, websites, blogs and social media, as well as how to stay safe online. Around nine in ten (88%) parents of year 6 pupils were confident that their child's school had taught them that people should not share personal details or images online that they or others would not want to be shared further. Three in five (58%) parents of year 6 pupils were confident that their child's school had taught pupils to think about whether something found online is true and using other sources to check it.

Pupils in year 7 to 11 were also asked about which media literacy and online safety topics they had been taught at school. Over nine in ten (94%) said they had been taught that people should not share personal details or images online that they or others would not want to be shared further. Three in five (59%) said they had been taught at school how to fact check media, by thinking about whether something found online is true, and using other sources to check it.

When asked which topics pupils would like to learn more about in school the response was mixed: 33% would like to learn more about what people can and cannot legally share online, 32% selected how to identify harmful online content and contact, 24% selected how to get help if they are worried about online issues, and 23% selected how to get help if they are worried about media stories.

Understanding of climate change

Two thirds (67%) of pupils and learners felt that their studies had prepared them to understand the impacts of climate change well. Since the start of the academic year, 52% of pupils and learners said that they had been taught about climate change in any lessons.

CO2 monitors and ventilation in school

A quarter (26%) of pupils in years 7 to 13 said they had noticed CO2 monitors in classrooms in their school, whilst just under half (47%) said they had not noticed any and a quarter (26%) did not know.

Pupils who had noticed CO2 monitors in classrooms in their school were asked roughly how many of the classrooms that they were taught in had CO2 monitors. A quarter (26%) said it was all of them, around a third (35%) thought it was most of them and a further third (33%) said it was some of them.

A quarter of pupils (25%) agreed that having a CO2 monitor in their classroom helps them to feel safe, whilst a third (34%) agreed that it helps keep others safe. Three in ten (31%) felt that having a CO2 monitor in their classroom does not affect them because it is not important.

A third of pupils (34%) agreed that opening windows in their classroom for fresh air helps them to feel safe, whilst more than a third (36%) agreed it helps keep others safe. Just under two in five pupils (37%) agreed that opening windows in their classroom for fresh air makes them uncomfortable due to the cold or draughts, and 17% agreed that it makes learning difficult.

Around a quarter of pupils (24%) said they were worried about spreading or catching airborne viruses such as COVID-19, flu and the common cold at school.

Careers in childcare

Pupils and learners in years 10 to 13 were asked how likely it was that they would consider a career in childcare. One in five (19%) said it was likely, whilst 74% said it was not likely.

The main reasons pupils and learners gave for not considering working in childcare was a lack of interest (82%), followed by concerns about the pay not being high enough (28%) or concern that they would not fit in with other people who work in childcare (12%).

When asked about attitudes towards working in childcare, just over a third of pupils and learners in years 10 to 13 (36%) agreed that careers in childcare are 'fun' and around one in six (15%) agreed that careers in childcare are 'for people like me'. One in ten (11%) agreed that careers in childcare are 'easy' and 7% agreed that careers in childcare are 'well paid'.

Just over a quarter of pupils and learners in years 10 to 13 (28%) had received information, advice or guidance on working in childcare. Of those, three-quarters (76%) found the information, advice or guidance useful.

Among pupils and learners who were likely to consider a career in childcare, 52% said they would go to someone already working in childcare for advice about working in childcare, and 45% would go to parents, guardians or other relatives.

School attendance

Around four in five parents (81%) reported that their child had physically attended school every weekday over the previous two weeks, whilst three-quarters of pupils (73%) reported that they had physically attended school every weekday.

Among those who had not attended school every weekday, the most reported reason by parents for their child's physical absence from school was illness not related to COVID-19 (64%). Illness not related to COVID-19 was also the most common reason for absence given by pupils (58%), followed by anxiety or mental health problems (26%). Of pupils who said they were absent due to anxiety or mental health problems, around half (51%) said the problem was a general feeling of anxiety or anxiousness not specifically attached to any one thing, while three in ten (29%) said they had a diagnosed mental illness, such as depression or anxiety.

Parents of pupils and pupils who had not attended school every weekday for reasons other than self-isolating due to COVID-19, being on holiday, being suspended or permanently excluded, or on exam or study leave were asked to describe, in their own words, what could have supported the pupil to attend school more often. Around half of parents (53%) and three-quarters of pupils and learners (73%) said they did not know, whereas some said nothing could be done due to illness. Amongst those who gave a specific response, common themes included mental health support and better support from teachers.

Pupil behaviour

More than three-quarters of parents (77%) said their child had enjoyed coming to school 'every' or 'most days' in the past week. Around half (46%) of pupils in year 7 to 11 said they enjoyed coming to school 'every' or 'most days' in the past week. Around three-quarters (74%) felt either very or fairly motivated to learn. Around nine in ten parents (89%) said their child had felt safe at school 'every day' or 'most days' in the past week. Three-quarters of pupils (75%) said that they had felt safe at school 'every day' or 'most days' and around two-thirds of pupils (63%) said that they had felt they belong at their school 'every day' or 'most days' in the past week.

Pupils reported that the following happened 'every day' or 'most days' over the past week: 84% said that school staff had been respectful to each other, 71% felt that school staff had been respectful to pupils, 54% said that their school had been calm and orderly and 43% felt that pupils had been respectful to each other.

A third of pupils (35%) rated the behaviour of pupils within their school as good, whilst around a quarter rated it as poor (23%).

Around a third of pupils (32%) said that the misbehaviour of other pupils stopped or interrupted the lesson or them doing their work in all or most of their lessons in the past week. Of pupils who said that the misbehaviour of other pupils stopped or interrupted at least some lessons in the past week, 66% said the misbehaviour was addressed quickly.

The most common type of misbehaviour that pupils reported happening during all or most lessons in the past week was pupils talking when they were not supposed to (70%). Just under half of pupils (49%) reported that pupils shouted out in lessons when they were not supposed to and 38% reported that pupils arrived to lessons late in all or most lessons in the past week. A third of pupils (33%) said that there had been pupils answering back or challenging instructions in all or most of their lessons during the past week, and around three in ten (29%) reported that pupils used mobile phones when they were not supposed to in all or most lessons in the past week.

School connectedness

Pupils were asked to what extent they felt that an adult at school really cares about them, tells them when they do a good job, listens to them when they have something to say and believes that they will be a success. The scores from these questions were combined to produce a mean 'school connectedness' score of between 4 and 20. Overall, pupils had a mean score of 14.2.

Cost of living

Half (49%) of parents said that since the start of term in January 2023, they had cut back on household costs such as food and energy to be able to afford school related costs (items such as uniforms and textbooks). Just over half (51%) felt that they would need to cut back on household costs during the rest of the school year to be able to afford school related costs.

Pupils' mental health and well-being

Pupils in years 7 to 11 reported a mean score of 6.5 for their happiness, 6.7 for satisfaction and 6.7 for worthwhileness. Pupils and learners in years 12 to 13 gave a mean score of 6.1 for their happiness, 5.7 for satisfaction and 5.8 for worthwhileness.

Pupils in year 7 to 11 gave a mean score of 3.6 for anxiousness. Pupils and learners in year 12 to 13 reported a mean score of 4.5.

When asked how often they felt lonely, 17% of pupils in years 7 to 11 said this was often and 39% said some of the time. Among pupils and learners in year 12 to 13, three in ten (29%) said they were often lonely and 46% said they were lonely some of the time.

Special Educational Needs and Disability

More than two in five (44%) parents of pupils considered to have SEND were aware of the SEND and AP Improvement Plan. One in ten (9%) felt they knew a lot about it, one in six (17%) knew a little about it and a further one in six (18%) said they had heard of it but had only heard the name.

Extra-curricular education

Amongst pupils, the most commonly reported extra-curricular activity was sports and physical activities (41%), followed by performing arts (13%) and clubs relating to an academic subject (12%).

Amongst parents, the most commonly reported extra-curricular activity was also sports and physical activities (46%), followed by performing arts (17%) and clubs relating to an academic subject (12%).

Introduction

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

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

This report focuses on findings from the March 2023 research wave with parents and pupils and learners in years 7-13, as well as a replenishment wave with parents and pupils in year 7-11. Please see the accompanying technical report for more information about the replenishment wave. The March 2023 research wave took place between 22nd March and 27th March 2023, and the replenishment wave took place between 27th March and 19th April 2023, as shown in Table 1.

For more information on the surveys background, aims and objectives please see the 2022/23 recruitment wave report.

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

Wave	Audience	Fieldwork period	Fieldwork reference
2022/23 Recruitment and research wave 1	5,564 parents and 4,950 secondary pupils (years 7 to 11)	23 rd September to 21 st October 2022	September to October 2022
2022/23 Research wave 2	2,976 parents and 2,245 secondary pupils (years 7 to 11)	9 th November to 14 th November 2022	November 2022
2022/23 Research wave 3	2,580 parents and 2,075 secondary pupils (years 7 to 11)	1 st February to 5 th February 2023	February 2023
2022/23 Recruitment wave 2	2,394 pupils and learners (years 12 to 13)	14 th February to 14 th March 2023	February to March 2023
2022/23 Research wave 4	2,848 parents and 2,904 secondary pupils (years 7 to 13)	22 nd March to 27 th March 2023	March 2023
2022/23 Replenishment wave 1	1,720 parents and 1,012 secondary pupils (years 7 to 11)	27 th March to 19 th April 2023	March/April 2023

Methodology

This report focuses on data from surveys with parents, pupils and learners which were conducted between 22nd March and 19th April 2023.

As part of the March 2023 research wave 4, parents, pupils and learners were invited to take part in a 10-minute online survey by email and text. Reminders were sent by email and text during the five-day fieldwork period. As part of the March/April 2023 replenishment wave parents and pupils were invited to take part in a 15-minute online survey by letter. A reminder letter was sent on 14th April 2023.

More information, including key demographics for respondents are shown in the accompanying technical report.

Data tables

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

Wraparound childcare

This section covers the extent to which before and after school childcare is used by parents of primary school pupils, why they use it and the implications that the availability of wraparound childcare has on household working patterns.

Use of wraparound childcare

Just over a third of parents of primary school pupils (36%) used some form of wraparound childcare. One in five (21%) used childcare before school and three in ten (29%) used childcare after school. One in seven (14%) parents of primary school pupils used both before and after school care.

Parents of pupils in years 1 to 3 were more likely to use wraparound childcare than parents of pupils in years 4 to 6 (41% compared with 32%), and this was particularly the case for after school childcare (33% of parents of pupils in years 1 to 3 had used this compared with 25% of parents in years 4 to 6).

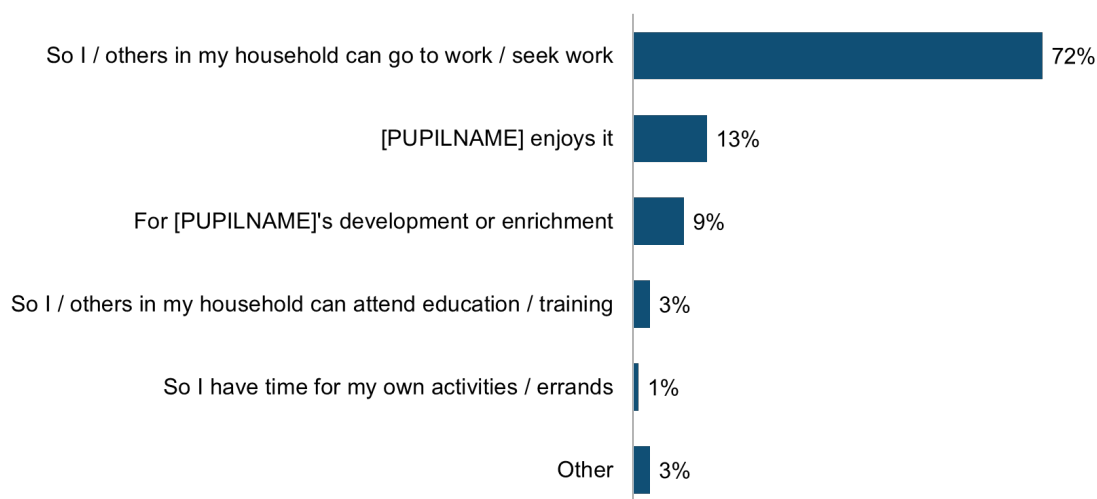
Parents of pupils eligible for FSM were less likely to say their child had attended before-school childcare (16%) or after-school childcare (22%) compared with parents of pupils not eligible for FSM (22% used before-school and 32% after-school childcare).

Parents less likely to report their child attended after-school childcare included parents of pupils considered to have SEND (24% compared with 31% not considered to have SEND) and parents of pupils with CiN status (24% compared with 29% without CiN status).

Reasons for using wraparound childcare

As shown in Figure 1, the main reason for using wraparound childcare selected by parents of primary pupils (from a list of responses) was so that they or others in their household could go to or seek work (72%). Around one in ten stated that it was for their child's enjoyment (13%) or development or enrichment (9%).

Figure 1: Reasons for using wraparound childcare



Base: All primary parents using before or after school childcare (828)

Source: PPLP 2022/23 RW4 parent survey: What is the main reason you have used this type of childcare provision for [PUPILNAME] this term?

Going to or seeking work was less likely to be given as a reason for using childcare by parents of primary pupils eligible for FSM (47% compared with 78% of those not eligible), and parents of primary pupils with CiN status (49% compared with 73% without CiN status).

The pupil's enjoyment was more likely to be given as a reason by parents of pupils with CiN status (20% compared with 13% without CiN status) and the pupil's development or enrichment (18% compared with 8% without CiN status). The pupil's development or enrichment was also more likely to be given by parents of pupils eligible for FSM (17% compared with 7% not eligible).

Allowing the parent or others in the household to attend education or training was more likely to be given as a reason by parents of pupils eligible for FSM (7% compared with 2% not eligible).

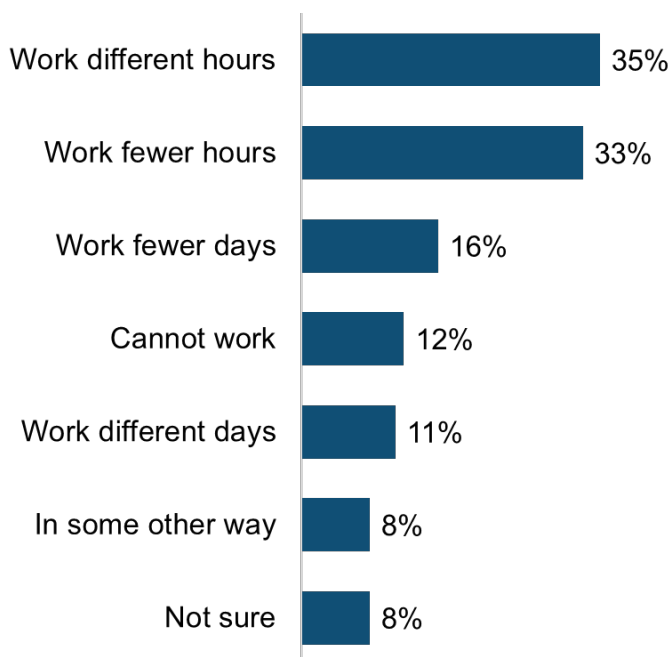
Whether and how current availability of wraparound childcare has affected work patterns

One in five (20%) parents of primary school pupils said that the current availability of before and after school childcare affected the work pattern and/or working hours of those in their household during term time. Parents of pupils with CiN status were less likely to

feel this was the case than parents of pupils without CiN status (15% compared with 20%).

Of those who reported being affected by the availability of wraparound childcare, the main implications were working different hours than they wanted to (35%) or fewer hours than they wanted to (33%). Around one in ten (12%) felt that they or someone in their household cannot work due to the availability of wraparound childcare, shown in Figure 2.

Figure 2: How current availability of wraparound childcare has affected working patterns/hours of those in household



Base: All primary parents affected by current availability of before or after school childcare (435)

Source: PPLP 2022/23 RW4 parent survey: How has the current availability of before and after school childcare typically affected the work pattern and/or hours of those in your household?

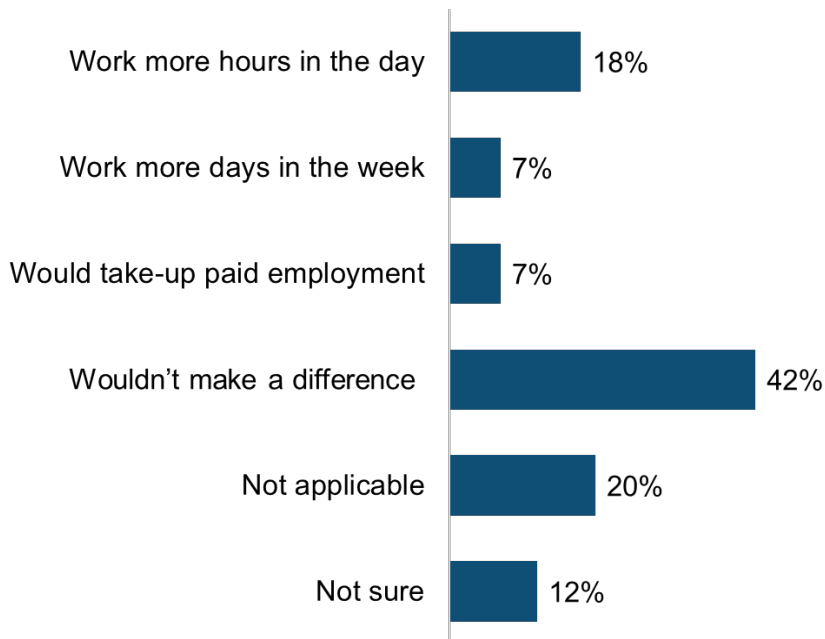
Parents of pupils with CiN status were more likely than parents of pupils without CiN status to feel they cannot work due to the availability of wraparound childcare (24% compared with 11%). Parents of pupils with CiN status were less likely than parents of pupils without CiN status to state that they worked different hours than they wanted (23% compared with 36%).

How work patterns would change if availability of wraparound childcare was different

Two in five parents (42%) felt that if more wraparound childcare was available between 8am and 6pm at the same cost and location as any existing provision that would not make a difference to their working pattern. One in five (20%) already had childcare provision available to them from 8am to 6pm on school days.

A sizeable minority felt more wraparound childcare would make a difference to their households' work patterns (27%). This would mainly be by working more hours in the day (18%), although 7% said they or others would work more days in the week and 7% said it would enable them or someone else in their household to take up paid employment (Figure 3).

Figure 3: How work patterns would change if availability of wraparound childcare was different



Base: All primary parents (2,382)

Source: PPLP 2022/23 RW4 parent survey: If more childcare was made available around the school day between 8am and 6pm, at the same cost as any existing provision and location as any current childcare, how, if at all, would it affect decisions about the working patterns of adults in your household?

Parents of pupils in year 5 or 6 were more likely to say that changes in the availability of childcare would not make a difference to the household's working patterns (47%) compared with parents of pupils in years 1 to 3 (37%).

Members of the household taking up paid employment was more likely to be mentioned by parents of pupils eligible for FSM (10% compared with 6% not eligible) and parents of pupils with CiN status (10% compared with 7% without CiN status). Parents in these groups were less likely to say that changes in the availability of childcare would not be applicable because childcare provision is already available between these hours and days.

The impact of childcare on working

The available evidence indicates that access to childcare for parents working atypical hours (e.g., before 8am, after 6pm, or at weekends) may be an issue for some families.¹ However, the extent to which childcare services that could meet these families' needs are available and affordable, is uncertain.

This section covers the impact that the availability of childcare in the evenings and at weekends has on parents either being able to increase their working hours or take up paid work. For those impacted by a lack of available childcare, it also covers the options that these parents had explored.

Whether the lack of availability of childcare has stopped parents from working extra hours or taking up paid work

Around one in six (15%) working parents said that, since January 2023, a lack of available childcare in the evening or at weekends had stopped them from working extra hours in a paid role. This was higher among parents of primary school pupils (19%), decreasing to 14% of parents of pupils in year 7 to 9 and 8% of parents of pupils in year 10 to 11.

Parents of children eligible for FSM were more likely to state that a lack of available childcare prevented them from working additional hours (27%, compared with 14% of parents of pupils not eligible for FSM), as were parents of pupils with CiN status (26%, compared with 15% of parents of pupils without CiN status).

Three in ten (29%) unemployed parents said that, since January 2023, a lack of available childcare in the evening or at weekends had prevented them from taking up work in a paid role.

Types of childcare sought when prevented from working extra hours or taking up paid work

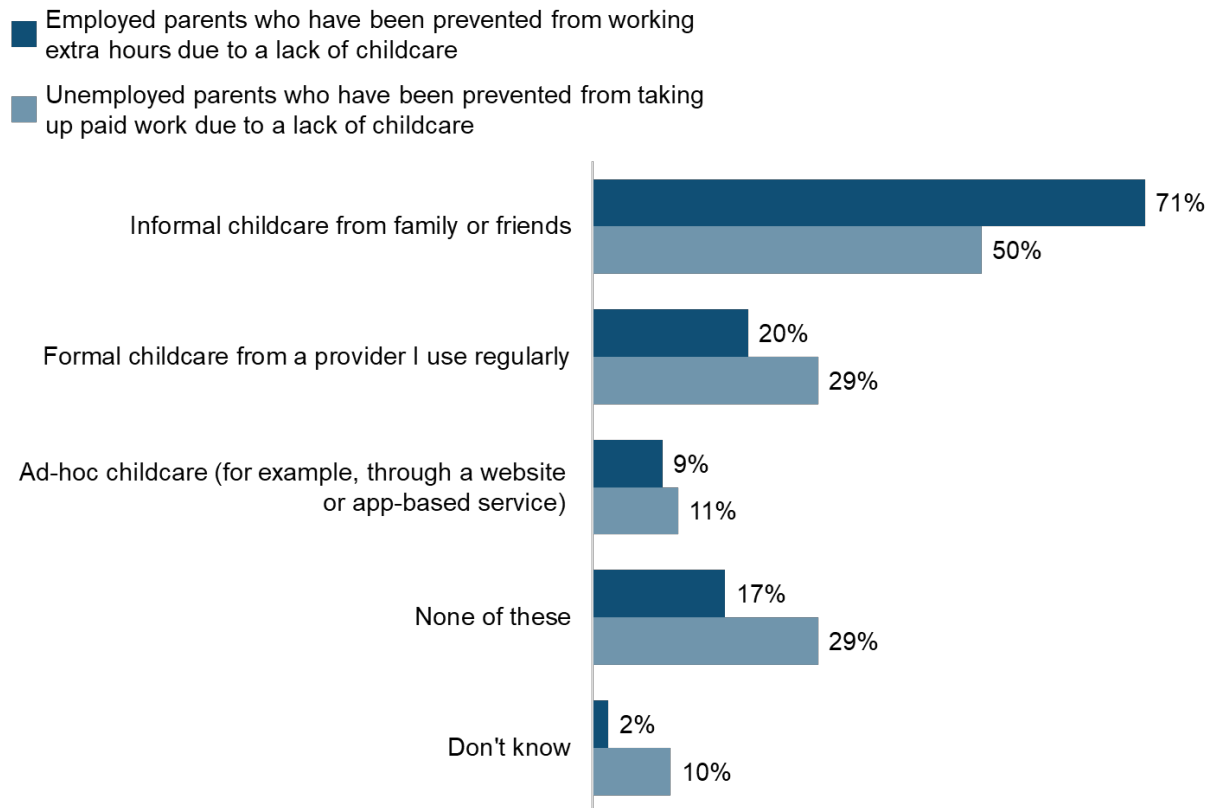
Parents who had been prevented from working extra hours or taking up paid work due to a lack of available childcare in the evening or at weekends were asked what childcare options they had looked for. As shown in Figure 4, for both employed and unemployed parents, the main option sought out for childcare in the evenings or at weekends was informal childcare from family or friends (71% of employed parents looking to work more hours and 50% of unemployed parents looking to take up paid work)². One in five (20%)

¹ [Coram Family and Childcare, Childcare Survey 2022](#)

² This question was answered by 58 unemployed parents. These findings should therefore be treated with caution

employed parents wanting to increase their hours and three in ten (29%) unemployed parents hoping to take up paid work had looked for formal childcare from a provider they already used regularly and around one in ten of each group had looked for ad-hoc childcare.

Figure 4: Types of childcare sought out when prevented from working extra hours or taking up paid work³



Base: Employed parents who have been prevented from working extra hours due to a lack of childcare (506), Unemployed parents who have been prevented from taking up paid work due to a lack of childcare (58)

Source: PPLP 2022/23 RW4 parent survey: The last time that lack of childcare stopped you from doing extra hours, which of the following childcare options had you looked for? The last time that lack of childcare stopped you from doing paid work, which of the following childcare options had you looked for?

³ This question was answered by 58 unemployed parents. These findings should therefore be treated with caution

Ad-hoc formal childcare

This section covers the use of ad-hoc formal childcare, reasons for not using these services and, for those who had used them, whether the services met their needs and how they had found them.

Ad-hoc formal childcare was described to parents as a childcare professional that is available any time, could be found through a website or app-based service, and may not be somebody that parents usually use.

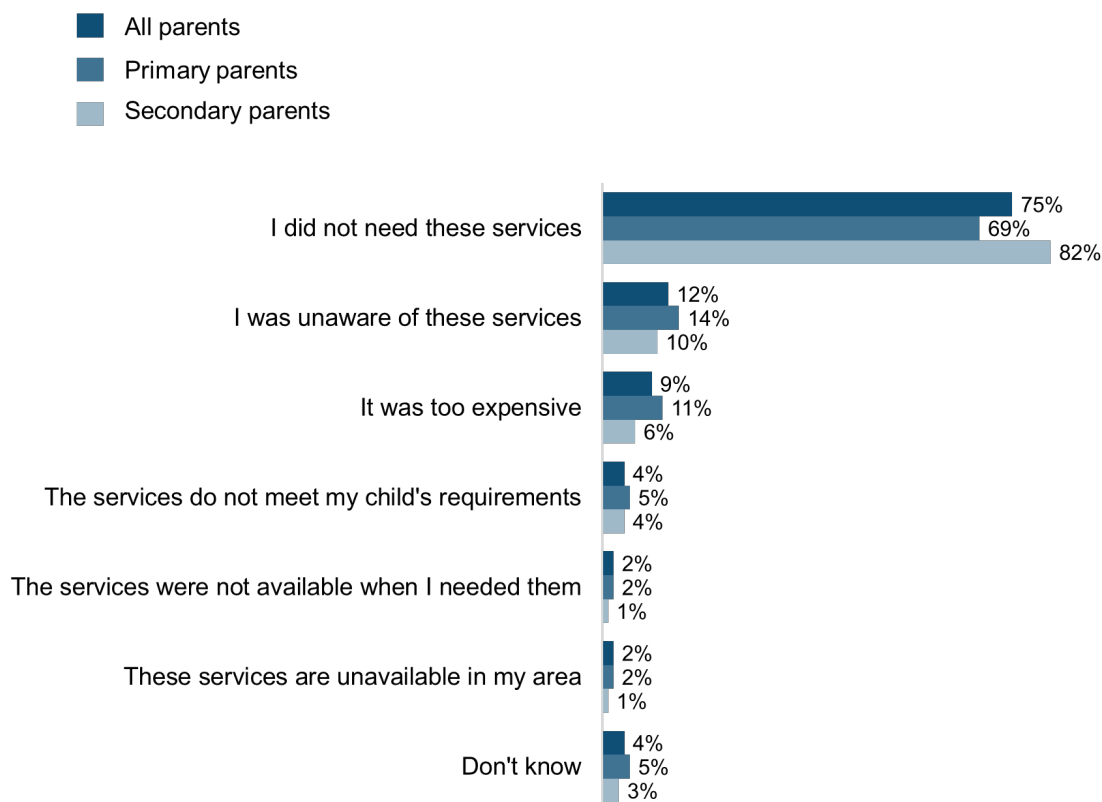
Use of ad-hoc formal childcare

Since the beginning of January 2023, one in twenty (5%) parents had looked for or used ad-hoc formal childcare at short notice. Parents of primary pupils were more likely to do this than parents of secondary pupils (7% compared with 2%).

Reasons for not using ad-hoc formal childcare

As shown in Figure 5, the main reason given for not using ad-hoc formal childcare was that it was not needed (75%). Around one in ten parents who had not used ad-hoc formal childcare were unaware of these services (12%) or felt that it was too expensive (9%).

Figure 5: Reasons for not using ad-hoc formal childcare



Base: Parents who have not looked for or used ad-hoc formal childcare at short notice (4,156), Primary parents who have not looked for or used ad-hoc formal childcare at short notice (2,099), Secondary parents who have not looked for or used ad-hoc formal childcare at short notice (2,057)

Source: PPLP 2022/23 RW4 parent survey: Since the beginning of term in January 2023, why have you not used ad-hoc formal childcare?

Parents of secondary pupils were more likely than parents of primary pupils to say they had not used ad-hoc formal childcare because they did not need it (82% compared with 69%), as were parents who were employed (76% compared with 65% who were unemployed). Parents more likely to say they did not need it included parents of pupils not eligible for FSM (78% compared with 65% eligible), parents of pupils not considered to have SEND (76% compared with 69% considered to have SEND) and parents of pupils without CiN status (75% compared with 64% with CiN status).

A higher proportion of parents of primary pupils were unaware of ad-hoc formal childcare services compared with parents of secondary school pupils (14% compared with 10%), as were parents of pupils eligible for FSM (18% compared with 10% not eligible), parents of pupils considered to have SEND (14% compared with 11% not considered to have SEND) and parents of pupils with CiN status (16% compared with 12% without CiN status).

Parents of primary pupils were more likely than parents of secondary pupils to say that ad-hoc formal childcare was too expensive (11% compared with 6%).

The services 'not meeting the child's requirements' was more likely to be cited by parents of pupils considered to have SEND (9% compared with 3% not considered to have SEND) and parents of pupils with CiN status (9% compared with 4% without CiN status).

Whether ad-hoc formal childcare met needs

Of parents who had looked for or used ad-hoc formal childcare, three in ten (30%) said that it met their needs either always (12%) or often (17%), whereas 45% felt it met their needs some of the time. More than one in five (22%) said that it never met their needs.

Parents of pupils eligible for FSM were more likely than parents of pupils not eligible for FSM to feel that ad-hoc formal childcare always met their needs (26% compared with 8%)⁴.

How ad-hoc formal childcare was found

Over half (55%) of parents who had looked for or used ad-hoc informal childcare said they had found it by word of mouth. Around a quarter (27%) had searched on the internet and one in twenty (5%) had used an app.

Finding ad-hoc formal childcare by word of mouth was less likely among parents of pupils eligible for FSM (34%, compared with 62% of parents of pupils not eligible for FSM) and parents of pupils with CiN status (38%, compared with 55% of parents of pupils without CiN status)⁵.

⁴ This question was answered by 76 parents of pupils eligible for FSM. These findings should therefore be treated with caution

⁵ This question was answered by 76 parents of pupils eligible for FSM and 82 parents of pupils with CiN status. These findings should therefore be treated with caution.

Teaching quality

The quality of teaching is the single most important in-school factor in improving outcomes for children⁶, especially for those from disadvantaged backgrounds. Being taught by a high-quality teacher can add almost half a GCSE grade per subject to a given pupil's results⁷. That is why excellent teaching for every child is a key priority for DfE.

This section explores various aspects of how pupils and learners felt about the quality of teaching they received to help DfE better understand overall teacher quality.

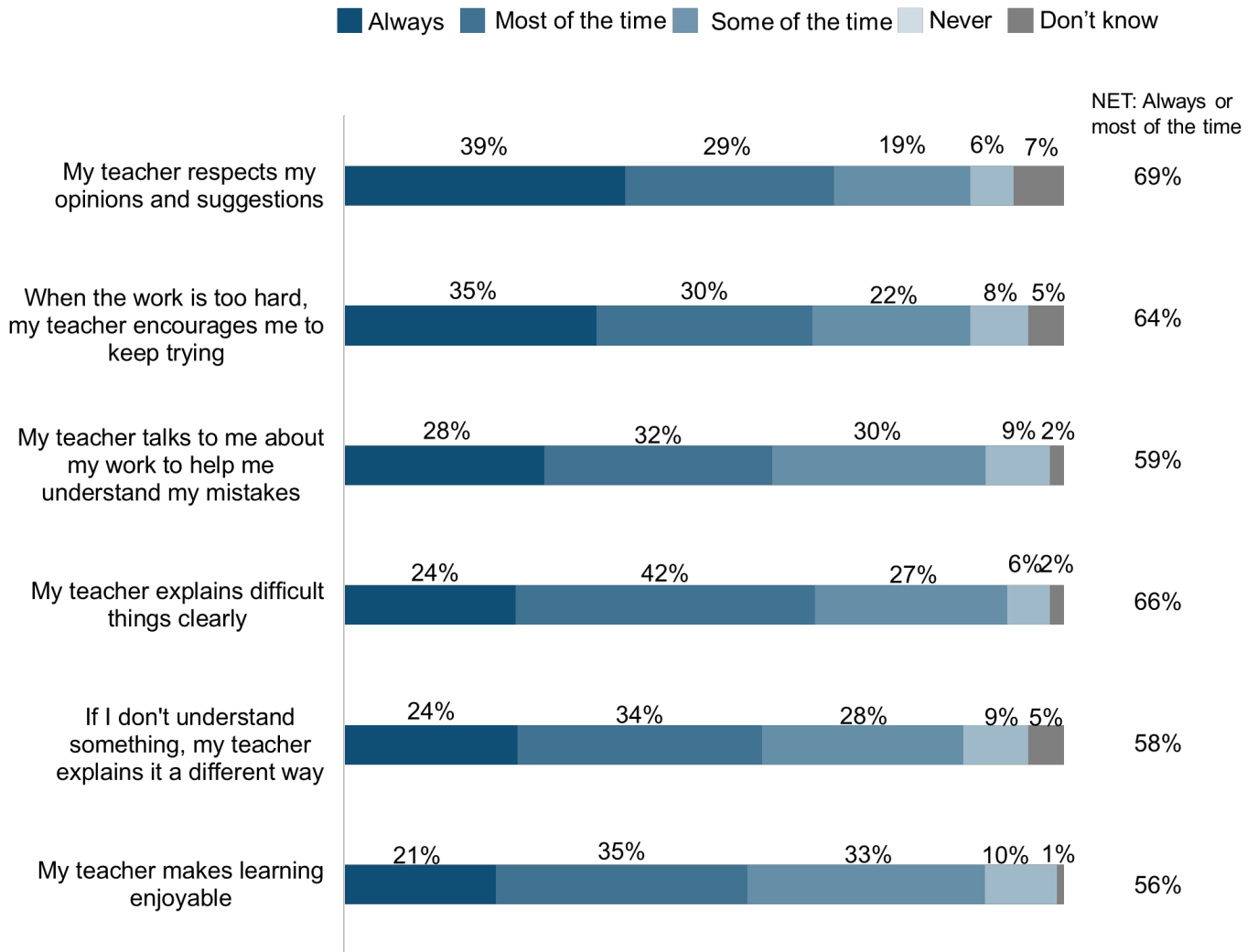
Views on teaching in the most recent lesson

Pupils and learners were asked to think about the teacher in their most recent lesson at school or college and then how often a series of different statements applied in relation to that teacher. Responses are shown in Figure 6.

⁶ J. Hattie. Visible Learning. 2009.

⁷ H Slater, N. M. Davies and S. M. Burgess. 'Do teachers matter? Measuring the variation in teacher effectiveness in England'. 2012.

Figure 6: Frequency of experiencing different aspects of teaching quality



Base: All pupils and learners (3,916)

Source: PPLP 2022/23 RW4 pupil and learner survey: Thinking about the teacher you had in (this lesson/your most recent lesson at school/college), how often, if at all would you say...?

Pupils and learners in year 12 or 13 were more likely to state that, always or most of the time:

- their teacher respected their opinions and suggestions (73% compared with 67% of pupils in years 7 to 9)
- when the work is too hard their teacher encourages them to keep trying (68% compared with 62% of pupils in year 7 to 9)
- their teacher talks to them about their work to help them understand their mistakes (66% compared with 55% of pupils in year 7 to 9 and 61% of pupils in year 10 to 11)

- if they did not understand something, their teacher explained it in a different way (61% compared with 55% of pupils in years 7 to 9)

Year 12 to 13 learners in college settings were more likely than those in school settings to say if they did not understand something, their teacher explained it in a different way always or most of the time (65% compared with 56%).

Pupils and learners without SEN were more likely than those with SEN to state that when the work is too hard their teacher always or most of the time encourages them to keep trying (66% compared with 57%).

Pupils and learners with SEN were less likely to say that, always or most of the time:

- their teacher respects their opinions and suggestions (60% compared with 70% without SEN),
- their teacher explains difficult things clearly (59% compared with 67% without SEN)
- their teacher talks to them about their work to help them understand their mistakes (51% compared with 61% without SEN).
- their teacher makes learning enjoyable (50% compared with 57% without SEN)

Pupils and learners eligible for FSM or FME were less likely to say that teachers explain difficult things clearly always or most of the time (60% compared with 67% not eligible) and were less likely to say that their teacher respects their opinions and suggestions always or most of the time (64% compared with 70%).

Pupils with CiN status were less likely to say that teachers explain difficult things clearly always or most of the time (58% compared with 66% without CiN status) and were less likely to say that their teacher respects their opinions and suggestions always or most of the time (62% compared with 68%).

Pupils whose most recent lesson was history were more likely to say that their teacher respected their opinions and suggestions always or most of the time (82%) compared with pupils whose most recent lesson was art, music or drama (66%), English (68%), combined science (58%), maths (62%), physical education (63%) or French (56%).⁸

Pupils were more likely to say their teacher encouraged them to keep trying when the work is too hard always or most of the time if their most recent lesson was (75%) or art,

⁸ These questions were answered by a small number of pupils whose most recent lesson was French (65), geography (92), history (95), computing (62), religious studies (62) or chemistry (52). These findings should therefore be treated with caution.

music or drama (73%) compared with maths (59%), geography (56%), combined science (55%) or French (48%)⁹.

Pupils were more likely to state that their teacher talks to them about their work to help them understand their mistakes always or most of the time when the most recent lesson they were thinking about was art, music or drama (69%), history (62%) or physical education (62%) compared with combined science (44%) or chemistry (40%). Pupils whose most recent lesson was history were more likely to say that their teacher explains difficult things clearly always or most of the time (76%) compared with English (62%), combined science (60%) or French (53%)¹⁰.

Pupils were more likely to say that that if they did not understand something, their teacher explained it in a different way always or most of the time when they were thinking about history (72%) as their most recent lesson compared with English (57%), maths (50%), combined science (46%), computing (42%) or French (45%)¹¹. Pupils thinking about art, music or drama (69%), history (66%) or physical education (71%) were more likely to say that their teacher makes learning enjoyable always or most of the time than those thinking about 40%)¹².

⁹ See footnote 8

¹⁰ See footnote 8

¹¹ See footnote 8

¹² See footnote 8

Media literacy and online safety

This section covers what children and young people are taught about media literacy and staying safe while online. Media literacy was described to parents and pupils as the use and sharing of media such as newspapers, websites, personal information and social media.

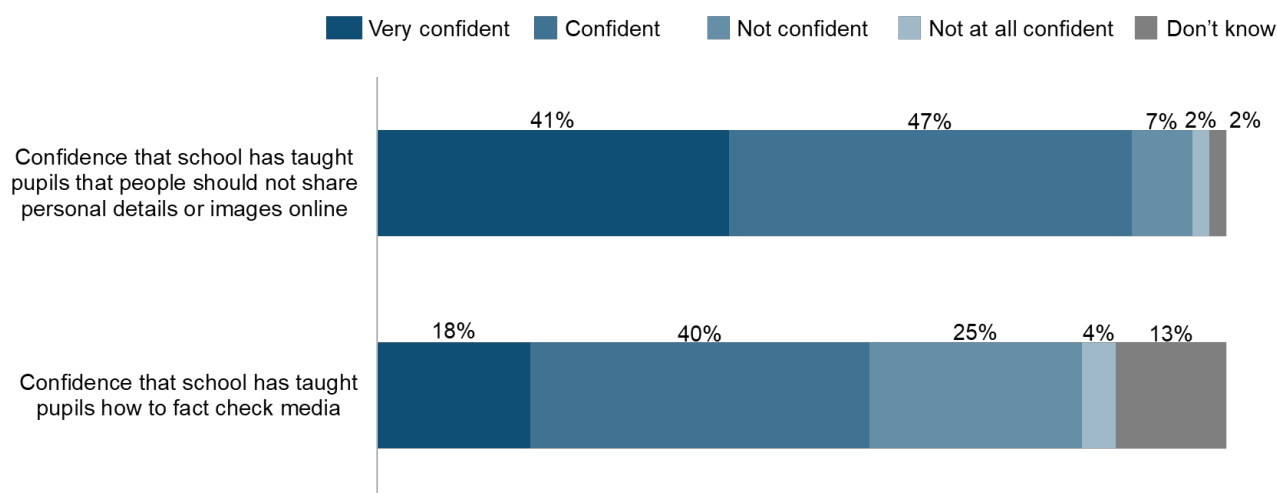
It is important that young people have a good understanding of what is acceptable behaviour online, as well as that they should not accept everything they see online as true. Parents of year 6 pupils were asked how confident they were that their child was taught not to share personal details or images online and how to fact check media at school. Pupils in years 7 to 11 were asked whether they had been taught these things at school, and what topics in relation to online media and safety they would like to learn more about at school.

Parents' confidence that schools have taught pupils about fact checking media and the implications of sharing personal details or images online

As shown in Figure 7, around nine in ten (88%) parents of year 6 pupils were confident that their child had been taught in school that people should not share personal details or images online that they or others would not want to be shared further. One in ten (9%) were not confident in this.

Three in five (58%) parents of year 6 pupils were confident that their child's school had taught pupils how to fact check media by thinking about whether something found online is true, and how to use other sources to check it. Three in ten (29%) were not confident their child's school had done this and around one in ten (13%) did not know.

Figure 7: Confidence that schools have taught pupils about online safety and media literacy



Base: Parents of pupils in year 6 (418)

Source: PPLP 2022/23 RW4 parent survey: How confident are you are that [PUPILNAME]'s school has taught them that people should not share personal details or images online that they or others would not want to be shared further? How confident are you that [PUPILNAME]'s school has taught pupils how to fact check media? By this we mean thinking about whether something found online is true and using other sources to check.

Parents of pupils considered to have SEND were more likely to report that they were ‘not confident’ their child’s school had taught their child that people should not share personal details or images online that they or others would not want to be shared further (18%, compared with 7% of parents of pupils not considered to have SEND). They were also more likely to not be confident that the school had taught their child how to fact check media (47% compared with 25% of parents of pupils not considered to have SEND).

Whether pupils have been taught about fact checking media and the implications of sharing personal details or images online

Over nine in ten (94%) pupils in year 7 to 11 said they had been taught at school that people should not share personal details or images online that they or others would not want to be shared further. Pupils eligible for FSM (90%, compared with 95% of pupils not eligible for FSM), pupils considered to have SEN (88%, compared with 95% of pupils not considered to have SEN) and pupils with CiN status (88%, compared with 94% of pupils without CiN status) were all less likely to say that they had been taught about this at school.

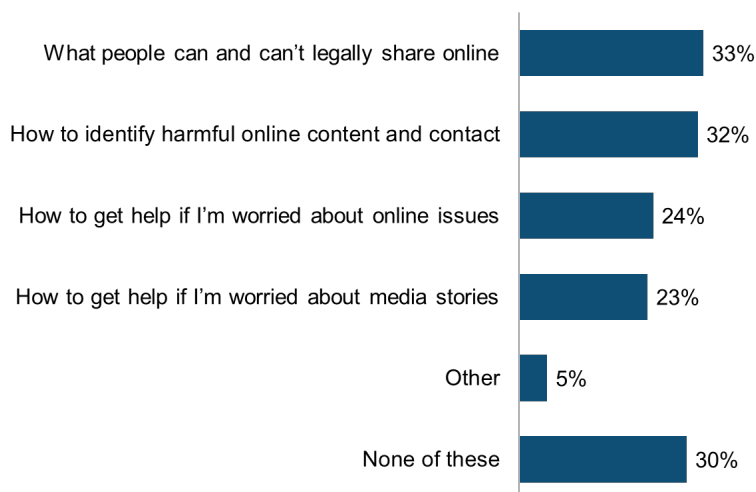
Three in five (59%) pupils in year 7 to 11 had been taught at school how to fact check media by thinking about whether something found online is true and using other sources

to check it. Pupils in year 7 to 9 were more likely to say this (62%) compared with pupils in year 10 to 11 (54%), as were pupils with SEN (49% compared with 61% without SEN).

Media topics pupils would like to learn more about

As shown in Figure 8, there was no single media literacy and online safety topic that stood out as something secondary school pupils would like to learn more about (selected from a list of options). A third wanted to learn more about what people can and cannot share legally (33%) or how to identify harmful online content and contact (32%), while a quarter said they wanted to learn about how to get help if they are worried about online issues (24%) or how to get help if they are worried about media stories (23%).

Figure 8: Media topics pupils would like to learn more about



Base: All pupils in years 7 to 11 (2,978)

Source: PPLP 2022/23 RW4 pupil and learner survey: Which, if any, of the following topics would you like to learn more about at school? Please select all that apply.

Pupils in year 7 to 9 were more interested in all of these topics than pupils in year 10 to 11. Pupils more likely to be interested in learning about how to get help if they are worried about online issues included pupils eligible for FSM (29% compared with 23% not eligible), pupils with SEN (33% compared with 22% without SEN) and pupils with CiN status (29% compared with 24% without CiN status).

Understanding of climate change

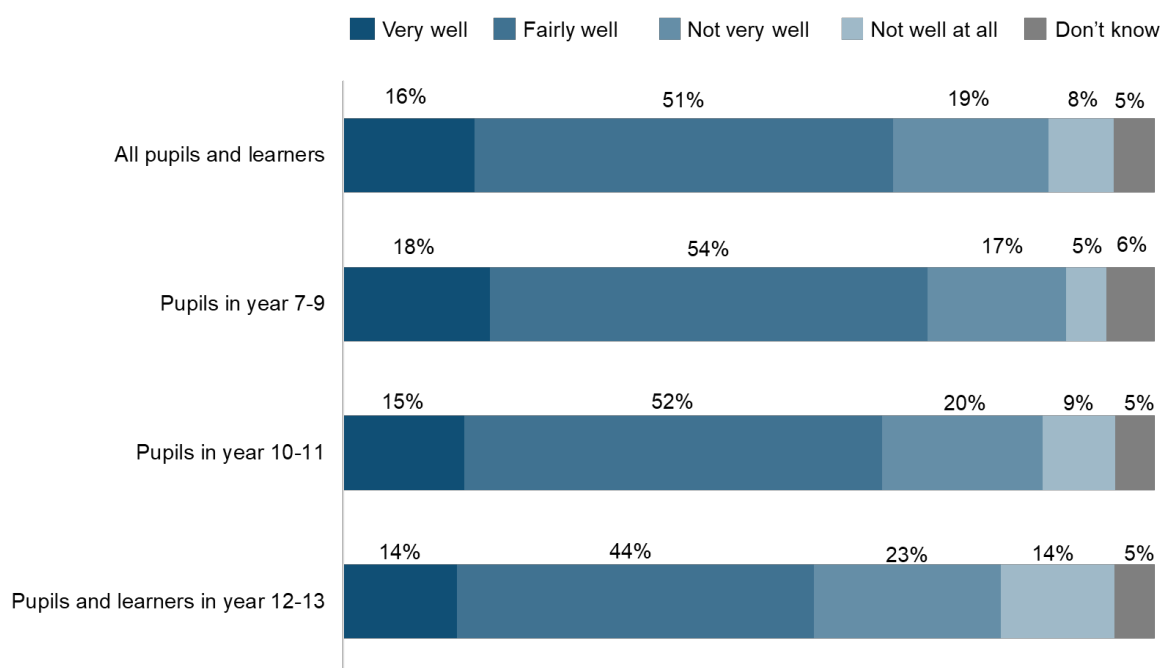
In November 2021 during a speech at COP26, the Secretary of State for Education announced plans to put climate change at the heart of education, including plans to support teachers to deliver climate change education through a model science curriculum, which would be in place by 2023. The department has since published its Sustainability and Climate Change Strategy.

Pupils and learners were asked how well they felt their studies had prepared them to understand the impacts of climate change, and also whether they had learnt about climate change in any of their lessons. These questions were first asked of the panel in March 2022 to provide a baseline measure of whether climate change is being taught in a way that engages pupils and learners. Comparisons have been made to this baseline.

Perception of how well studies have prepared pupils to understand climate change

Two thirds (67%) of pupils and learners felt that their studies had prepared them to understand the impacts of climate change at least fairly well (Figure 9). Compared with the March 2022 PPLP wave, there was an increase in the proportion of pupils and learners who felt their studies had prepared them well, from 60% in March 2022 to 67% in March/April 2023. There was no change in the proportion who said their studies had prepared them 'very well' (16% in both waves) but the proportion who felt their studies had prepared them 'fairly well' increased from 44% to 51%.

Figure 9: How well studies have prepared pupils and learners to understand climate change



Base: All pupils and learners (3,916), pupils in year 7-9 (1,793), pupils in year 10-11 (1,185), pupils and learners in year 12-13 (938)

Source: PPLP 2022/23 RW4 pupil and learner survey: Thinking about all of your time at school or college, how well do you feel your studies have prepared you to understand the impacts of climate change?

Pupils in year 7 to 9 were most likely to say that their studies had prepared them to understand the impacts of climate change at least fairly well (71%) compared with pupils in year 10 to 11 (66%) or pupils and learners in year 12 to 13 (58%).

Those less likely to say that their studies had prepared them to understand the impacts of climate change well included pupils and learners with SEN (60% compared with 68% without SEN) and pupils with CiN status (63% compared with 69% without CiN status).

Whether pupil has learnt about climate change in lessons

Pupils and learners were asked whether they had had any lessons where they learnt about climate change since the start of the current academic year. Around half (52%) of pupils and learners said that they had been taught about climate change since the start of the academic year, up from 48% in March 2022. Just under two in five (37%) said they had not been taught about climate change this academic year and one in ten (10%) were not sure.

Pupils in year 7 to 9 were most likely to say they had had lessons where they learnt about climate change this year (67%), compared with pupils in year 10 to 11 (52%) and pupils and learners in year 12 to 13 (24%).

CO2 monitors and ventilation in school

CO2 monitors have been placed in classrooms by some schools to help measure the flow of fresh air in the room. This section covers whether pupils were aware of this within their school, whether pupils perceived any benefits of CO2 monitors and opening windows in classrooms for ventilation, and whether pupils were concerned about spreading and catching airborne viruses while at school.

Awareness of CO2 monitors in schools

Pupils in years 7 to 13 were asked if they had noticed CO2 monitors in classrooms in their school. A quarter (26%) said they had, just under half (47%) said they had not, and a quarter (26%) did not know.

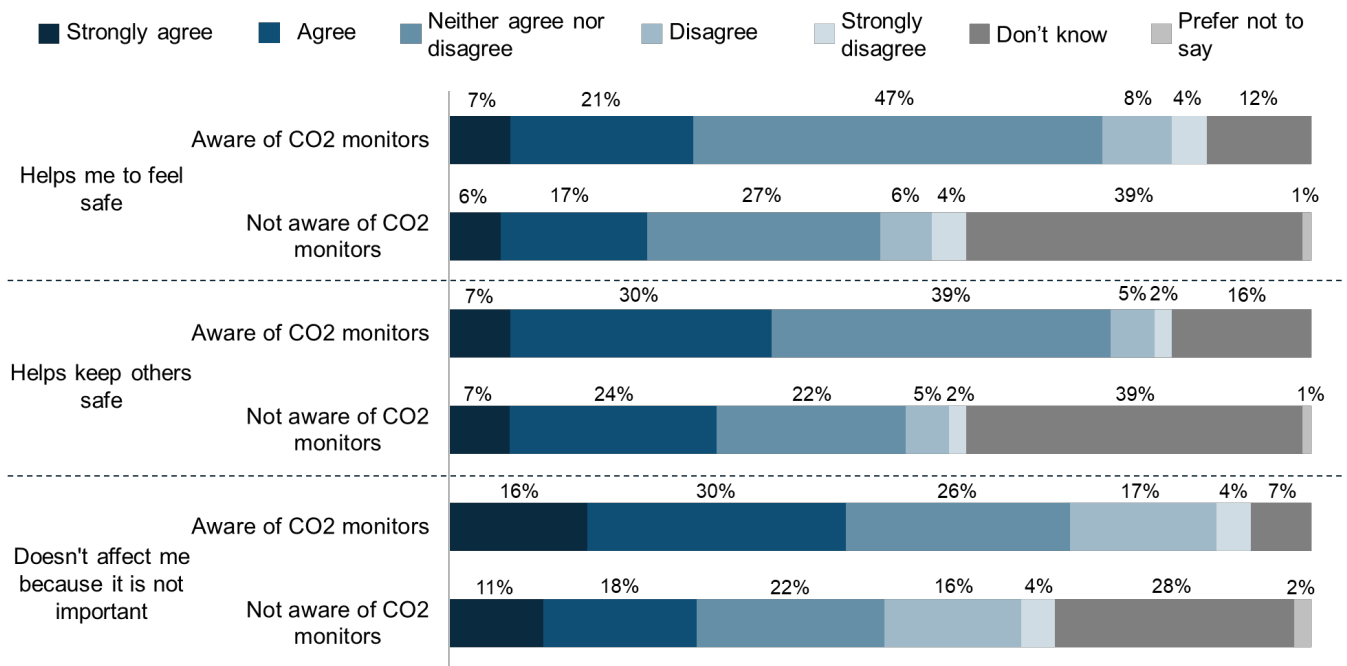
CO2 monitors were more likely to be noticed by older pupils (33% of those in years 12 and 13 and 32% of those in years 10 and 11, compared with 21% of pupils in years 7 to 9). Awareness of CO2 monitors was lower among pupils who were eligible for FSM (20% compared with 28% of those not eligible for FSM) and pupils with SEN (21% compared with 27% of those without SEN).

Pupils who had noticed CO2 monitors in classrooms in their school were asked roughly how many of the classrooms that they were taught in had CO2 monitors. A quarter (26%) said it was all of them, around a third (35%) thought it was most of them and a further third (33%) said it was some of them. The remainder said it was none of them (1%) or that they did not know (5%).

Benefits of CO2 monitors

Pupils were asked a series of questions to assess the safety benefits they perceived from having CO2 monitors in their classrooms, shown in Figure 10.

Figure 10: Attitudes towards CO2 monitors in classrooms and safety



Base: Pupils aware of CO2 monitors (930), Pupils not aware of CO2 monitors (1,628)

Source: PPLP 2022/23 RW4 pupil and learner survey: To what extent do you agree or disagree with the following? Having a CO2 monitor in my classroom ...?

Overall, a quarter of pupils (25%) agreed (i.e., agree or strongly agree) that having a CO2 monitor in their classroom helps them to feel safe (28% among those aware of CO2 monitors, and 23% among those not aware).

A third of pupils (34%) agreed that it helps keep others safe (38% among those aware of CO2 monitors, and 31% among those not aware). Agreement that having a CO2 monitor in their classroom helps keep others safe was higher among pupils in years 12 to 13 (42%) than those in years 7 to 9 (33%) or in years 10 to 11 (32%). Pupils with CiN status were less likely than pupils without CiN status to agree that having a CO2 monitor in their classroom helps keep others safe (26% compared with 34%).

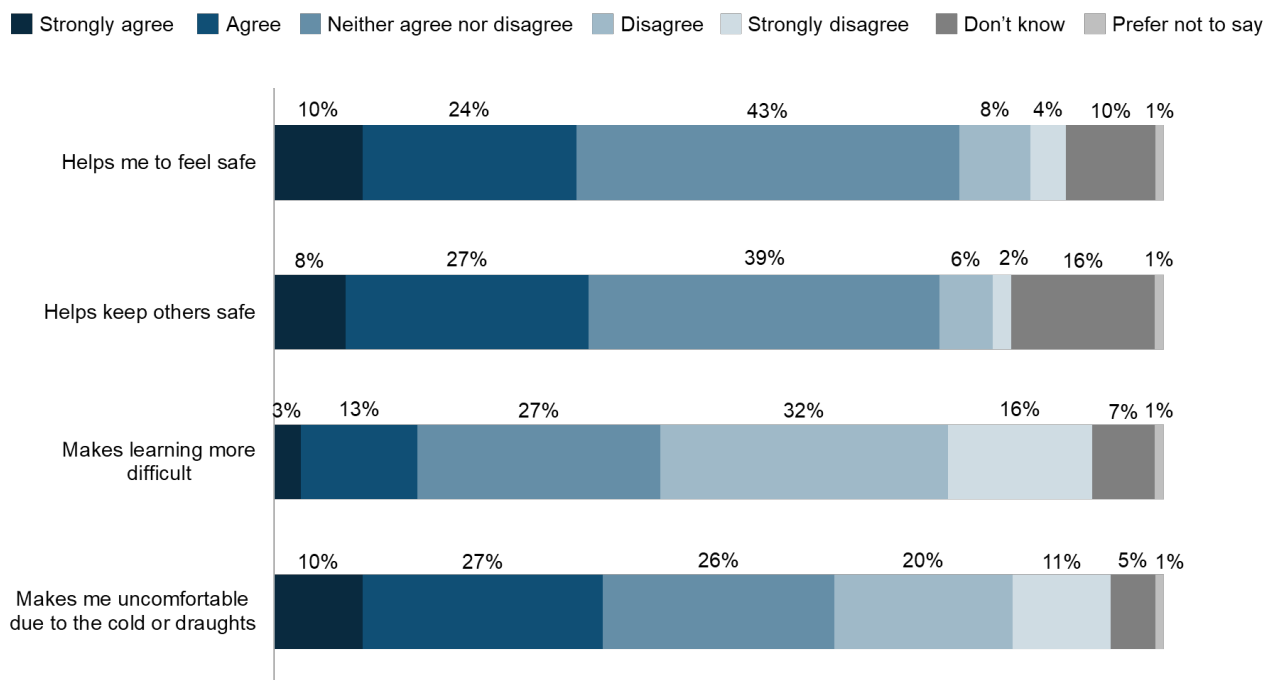
Three in ten (31%) pupils felt that having a CO2 monitor in their classroom does not affect them because it is not important (45% among those aware of CO2 monitors, and 29% among those not aware). One in five (20%) disagreed with this, while just under a quarter (23%) did not know. Pupils in years 10 and 11 were more likely to agree (36%) than those in years 7 to 9 (28%), whilst pupils in years 7 to 9 were more likely to say they did not know (28%) compared with pupils in years 10 to 11 (20%) or pupils in years 12 to 13 (12%). Pupils eligible for FSM were less likely to agree that having a CO2 monitor in their classroom does not affect them because it is not important (27% compared with

33% not eligible), as were pupils with CiN status (25% compared with 32% without CiN status).

Benefits of opening windows in classrooms

Pupils were asked how they felt about opening windows in their classrooms for fresh air. Results are shown in Figure 11.

Figure 11: Attitudes towards opening windows in classrooms for fresh air



Base: All pupils (3,465)

Source: PPLP 2022/23 RW4 pupil and learner survey: To what extent do you agree or disagree with the following? Opening windows in my classroom for fresh air ...?

A third of pupils (34%) agreed that opening windows in their classroom for fresh air helps them to feel safe, while one in eight (12%) disagreed. Pupils in years 7 to 9 were the most likely to agree (38% compared with 29% of pupils in years 10 to 11 and 29% in years 12 to 13). Pupils eligible for FSM were also more likely to agree (38% compared with 33% of those not eligible for FSM).

Just over a third of pupils (36%) agreed that opening windows in their classroom for fresh air helps keep others safe, whereas 8% disagreed and 16% said that they did not know. Agreement was higher among both pupils in years 7 to 9 (38%) and pupils in years 12 to 13 (39%) than pupils in years 10 to 11 (31%).

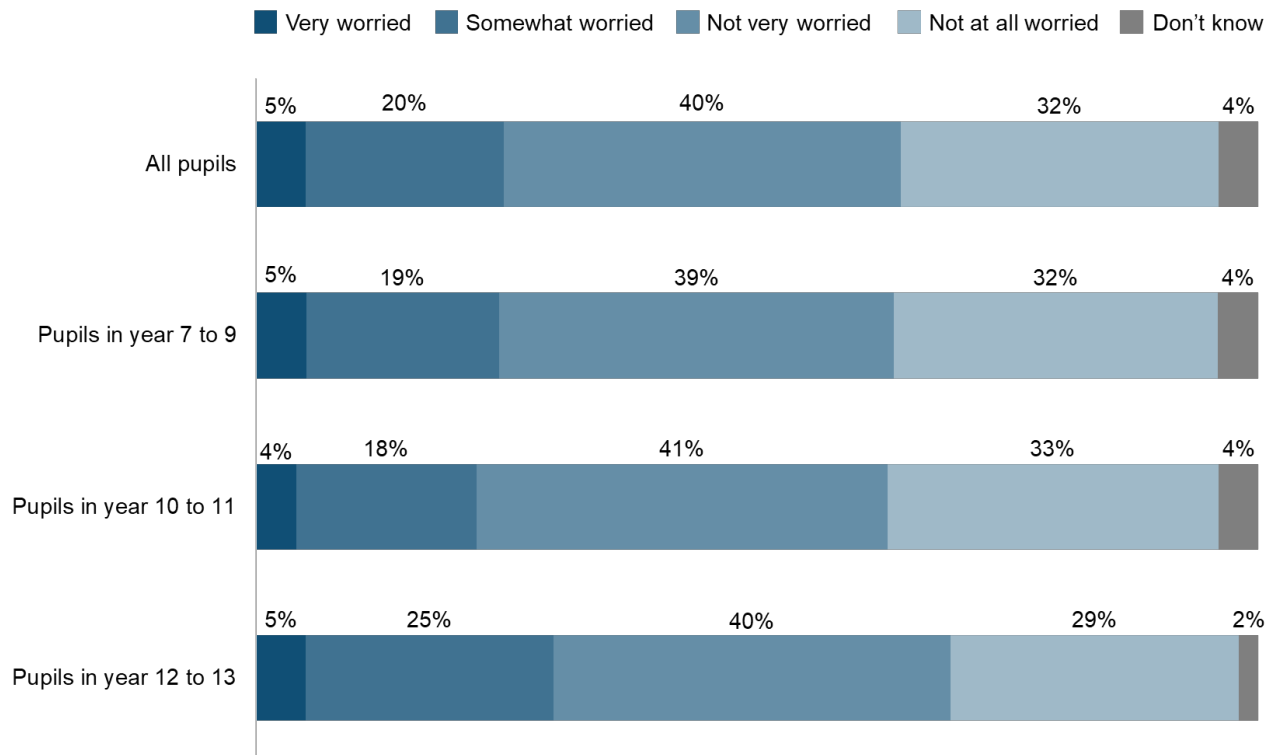
Around one in six pupils (17%) agreed that opening windows in their classroom for fresh air makes learning difficult, while almost half (48%) disagreed. Pupils with SEN were more likely to agree (23% compared with 16% without SEN).

When asked whether opening windows in their classroom for fresh air makes them uncomfortable due to the cold or draughts, 37% of pupils agreed and 31% disagreed. Agreement was higher among pupils in years 10 to 11 (41%) and pupils in years 12 to 13 (44%) than pupils in years 7 to 9 (33%). Pupils not eligible for FSM were more likely to disagree (32% compared with 27% of those eligible), while pupils with SEN were more likely than pupils without SEN to agree (42% compared with 36%).

Worry about spreading or catching airborne viruses

The majority of pupils (72%) said they were not worried about spreading or catching airborne viruses such as COVID-19, flu and the common cold at school. Around a quarter of pupils (24%) said they were worried about this (Figure 12).

Figure 12: Worry about spreading or catching airborne viruses at school



Base: All pupils (3,465), pupils in year 7 to 9 (1,793), pupils in year 10 to 11 (1,185), pupils in year 12 to 13 (487)

Source: PPLP 2022/23 RW4 pupil and learner survey: How worried, if at all, are you about spreading or catching airborne viruses such as COVID-19, flu and the common cold at school?

Pupils in years 12 to 13 were more likely to be worried about spreading or catching airborne viruses at school (29%) compared with 22% of pupils in years 10 to 11. Pupils eligible for FSM were more likely to be worried (31% compared with 22% not eligible), as were pupils with SEN (30% compared with 23% without SEN).

Careers in childcare

To support recruitment into the early years workforce, the Department for Education wants to understand how pupils and learners perceive a career in childcare and what information, advice or guidance they have received on working in the sector.

Pupils and learners in years 10 to 13 were asked a series of questions in relation to careers in childcare. Working in childcare was defined as being paid to look after and educate children under the age of 5, usually at a nursery, playgroup or by a childminder. Questions covered the likelihood of considering a career in childcare, the reasons for not considering such a career, and their attitudes towards a career in childcare. Pupils and learners in years 10 to 13 were also asked whether they had received any information or advice about a career in childcare, how useful that advice was and the sources of information and advice they would use to find out more.

Likelihood of considering a career in childcare

One in five (19%) pupils and learners in years 10 to 13 said it was likely that they would consider a career in childcare, including 6% who said it was 'very likely' and 13% who said it was 'fairly likely'. Three-quarters (74%) said they were not likely to consider a career in childcare, including 30% who said it was 'not very likely' and 43% who said it was 'not at all likely'.

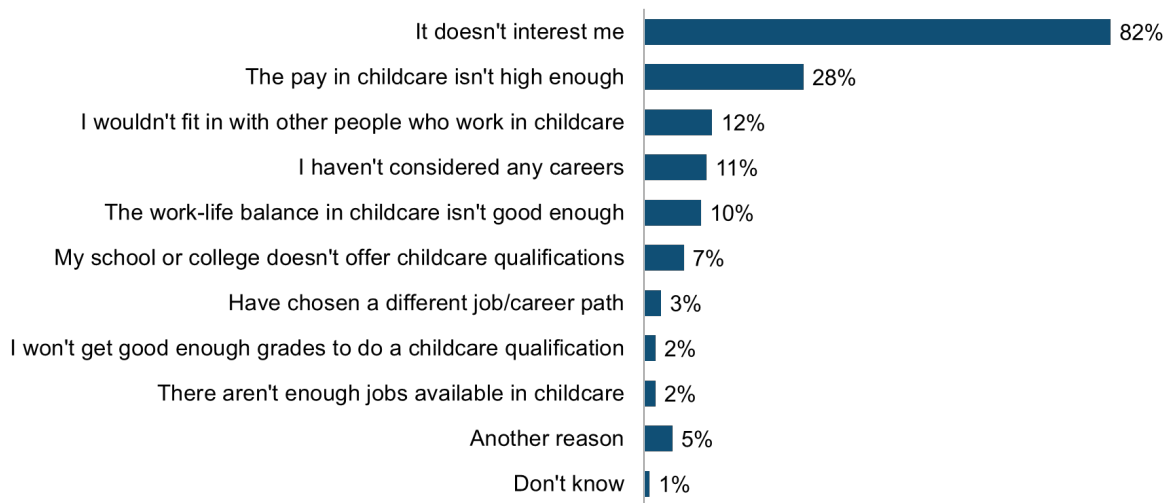
Groups in which a higher proportion of pupils and learners said they were likely to consider a career in children included:

- those eligible for FSM or FME (28% compared with 17% not eligible)
- those with SEN (26% compared with 19% without SEN)
- those with CiN status (28% compared with 19% without CiN)
- female pupils and learners (30% compared with 7% of male pupils and learners)

Reasons for not considering a career in childcare

Pupils and learners who said that it was not likely that they would consider a career in childcare were asked why, from a list of possible options. As Figure 13 shows, the most frequently given response was it does not interest the pupil/learner (82%). Three in ten (28%) said that the pay was not high enough and around one in ten stated that they would not fit in with other people who work in childcare (12%), that they had not considered any careers (11%) or that the work-life balance in childcare is not good enough (10%).

Figure 13: Reasons for not considering a career in childcare



Base: Pupils and learners in years 10 to 13 who are not likely to consider a career in childcare (1,557)

Source: PPLP 2022/23 RW4 pupil and learner survey: Why are you not currently considering working in childcare?

Not being interested in working in childcare was more frequently given as a reason among male pupil and learners (86%) compared with female pupil and learners (77%).

The pay in childcare not being high enough was more frequently given as a reason for not considering a career in childcare among year 12 and 13 pupils in school settings (33%) than year 12 and 13 learners in college settings (19%), as well as female pupils and learners (33% compared with 24% of male pupils and learners). Groups less likely to cite pay as a reason included pupils and learners eligible for FSM or FME (18% compared with 30% not eligible), pupils and learners with SEN (18% compared with 29% without SEN) and pupils with CiN status (16% compared with 31% without CiN status).

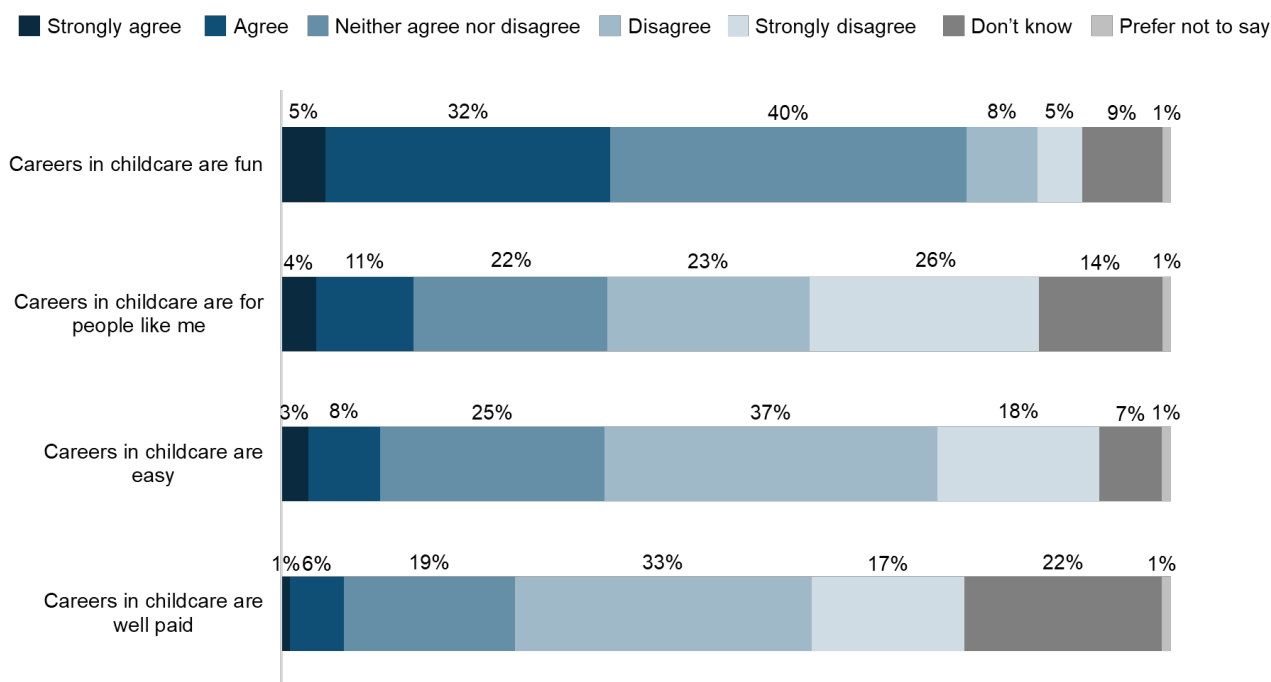
Pupils in year 10 (16%) were more likely than those in year 11 (7%) or year 12 or 13 (11%) to say they had not considered any careers, whilst pupils with CiN status were less likely to say that the work-life balance in childcare is not good enough (4% compared with 11% without CiN status),

Pupils and learners eligible for FSM or FME were more likely to report that they did not think that they would get good enough grades to do a childcare qualification (5% compared with 2% not eligible) This was more likely to be reported by pupils with CiN status (7% compared with 2% without CiN status).

Attitudes to careers in childcare

Pupils and learners in years 10 to 13 were asked a series of attitudinal questions to evaluate what they perceived a career in childcare to be like. Results are shown in Figure 14.

Figure 14: Attitudes to careers in childcare



Base: Pupils and learners in years 10 to 13 (2,123)

Source: PPLP 2022/23 RW4 pupil and learner survey: Considering what you know about careers in childcare, or what you think a career in childcare might involve, how much do you agree or disagree with the following statements?

Just over a third of pupils and learners in years 10 to 13 (36%) agreed that careers in childcare are 'fun'. Pupils in year 11 were more likely to agree (41%) than pupils and learners in year 12 to 13 (35%). Other groups that were more likely to agree included pupils and learners eligible for FSM or FME (45% compared with 35% not eligible) and female pupils and learners (46% compared with 26% of male pupils and learners).

Around one in six (15%) pupils and learners in years 10 to 13 agreed that careers in childcare are 'for people like me'. Half (49%) disagreed that this was the case. Agreement that careers in childcare are 'for people like me' was higher among pupils and learners eligible for FSM or FME (21% compared with 13% not eligible), pupils with CiN status (23% compared with 14% without CiN status) and female pupils and learners (20% compared with 8% of male pupils and learners).

One in ten (11%) pupils and learners in years 10 to 13 agreed that careers in childcare are 'easy'. Just over half (56%) disagreed. Year 12 to 13 learners in college settings were more likely to agree (14%) compared with year 12 to 13 pupils in school settings (7%). Other groups that were more likely to agree that careers in childcare are 'easy' included pupils and learners eligible for FSM or FME (17% compared with 9% not eligible) and male pupils and learners (13% compared with 8% of female pupils and learners).

Just over one in twenty (7%) pupils and learners in years 10 to 13 agreed that careers in childcare are 'well paid'. Half (50%) disagreed whilst 22% said that they did not know. Year 12 to 13 learners in college settings were more likely to agree that careers in childcare are 'well paid' (10%) compared with year 12 to 13 pupils in school settings (4%). Pupils and learners more likely to agree that careers in childcare are well paid include those eligible for FSM or FME (13% compared with 6% not eligible), pupils with CiN status (12% compared with 6% without CiN status) and male pupils and learners (9% compared with 6% of female pupils and learners).

Information, advice and guidance about a career in childcare

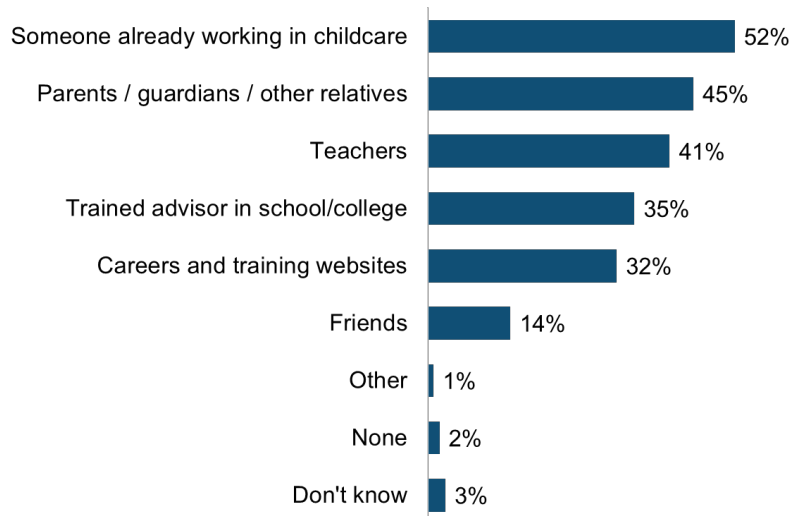
Almost three in ten pupils and learners in years 10 to 13 (28%) had received information, advice or guidance on working in childcare. This was higher among pupils in year 11 (34%) compared with those in year 10 (25%), year 12 (26%) or year 13 (24%). Female pupils and learners were more likely than male pupils and learners to have received information, advice or guidance (32% compared with 22%).

Of those who had received information, advice or guidance on working in childcare, three-quarters (76%) found this useful. One in six (16%) said that it was not useful and 7% did not know. Pupils and learners who were more likely to have found the information, advice or guidance useful included those eligible for FSM or FME (87% compared with 74% not eligible) and female pupils and learners (80% compared with 71% of male pupils and learners).

Where pupils and learners would go for advice about working in childcare

The 19% of pupils and learners in years 10 to 13 who said it was likely that they would consider a career in childcare were asked where they would go for advice about this. As shown in Figure 15, a variety of sources of advice were selected by pupils and learners. The most frequently selected were people already working in childcare (52%), parents, guardians and other relatives (45%) and teachers (41%).

Figure 15: Sources of advice pupils and learners would use about working in childcare



Base: Pupils and learners in years 10 to 13 who are likely to consider a career in childcare (438)

Source: PPLP 2022/23 RW4 pupil and learner survey: Where would you go to for advice about working in childcare? Please select all that apply.

Pupils and learners in year 12 or 13 were more likely than those in year 10 or 11 to say they would go to someone already working in childcare (60% compared with 47%) or a trained advisor in school or college (42% compared with 30%) for advice about working in childcare. Year 12 to 13 pupils in school settings were more likely to speak to teachers (57%) compared with year 12 to 13 learners in college settings (38%)¹³.

Pupils and learners with SEN were more likely to speak to a parent, guardian or other relative than those without SEN (62% compared with 42%)¹⁴.

¹³ This question was answered by only 87 year 12 to 13 pupils in school settings. These findings should therefore be treated with caution.

¹⁴ This question was answered by only 75 pupils and learners with SEN. These findings should therefore be treated with caution.

School attendance

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

Parents, pupils and learners were asked about physical school attendance in the previous two weeks at the point they completed the survey (with surveys conducted from 22nd March to 19th April 2023), as well as reasons for non-attendance.

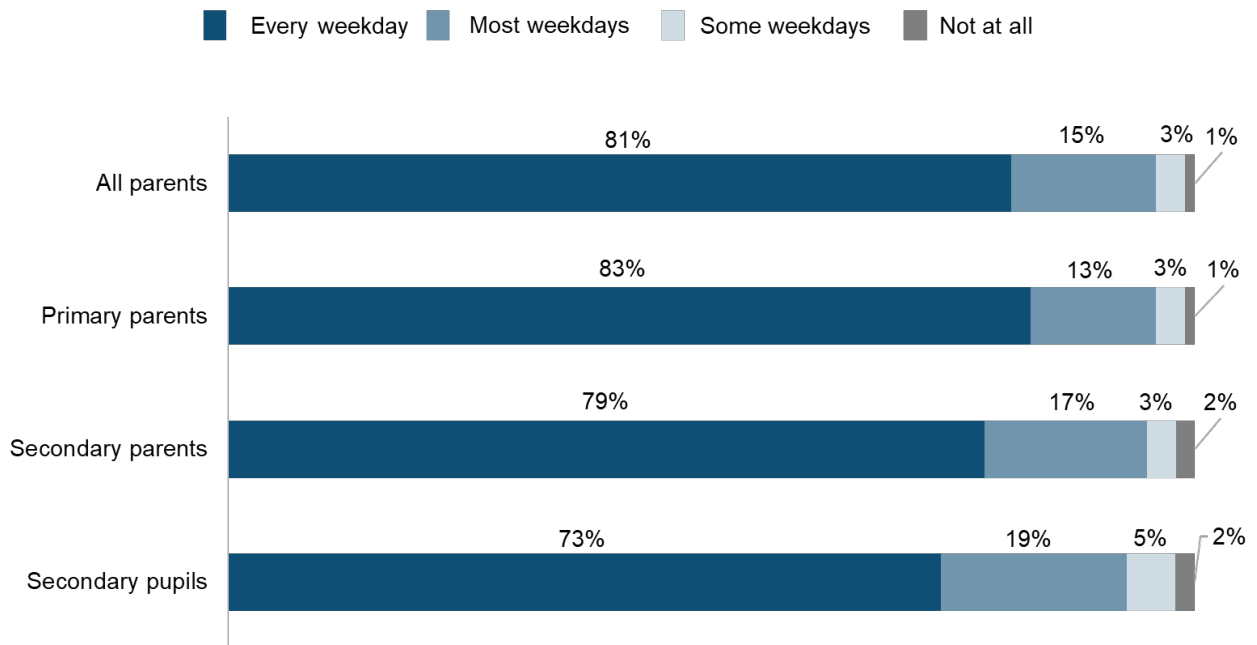
How regularly pupils physically attended school in the last two weeks

Parents

Four in five (81%) parents reported that their child had physically attended school every weekday in the previous two weeks. This was down from 89% in November 2022. The proportion who reported their child attending school on most weekdays increased to 15%, up from 9% in November 2022.

As shown in Figure 16, primary parents were more likely than secondary parents to report that their child had attended school every weekday in the past two weeks (83% compared with 79%).

Figure 16: Pupil physical attendance at school in the past two weeks



Base: All parents (4,568), all primary parents (2,382), all secondary parents (2,186), all pupils in year 7-11 (2,978)

Source: PPLP 2022/23 RW4 parent survey: Excluding any days when [PUPILNAME]'s school may have been closed due to strike action, how often, if at all, has [PUPILNAME] physically attended school or college in the past two weeks of term time? PPLP 2022/23 RW4 pupil and learner survey: Excluding any days when your school may have been closed due to strike action, how often, if at all, have you physically attended school or college in the past two weeks of term time?

Reported attendance at school every day was lower among parents of pupils eligible for FSM (73%, compared with 84% of parents of pupils not eligible for FSM), parents of pupils considered to have SEND (66%, compared with 85% of parents of pupils not considered to have SEND) and parents of pupils with CiN status (71%, compared with 81% of parents of pupils without CiN status).

Pupils

As shown in Figure 16, three-quarters of secondary pupils (73%) reported that they had physically attended school every weekday over the previous two weeks, down from 87% in November 2022. One in five (19%) said they had attended on most weekdays (up from 10%).

Reported attendance at school every day was lower among pupils eligible for FSM (64%, compared with 76% of pupils not eligible for FSM), pupils with SEN (65%, compared with 75% of pupils without SEN) and pupils with CiN status (59%, compared with 74% of pupils without CiN status).

Reasons for not attending school

Parents

Parents who reported that their child did not attend school every weekday in the previous two weeks were asked why their child was absent. The most common reason selected by parents was illness not related to COVID-19 (64%). This was followed by anxiety or mental health problems (19%) and reasons related to a neurodevelopmental condition such as ADHD or autism (8%). Reasons given for absence were broadly in line with responses to the same question in the November 2022 survey.

Parents of primary school pupils were more likely to say that the absence was an illness not related to COVID-19 (70%) compared with parents of secondary school pupils (58%).

Anxiety or mental health problems were more likely to be given as a reason for absence by:

- parents of secondary school pupils (28%, compared with 9% of parents of primary school pupils)
- parents of pupils eligible for FSM (24%, compared with 16% not eligible)
- parents of pupils considered to have SEND (38%, compared with 10% of parents of pupils not considered to have SEND)
- parents of pupils with CiN status (31%, compared with 18% without CiN status)

A neurodevelopmental condition, such as ADHD or autism was more likely to be given as a reason for absence by parents of pupils considered to have SEND (26%, compared with 1% of parents of pupils not considered to have SEND).

Being suspended or permanently excluded was more likely to be given as a reason for absence by parents of pupils eligible for FSM (4% compared with 1% not eligible) and parents of pupils with CiN status (6%, compared with 2% without CiN status).

Parents of pupils who had not attended school due to anxiety or mental health problems were asked what these were related to. Almost three in five (58%) said it was a general feeling of anxiety or anxiousness, a quarter (25%) stated it was a diagnosed mental illness such as depression or anxiety, one in five (19%) put this down to anxiety or anxiousness about disruptive behaviour of other pupils, and one in ten (11%) said it was due to anxiety or anxiousness about exams.

Pupils

Secondary pupils who had not attended school every weekday in the previous two weeks were asked why this was. Reasons given were broadly in line with responses to the

same question in the November 2022 survey, with the most common being illness not related to COVID-19 (58%) and anxiety or mental health problems (26%).

Illness not related to COVID-19 was less likely to be given as a reason for absence by pupils eligible for FSM (49% compared with 62% eligible), pupils with SEN (46% compared with 61% without SEN) and pupils with CiN status (44% compared with 59% without CiN status).

Anxiety or mental health problems was more likely to be given as a reason for absence by pupils in year 10 to 11 (35% compared with 20% in year 7 to 9) and pupils eligible for FSM (36% compared with 21% not eligible).

A neurodevelopmental condition, such as ADHD or autism was more likely to be given as a reason for absence by pupils with SEN (12%, compared with 3% without SEN) and pupils with CiN status (11% compared with 4% without CiN status), whilst bullying was more likely to be given as a reason by pupils eligible for FSM (8% compared with 2% not eligible) and pupils with SEN (8%, compared with 3% without SEN).

Being suspended or permanently excluded from school was more likely to be given as a reason for absence by pupils eligible for FSM (5% compared with 2% not eligible) and pupils with CiN status (9% compared with 2% without CiN status).

Pupils who had not attended school due to anxiety or mental health problems were asked what these were related to. Half (51%) said it was a general feeling of anxiety or anxiousness, three in ten (29%) stated it was a diagnosed mental illness such as depression or anxiety, one in five (20%) said it was due to anxiety or anxiousness about disruptive behaviour of other pupils and one in seven (14%) said it was because of anxiety or anxiousness about exams.

Pupils in year 10 or 11 were more likely than those in year 7 to 9 to mention a diagnosed mental illness (39% compared with 17%) and anxiety or anxiousness about exams (25% compared with 2%).

Support that could have helped pupil to attend more often

Parents of pupils and pupils who had not attended school every weekday for reasons other than self-isolating due to COVID-19, being on holiday, being suspended or permanently excluded or on exam or study leave were asked an open question to understand what could have been done to enable the pupil to attend school more often in the past two weeks.

Parents

Half (53%) of parents said they did not know what else could have been done and a further one in seven (14%) said that nothing could have been done to support their child to attend school more often. Amongst those who gave a specific response, the most common themes that emerged related to more support from school or more mental health support.

“1-1 support to help her anxiety and to help as she is far behind her peers and she knows this and this causes anxiety too”

Primary parent, year 3

“A school bus for those who live further out who have health conditions or the children need extra support”

Primary parent, year 5

“Long term flexible emotional and mental health support”

Secondary parent, year 8

“More physical, emotional support from the school who failed to assist my child when she was emotionally, physically and mentally bullied in school”

Secondary parent, year 10

Pupils

Three-quarters of pupils (73%) said they did not know what else could have been done and a further 6% stated that nothing could have been done to support them to attend school more often. The most common themes that emerged related to more support from teachers, support with mental health or being unwell.

“Stop putting pressure on us all the time to do with our GCSE. We know they are important but we don’t need reminding of it all the time. Sometimes we just need to have brain breaks”

Pupil, year 10

“Assistance with mental health and teachers who understand that the classroom environment isn’t fit for everyone”

Pupil, year 11

“Maybe feeling like i have someone i can talk to but without having the other students told off just someone to talk to maybe about some things but ive also been ill a few times and just didnt feel well enough to attend”

Pupil, year 11

Pupil behaviour

All schools should be calm, safe, and supportive environments where pupils and staff can work in safety and are respected. No pupil should miss out on education because they feel unsafe, miss out on learning because their lesson is disrupted, or fall behind because their needs are not identified and supported.

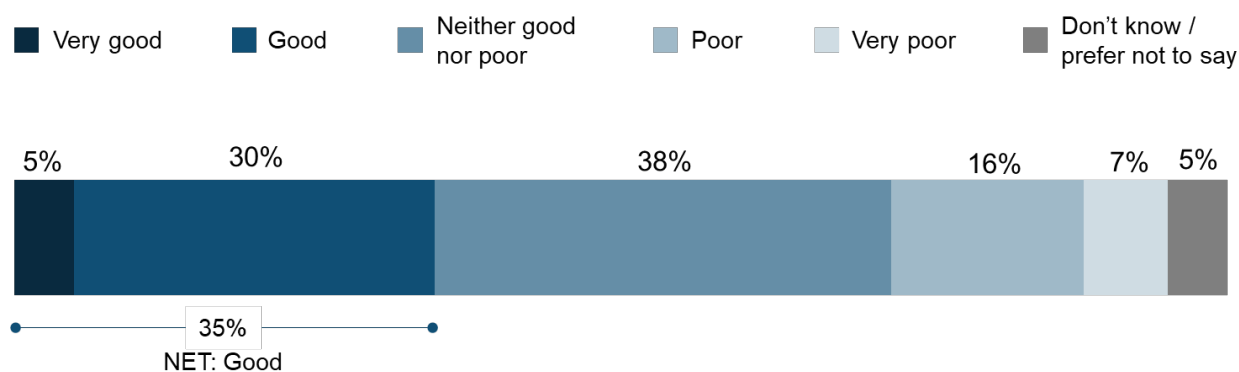
This section examines reported behaviour standards at school, how motivated pupils are to learn, how pupils feel about going to school and their school environment, as well as looking at the frequency of misbehaviour and how quickly this is dealt with.

Behaviour standards at school

As shown in Figure 17, a third of pupils in year 7 to 11 (35%) rated the behaviour of pupils within their school as good. Around two in five (38%) rated it as neither good nor poor, and around a quarter (23%) rated it as poor.

Compared with the November 2022 PPLP wave, there has been a decrease in the proportion of pupils rating behaviour in their school as good (35% in March/April 2023 compared with 42% in November 2022), shown in Figure 18.

Figure 17: Rating of pupil behaviour at school



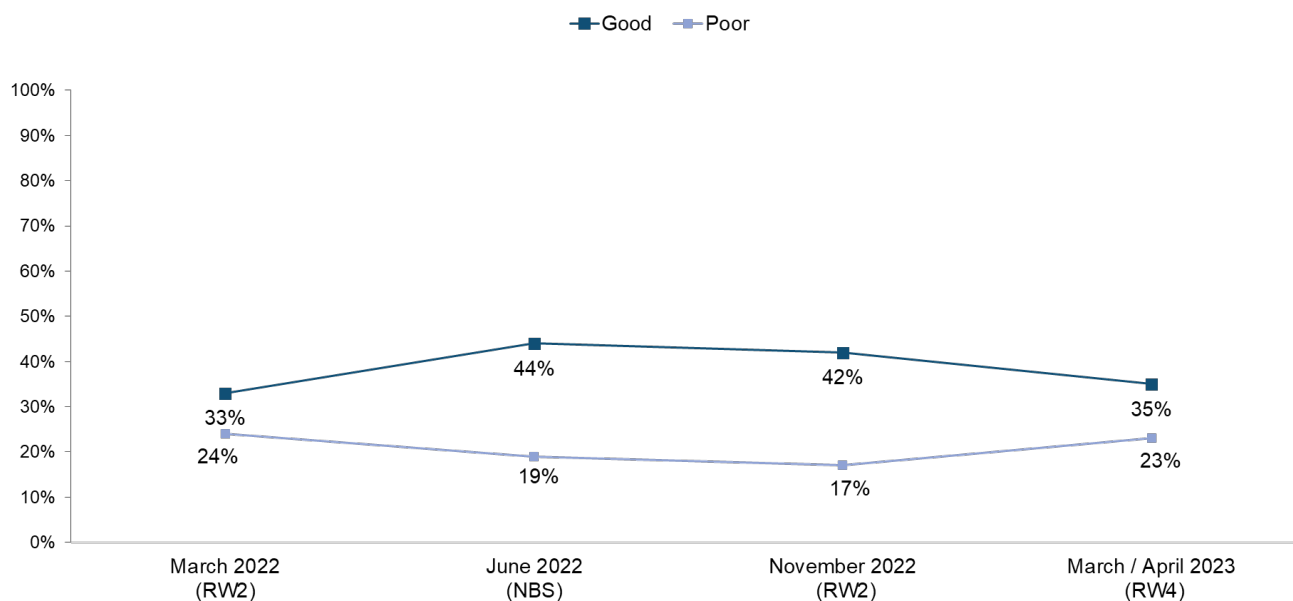
Base: All pupils in year 7 to 11 (2,978)

Source: PPLP 2022/23 RW4 pupil and learner survey: Thinking about the past week of term, would you say that behaviour of pupils at your school was...? If you were not at school in the last week, please think about the last week you were in school.

Pupils in year 7 were more likely to say behaviour was good (41%) compared with pupils in years 8 to 11 (34%).

Pupils eligible for FSM were more likely to say that behaviour in their school was poor (30%) compared with those not eligible (21%).

Figure 18: Rating of pupil behaviour at school over time



Base: All pupils in year 7 to 11: March/April 2023 (2,978), November 2022 (2,245), June 2022 (1,557), March 2022 (1,920).

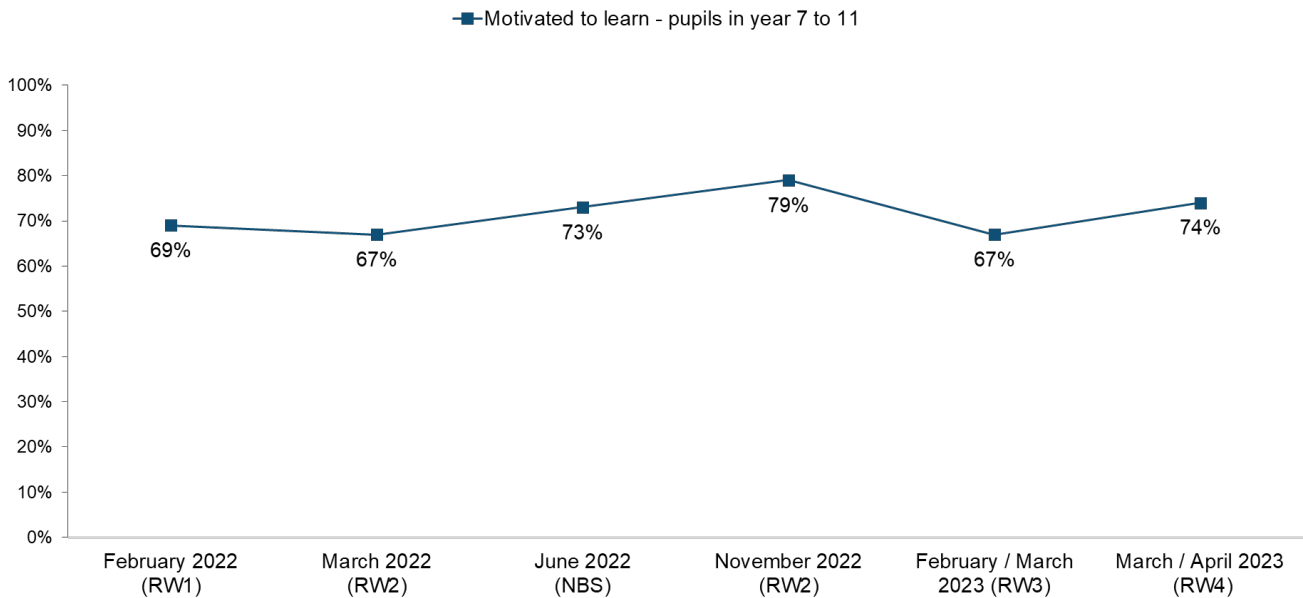
Source: PPLP 2022/23 RW4 pupil and learner survey: Thinking about the past week of term, would you say that behaviour of pupils at your school was...? If you were not at school in the last week, please think about the last week you were in school.

Motivation to learn

Around three-quarters of pupils in year 7 to 11 (74%) felt that they were motivated to learn, with 19% who said they felt 'very motivated' and 55% who said they felt 'fairly motivated'. Around one in six (18%) said they felt 'not very motivated' and 6% felt 'not at all motivated' to learn. As shown in Figure 19, pupils expressed lower levels of motivation than in the November 2022 wave of the PPLP (where 79% were either 'very' or 'fairly' motivated), however levels of motivation were similar to that of June 2022 (where 73% were either 'very' or 'fairly' motivated).

Pupils in year 7 (78%) and year 11 (79%) were more likely to say they were motivated to learn than those in years 8 to 10 (71%). Conversely, motivation to learn was lower among pupils eligible for FSM (68%, compared with 76% of pupils not eligible for FSM), pupils considered to have SEN (64%, compared with 76% of pupils not considered to have SEN) and pupils with CiN status (63%, compared with 75% of pupils without CiN status).

Figure 19: Proportion of pupils in year 7 to 11 who are motivated to learn



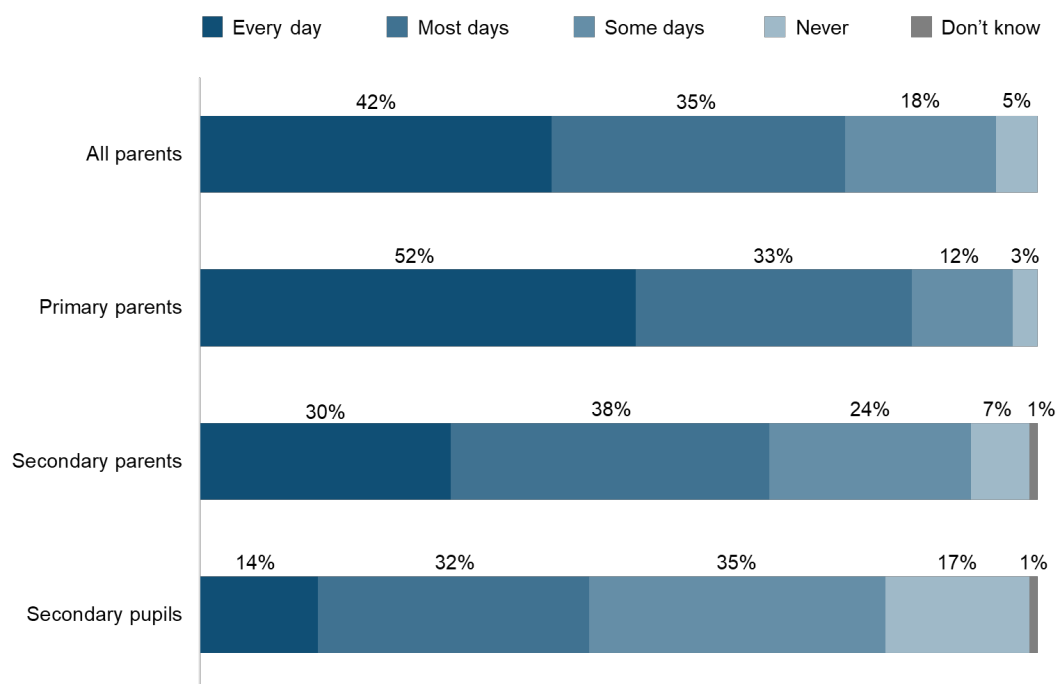
Base: Year 7 to 11 pupils in March/April 2023 (2,978), February/March 2023 (2,075), November 2022 (2,245), June 2022 (1,557), March 2022 (2,865), February 2022 (1,810).

Source: PPLP 2022/23 RW4 pupil and learner survey: How motivated, if at all, would you say you are to learn?

School enjoyment

Parents were asked how often they felt their child enjoyed going to school in the past week. Similarly, pupils in year 7 to 11 were asked how often they enjoyed coming to school in the past week. The findings are shown in Figure 20.

Figure 20: How often pupils enjoyed coming to school in the past week



Base: All parents (4,568); All primary parents (2,382); All secondary parents (2,186); All pupils in year 7 to 11 (2,978)

Source: PPLP 2022/23 RW4 parent survey: Thinking about the past week, how often would you say [PUPILNAME] has enjoyed going to school? PPLP 2022/23 RW4 pupil and learner survey: Thinking about the past week of term, how often would you say you have: Enjoyed coming to school?

Parents

Two in five (42%) parents said that their child had enjoyed going to school ‘every day’ in the past week. Around a third (35%) said ‘most days’ and 5% felt their child had ‘never’ enjoyed coming to school in the past week.

Parents were less likely to say their child had enjoyed going to school ‘every day’ compared with the November 2022 PPLP wave (42% compared with 46% in November 2022), and more likely to say ‘some days’ (18% compared with 14% in November 2022).

Parents of primary pupils were more likely than parents of secondary pupils to feel their child enjoyed going to school every day (52% compared with 30%). However, across the primary school years, the proportion of parents who stated that their child enjoyed going to school every day fell from 61% of parents of year 1 pupils to 39% of parents of year 6 pupils.

Parents were more likely to feel that their child never enjoyed coming to school if their child was eligible for FSM (8% compared with 4% not eligible) if their child was

considered to have SEND (17% compared with 3% not considered to have SEND) or if their child had CiN status (9% compared with 5% without CiN status).

Pupils

As shown in Figure 20, one in seven (14%) pupils in year 7 to 11 said that they had enjoyed coming to school 'every day' in the past week, a third (32%) had enjoyed coming to school 'most days' and a third (35%) said 'some days'. One in six (17%) said they had 'never' enjoyed coming to school in the past week.

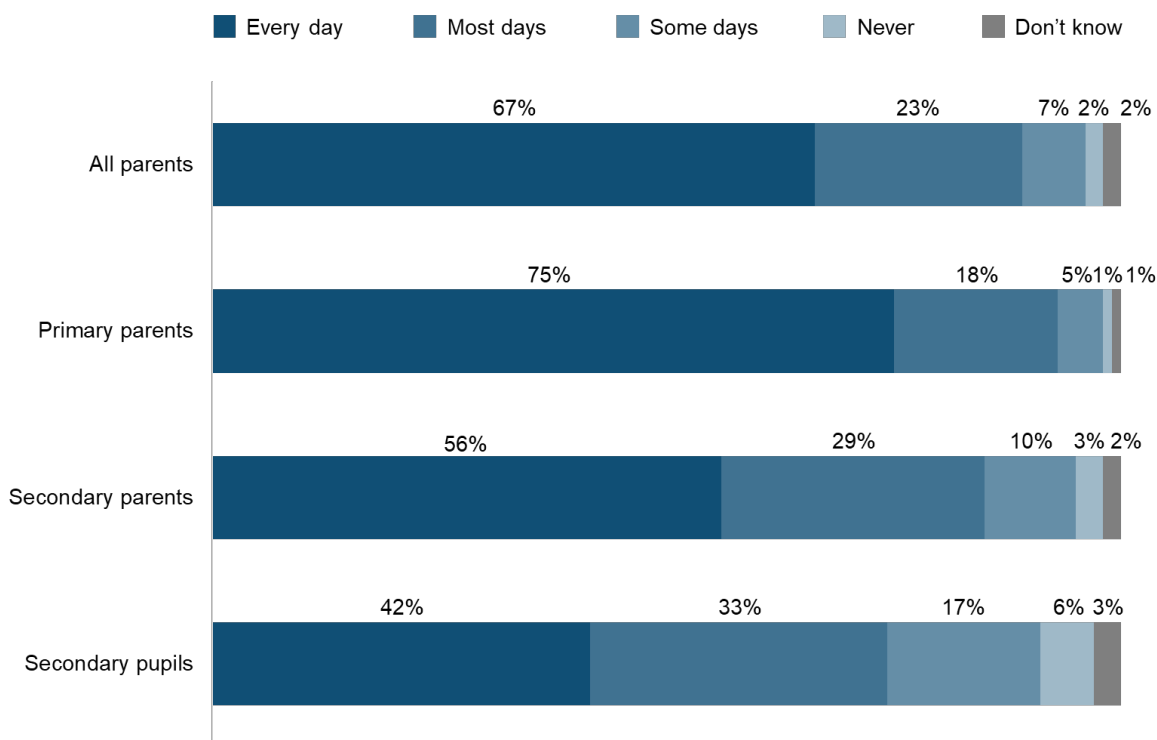
Compared with the November 2022 PPLP wave, pupils were more likely to say they had 'never' enjoyed coming to school in the past week (17% compared with 12% in November 2022).

Pupils in year 10 to 11 were more likely to say that they had 'never' enjoyed coming to school in the past week (20%) compared with those in year 7 to 9 (15%). Other groups who were more likely to say they had never enjoyed coming to school in the past week included pupils eligible for FSM (21% compared with 16% not eligible) and pupils with SEN (24% compared with 16% without SEN).

Feeling safe at school

Parents were asked how often their child had felt safe at school in the past week. Similarly, pupils were asked how often they felt safe at school in the past week. The findings are shown in Figure 21.

Figure 21: How often pupils felt safe at school in the past week



Base: All parents (4,568); All primary parents (2,382); All secondary parents (2,186); All secondary pupils (2,978)

Source: PPLP 2022/23 RW4 parent survey: Thinking about the past week, how often would you say [PUPILNAME] has felt safe at school? PPLP 2022/23 RW4 pupil and learner survey: Thinking about the past week of term, how often would you say you have: Felt safe at school?

Parents

Two-thirds (67%) of parents said that their child had felt safe at school ‘every day’ in the past week and around a quarter (23%) said ‘most days’.

Compared with the November 2022 PPLP wave, parents were less likely to say that their child had felt safe every day in the past week (67% compared with 74% in November 2022) and were more likely to say most days (23% compared with 19% in November 2022) or some days (7% compared with 4% in November 2022).

Parents of primary pupils were more likely than parents of secondary pupils to state that their child had felt safe at school every day (75% compared with 56%). Parents of pupils in years 1 and 2 were more likely than parents of pupils in years 3 to 6 to state that their child felt safe at school every day (81% compared with 72%).

Parents less likely to say that their child felt safe at school every day included parents of pupils eligible for FSM (58% compared with 69% not eligible), parents of pupils considered to have SEND (42% compared with 72% of parents of pupils not considered

to have SEND) and parents of pupils with CiN status (53% compared with 67% without CiN status).

Pupils

Two in five (42%) secondary school pupils said that they had felt safe at school ‘every day’ in the past week and a third (33%) felt safe on ‘most days’.

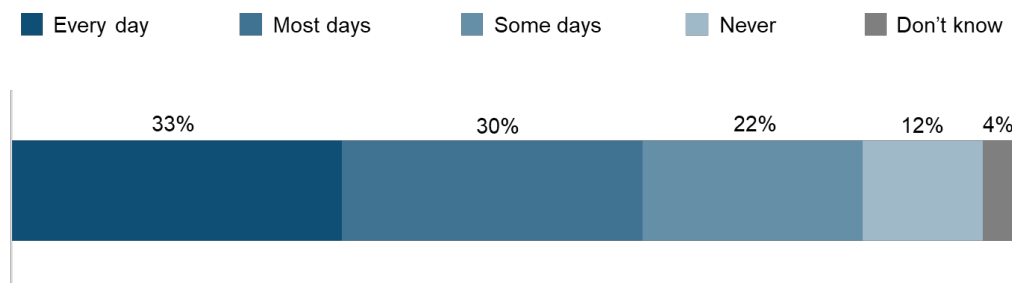
The proportion of pupils who felt safe at school every day had decreased from the November 2022 PPLP wave (42% compared with 49% in November 2022), returning to similar levels in the June 2022 PPLP wave (41%).

Pupils eligible for FSM (9% compared with 5% of those not eligible), pupils with SEN (11% compared with 5% without SEN) and pupils with CiN status (8% compared with 6% without CiN status) were more likely to say they never felt safe at school in the past week.

School belonging

Pupils in year 7 to 11 were asked how often they felt they belonged at their school in the past week. The findings are shown in Figure 22.

Figure 22: How often pupils felt they belong at their school in the past week



Base: All secondary pupils (2,978)

PPLP 2022/23 RW4 pupil and learner survey: Thinking about the past week of term, how often would you say you have: Felt you belong at your school?

A third of pupils in year 7 to 11 (33%) said they had felt they belonged at their school ‘every day’ in the past week and 30% said they had felt they belonged on ‘most days’.

Pupils were less likely to say they felt they belonged at their school ‘every day’ compared with the November 2022 PPLP wave but it remained higher than levels in the June 2022 wave (33% compared with 38% November 2022 and 30% in June 2022).

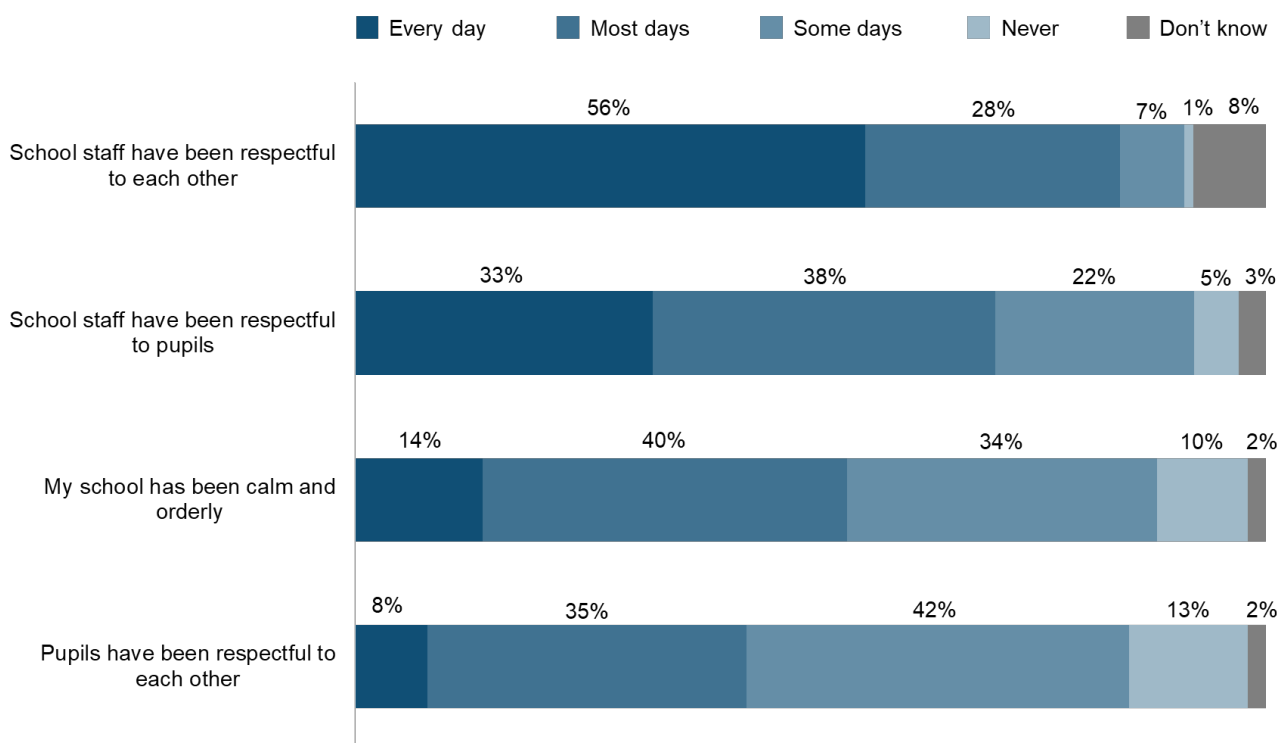
Pupils in year 7 to 9 were more likely to say they felt they belonged ‘every day’ (36% compared with 28% of pupils in year 10-11).

Pupils eligible for FSM (17% compared with 10% of those not eligible), pupils with SEN (18% compared with 10% without SEN) and pupils with CiN status (17% compared with 11% without CiN status) were more likely to say they never felt they belonged at their school in the past week.

School environment and relationships

Pupils in year 7 to 11 were asked to what extent they agreed with a set of statements relating to their experience of the school’s environment and behaviour culture over the past week, shown in Figure 23.

Figure 23: How often pupils felt calm and respectful behaviours took place at their school in the past week



Base: All pupils in year 7 to 11 (2,978)

Source: PPLP 2022/23 RW4 pupil and learner survey: Thinking about the past week, how often would you say...?

Overall, 84% of pupils said that school staff had been respectful to each other either ‘every day’ or ‘most days’ over the past week. This was lower among pupils eligible for FSM (79%, compared with 85% not eligible), pupils with SEN (79%, compared with 85% without SEN) and pupils with CiN status (77% compared with 84% without CiN status).

Around seven in ten pupils (71%) felt that school staff had been respectful to pupils ‘every day’ or ‘most days’. This was higher among pupils in year 7-9 (74% compared with

67% of pupils in year 10-11). It was lower among pupils eligible for FSM (66%, compared with 73% not eligible) and pupils with CiN status (63% compared with 71% of pupils without CiN status). Compared with the November 2022 PPLP wave, the proportion of pupils who said school staff have been respectful to pupils 'every day' or 'most days' has decreased from 79% in November 2022 to 71% in March/April 2023.

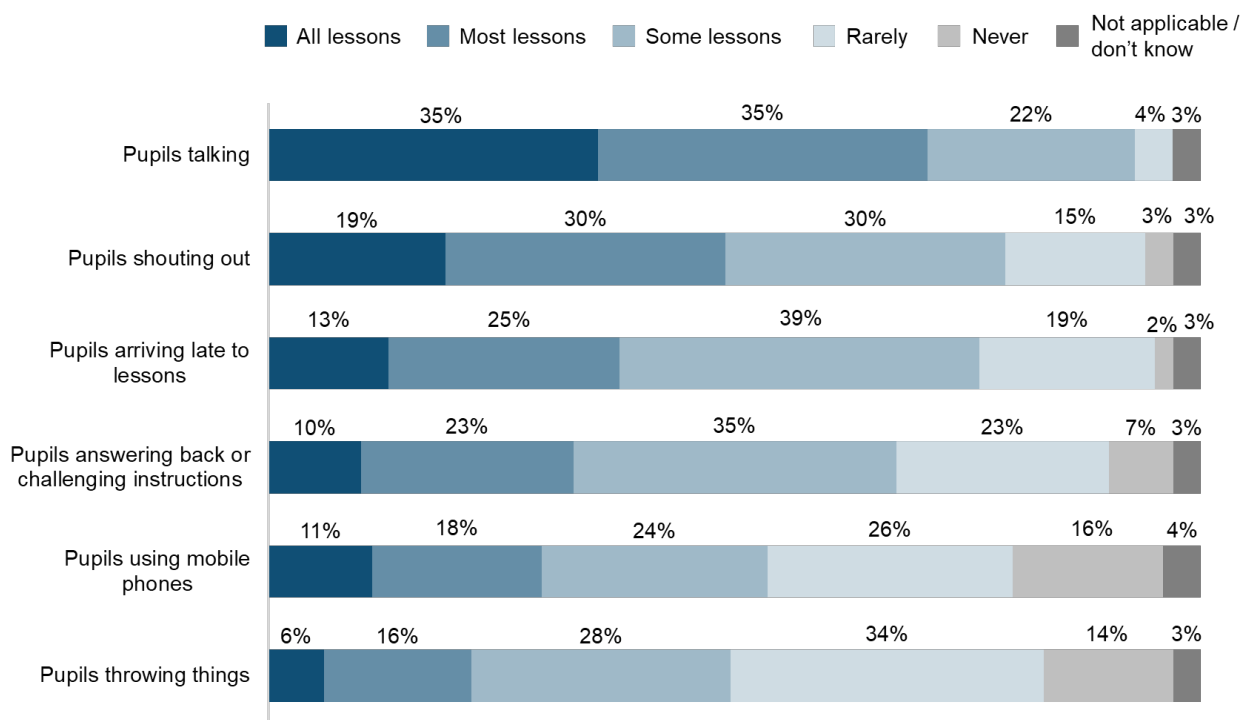
Around half (54%) said that their school had been calm and orderly either 'every day' or 'most days' over the past week. This was higher among pupils in year 7 (61%) compared with pupils in years 8-11 (52%), but lower among pupils eligible for FSM (49%, compared with 55% not eligible), pupils with SEN (48%, compared with 55% without SEN) and pupils with CiN status (45% compared with 54% of pupils without CiN status). The proportion of pupils who said their school had been calm and orderly either 'every day' or 'most days' has decreased from 63% in November 2022 to 54% in March/April 2023.

Around two in five (43%) felt that pupils had been respectful to each other either 'every day' or 'most days' over the past week. This was higher among pupils in year 7-9 (45% compared with 40% of pupils in year 10-11). It was lower among pupils eligible for FSM (38% compared with 45% not eligible). The proportion of pupils who said that pupils had been respectful to each other either 'every day' or 'most days' over the past week is lower than both the November 2022 PPLP wave and June 2022 PPLP wave (43% in March/April 2023 compared with 53% in November 2022 and 47% in June 2022).

Frequency of misbehaviour

Pupils were asked a series of questions to explore the prevalence of misbehaviour and its impact on learning over the past week. Responses are shown in Figure 24.

Figure 24: Frequency of types of misbehaviour experienced by pupils in lessons during the past week



Base: All pupils in year 7 to 11 (2,978)

Source: PPLP 2022/23 RW4 pupil and learner survey: Thinking about the lessons/classes you attended during the past week of term, how often, if at all, did the following occur when it was not supposed to?

The most common type of misbehaviour that pupils reported happening during all or most lessons in the past week was pupils talking when they were not supposed to (70%). This was in line with November 2022 (68%). Pupils in year 7 were less likely than those in older year groups to state that pupils talked in all or most lessons when they were not supposed to (65% compared with 71% of pupils in year 8 to 11).

Half (49%) of pupils stated that there were pupils shouting out in all or most lessons, up from 46% in November 2022. Shouting out in all or most lessons was more commonly reported by pupils in years 8 to 10 (53%) than pupils in year 7 (44%) or year 11 (43%).

Almost two in five (38%) pupils said that in the past week pupils had arrived late to all or most lessons, which was an increase from 29% in November 2022. Pupils in year 10 to 11 were more likely than those in year 7 to 9 to say that pupils had arrived late to all or most lessons (45% compared with 34%). Pupils eligible for FSM were more likely than pupils to state that pupils had arrived late to all or most lessons in the past week (43% compared with 36% not eligible for FSM).

A third of pupils (33%) said that there had been pupils answering back or challenging instructions in all or most of their lessons during the past week. This was an increase

from 27% in November 2022. Pupils in year 7 were less likely to say this happened during all or most lessons (26%, compared with 34% of pupils in year 8 to 11). Pupils more likely to say this happened during all or most lessons included pupils eligible for FSM (41% compared with 30% not eligible) and pupils with SEN (38% compared with 32% without SEN).

Three in ten (29%) secondary school pupils reported that there had been pupils using mobile phones in all or most of their lessons in the past week when they were not supposed to, up from 21% in November 2022. Pupils in year 10 to 11 were more likely than those in year 7 to 9 to say that there had been pupils using mobile phones in all or most lessons in the past week (40% compared with 21%). Three in ten (31%) year 7 pupils stated that this never happened, compared with 9% of year 10 and 11 pupils. Pupils eligible for FSM were more likely to state that there had been pupils using mobile phones in all or most of their lessons in the past week when they were not supposed to (33% compared with 27% not eligible for FSM).

Just over one in five (22%) pupils said that pupils throwing things when they were not supposed to had happened in all or most of their lessons in the past week, which was an increase from 17% in November 2022. Pupils in year 7 were less likely to say this happened during all or most lessons (15%, compared with 23% of pupils in years 8-11). Pupils eligible for FSM were more likely to report this behaviour in all or most lessons in the past week (28% compared with 19% not eligible for FSM).

Impact of misbehaviour

A third of pupils (32%) stated that misbehaviour of other pupils had stopped or interrupted the lesson or from them doing their work in all (8%) or most (24%) lessons in the past week. This was an increase from 28% who reported disruption in all or most of their lessons in the past week in November 2022. Two in five (41%) said that some lessons had been disrupted by misbehaviour of other pupils, and the remainder said that this rarely (22%) or never (3%) took place.

Pupils in year 7 to 9 were more likely than those in year 10 to 11 to report disruptive behaviour in all or most lessons (34% compared with 29%). Pupils eligible for FSM were also more likely to report disruptive behaviour in all or most lessons in the past week (38% compared with 30% not eligible for FSM).

Pupils who said that the misbehaviour of other pupils in school had stopped or interrupted lessons in the past week were asked how quickly teachers were able to address this so that learning could continue. Two-thirds (66%) said this happened quickly (16% very quickly and 50% fairly quickly), which was a decrease from 73% in November 2022. A quarter (25%) felt it did not happen quickly. Pupils in year 7 were more likely than those in other year groups to state that teachers addressed misbehaviour in lessons

quickly (71%) compared with those in year 8 to 11 (65%). Groups who were less likely to feel that teachers addressed misbehaviour in lessons quickly included pupils eligible for FSM (61% compared with 67% not eligible) and pupils with SEN (57% compared with 68% without SEN).

School connectedness

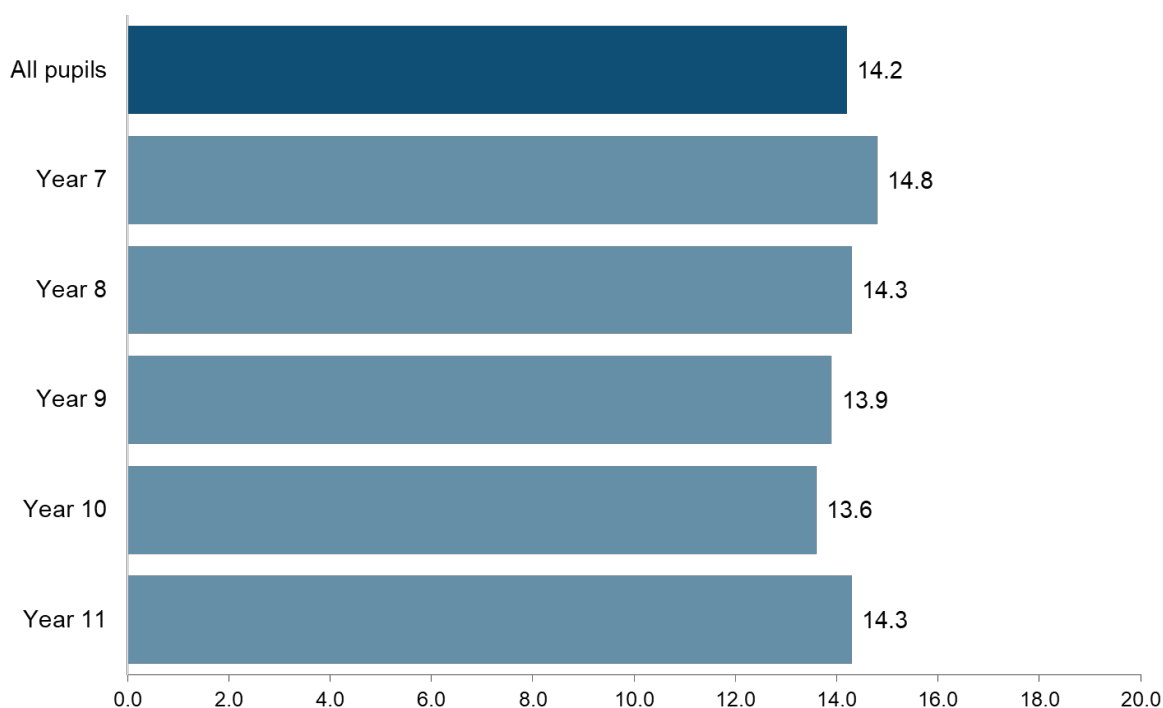
Pupils in year 7 to 11 were asked to what extent – on a scale of 1 (never) to 5 (always) – they felt they had an adult at school who:

- ...really cares about me
- ...tells me when I do a good job
- ...listens to me when I have something to say
- ...believes that I will be a success

The responses from these four questions were combined to produce a score of 4-20 which was used as a measure of school connectedness. Overall, in March/April 2023, pupils had a mean score of 14.2, the same score as in November 2022 and higher than 13.7 in June 2022.

As shown in Figure 25, the highest mean score was among pupils in year 7 (14.8), decreasing to 13.6 among year 10 pupils. Pupils eligible for FSM had a lower score (13.9) than pupils not eligible for FSM (14.3).

Figure 25: Pupils' mean score for school connectedness



Base: All pupils (2,978) - year 7 (619), year 8 (600), year 9 (574), year 10 (579), year 11 (606).

Source: PPLP 2022/23 RW4 pupil survey, At school or college, there is an adult who... Please rate on a scale of 1 to 5 where 1 is 'never' and 5 is 'always' - ...Really cares about me...Tells me when I do a good job...Listens to me when I have something to say...Believes that I will be a success

Cost of living

Parents were asked about their financial situation and whether they had cut back on household costs to afford school related costs and whether they expect to have to do so in the future. They were also asked how worried they are about being able to afford meals at school this academic year.

This section compares findings with those from the parent surveys carried out in November 2022 and February 2023, although comparisons should be made with caution due to a change in the reference time period¹⁵.

Whether parent has cut back on household costs to afford school related costs

Half (49%) of parents said that since the start of term in January 2023 they had cut back on household costs to be able to afford school related costs. This is in line with both November 2022 (51%) and February 2023 (49%), when parents were asked to think about the time since the start of the September 2022 term.

Cutting back on household costs to be able to afford school related costs was more likely among parents of pupils eligible for FSM (68% compared with 43% of parents of pupils not eligible for FSM), parents of pupils considered to have SEND (59% compared with 46% of parents of pupils not considered to have SEND) and parents of pupils with CiN status (61% compared with 49% of parents of pupils without CiN status).

Whether parent thinks they will have to cut back on household costs to avoid school related costs in future

Half (51%) of parents felt that they would need to cut back on household costs to afford school related costs during the rest of the school year. This is in line with the November 2022 and February 2023 PPLP waves (both 49%).

Parents of pupils eligible for FSM (67% compared with 45% of parents of pupils not eligible for FSM), parents of pupils considered to have SEND (59%, compared with 49% of parents of pupils not considered to have SEND) and parents of pupils with CiN status (63% compared with 50% of parents of pupils without CiN status) were all more likely to feel that they would need to cut back on household costs to afford school related costs during the rest of the school year.

¹⁵ In November 2022 and February 2023, parents were asked to think about the time since September 2022. In March 2023, parents were asked to think about the time since January 2023.

Pupils' mental health and well-being

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

Pupils and learners were asked a series of ONS-validated questions about personal wellbeing, including how happy they felt yesterday, their life satisfaction, the extent to which they feel the things they do in life were worthwhile and their anxiousness levels yesterday. These questions are known as the 'ONS-4' measures and are answered using a scale from 0 to 10¹⁶. Responses have been reported as mean scores. Pupils and learners were additionally asked how often they felt lonely, which used a scale from 'hardly ever or never' up to 'often'.

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

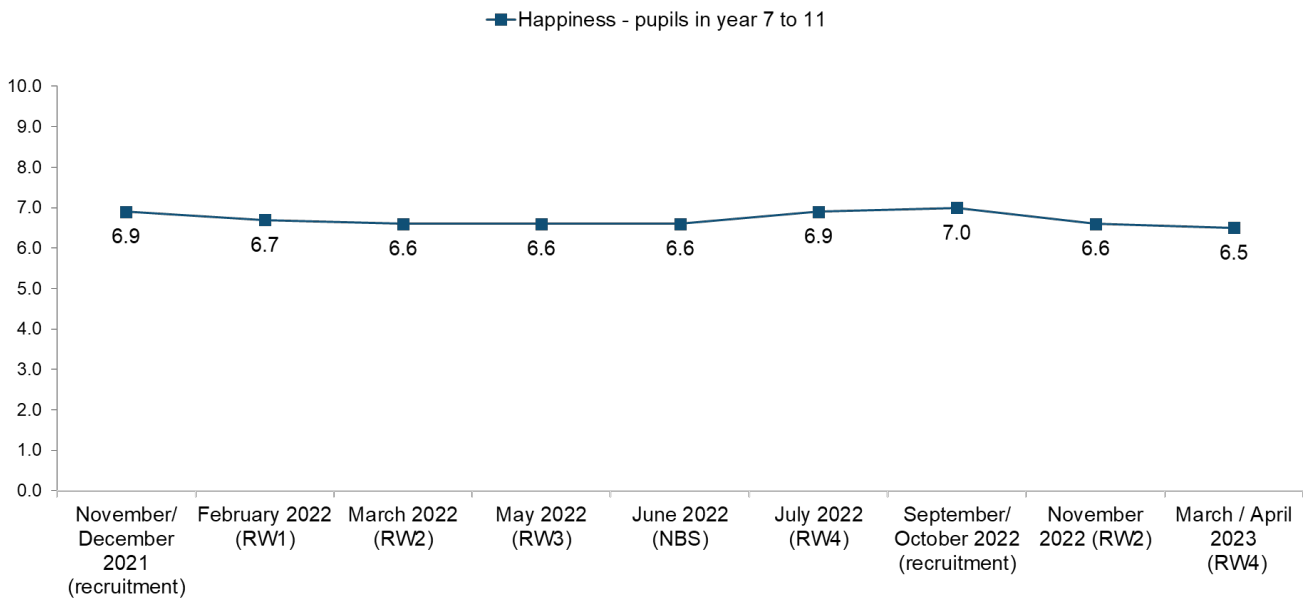
Happiness

Overall, pupils in year 7 to 11 reported a mean score of 6.5 for happiness. Pupils and learners in years 12 to 13 reported a mean score of 6.1.

Figure 26 shows comparisons with previous PPLP survey waves among pupils in year 7 to 11. The mean score remains consistent with the November 2022 PPLP wave; however, it has decreased since the September/October 2022 PPLP recruitment wave (from 7.0 to 6.5).

¹⁶ <https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/methodologies/surveysusingthe4of-fiveforationalstatisticspersonalwellbeingquestions>

Figure 26: Pupils' views of their own happiness, year 7 to 11 (mean scores)



Base: All pupils in year 7 to 11, March/April 2023 (2,890), November 2022 (2,245), September/October 2022 (4,950), July 2022 (1,636), June 2022 (1,518), May 2022 (1,876), March 2022 (1,877), February 2022 (1,810), November/December 2021 (4,228).

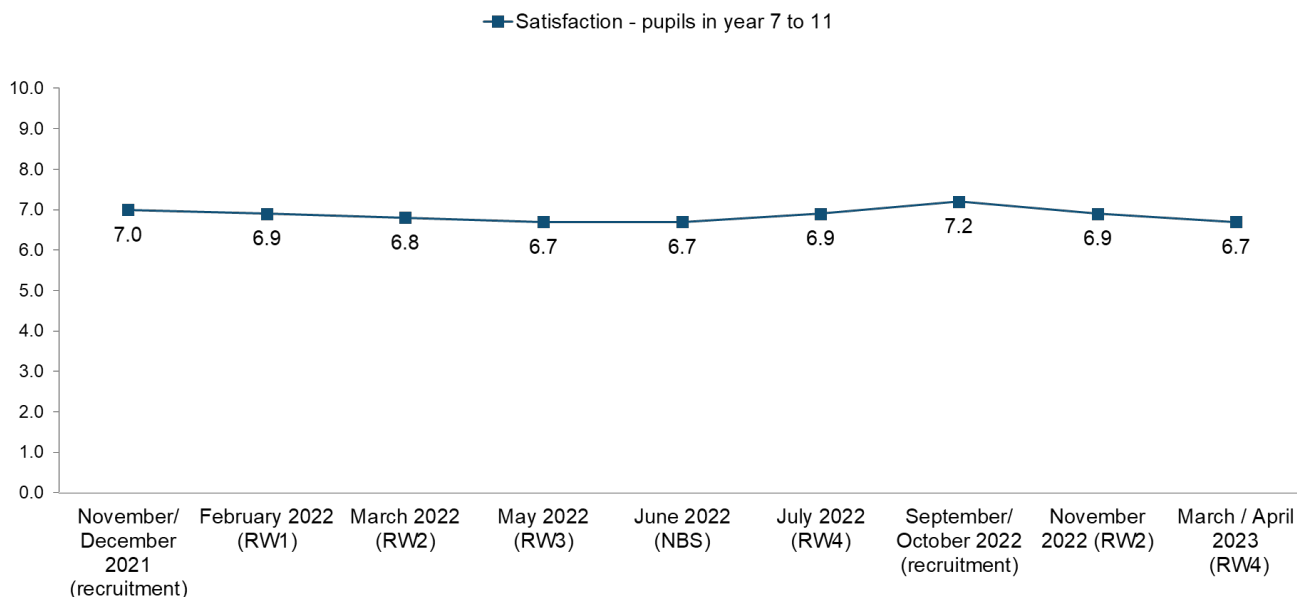
Source: PPLP 2023 RW4 pupils and learners survey: Overall, how happy did you feel yesterday? Please give an answer on the scale of 0 to 10, where 0 is 'not at all' and 10 is 'completely'. Note: mean calculations exclude those who said, 'prefer not to say'.

Satisfaction and worthwhileness

Pupils and learners were also asked to indicate a score between 0 and 10 for how satisfied they are with their life nowadays ('satisfaction') and to what extent they feel that the things they do in their life are worthwhile ('worthwhileness'). Overall, pupils in year 7 to 11 reported a mean score of 6.7 for both satisfaction and worthwhileness. Pupils and learners in year 12 to 13 reported a mean score of 5.7 for satisfaction and 5.8 for worthwhileness.

Figure 27 (satisfaction) and Figure 28 (worthwhileness) show comparisons with previous PPLP survey waves for pupils in year 7 to 11. Compared with the November 2022 PPLP wave, there has been a decrease in the score for both satisfaction (from 6.9 in November 2022 to 6.7 in March/April 2023) and worthwhileness (from 6.9 in November 2022 to 6.7 in March/April 2023).

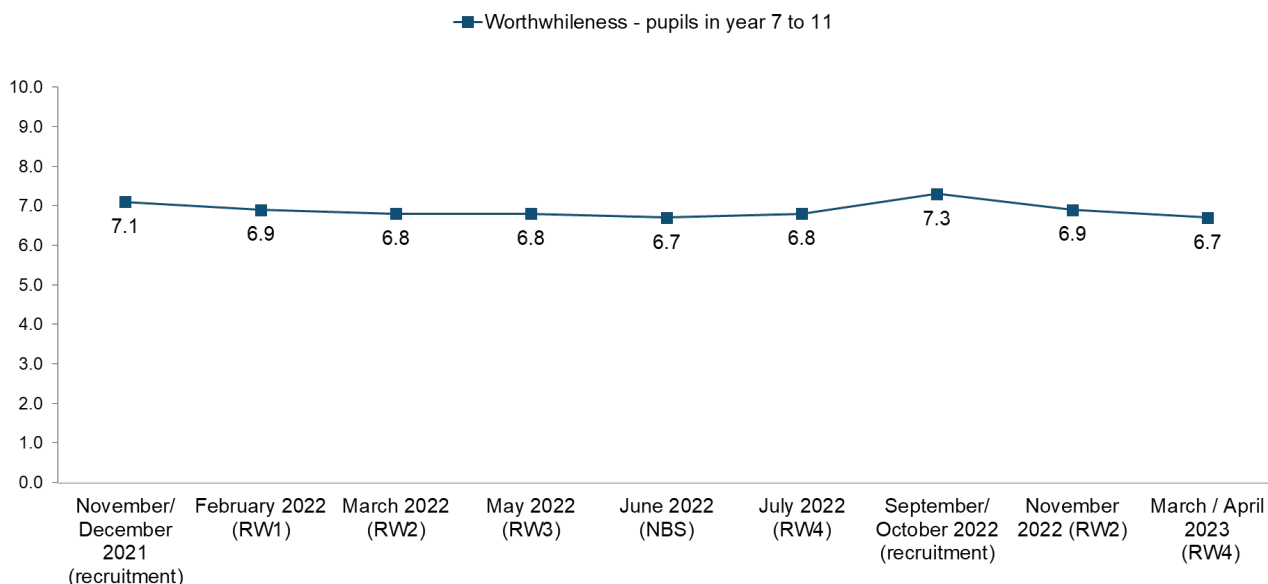
Figure 27 Views of pupils of their own satisfaction, year 7 to 11 (mean scores)



Base: All pupils in year 7 to 11, March/April/2023 (2,890), November 2022 (2,245), September/October 2022 (4,950), July 2022 (1,636), June 2022 (1,518), May 2022 (1,876), March 2022 (1,877), February 2022 (1,810), November/December 2021 (4,228).

Source: PPLP 2023 RW4 pupils and learners survey: Overall, how satisfied are you with your life nowadays, where 0 is 'not at all satisfied' and 10 is 'completely satisfied'? Note: mean calculations exclude those who said, 'prefer not to say'.

Figure 28: Views of pupils of their own worthwhileness, year 7 to 11 (mean scores)



Base: All pupils in year 7 to 11, March/April/2023 (2,890), November 2022 (2,245), September/October 2022 (4,950), July 2022 (1,636), June 2022 (1,518), May 2022 (1,876), March 2022 (1,877), February 2022 (1,810), November/December 2021 (4,228).

Source: PPLP 2023 RW4 pupils and learners survey. Overall, to what extent do you feel that the things you do in your life are worthwhile, where 0 is 'not at all worthwhile' and 10 is 'completely worthwhile'? Note: mean calculations exclude those who said, 'prefer not to say'.

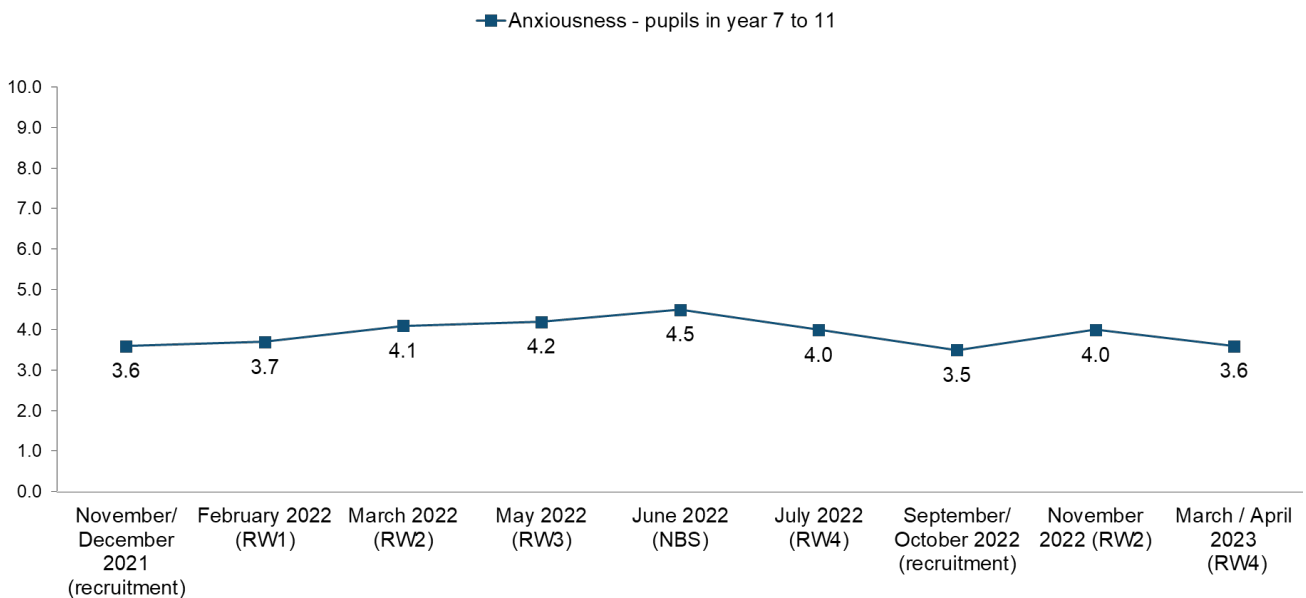
Anxiousness

Pupils and learners were asked to indicate a score between 0 and 10 for how anxious they felt yesterday ('anxiousness') giving a score between 0 and 10 (where 0 is 'not at all anxious' and 10 is 'completely anxious'). As noted above, for the anxiousness measure a low mean score represents low levels of anxiousness, while a high score represents high levels of anxiousness.

Overall, pupils in year 7 to 11 gave a mean score of 3.6 for anxiousness and pupils and learners in year 12 to 13 reported a mean score of 4.5.

Figure 29 shows comparisons with previous PPLP survey waves for pupils in year 7 to 11. Compared with the November 2022 PPLP wave, there has been a decrease in the score for anxiousness (from 4.0 in November 2022 to 3.6 in March/April 2023).

Figure 29: Views of pupils and learners of their own anxiousness, years 7 to 11 (mean scores)



Base: All pupils in year 7 to 11, March/April 2023 (2,890), November 2022 (2,245), September/October 2022 (4,950), July 2022 (1,636), June 2022 (1,518), May 2022 (1,876), March 2022 (1,877), February 2022 (1,810), November/December 2021 (4,228).

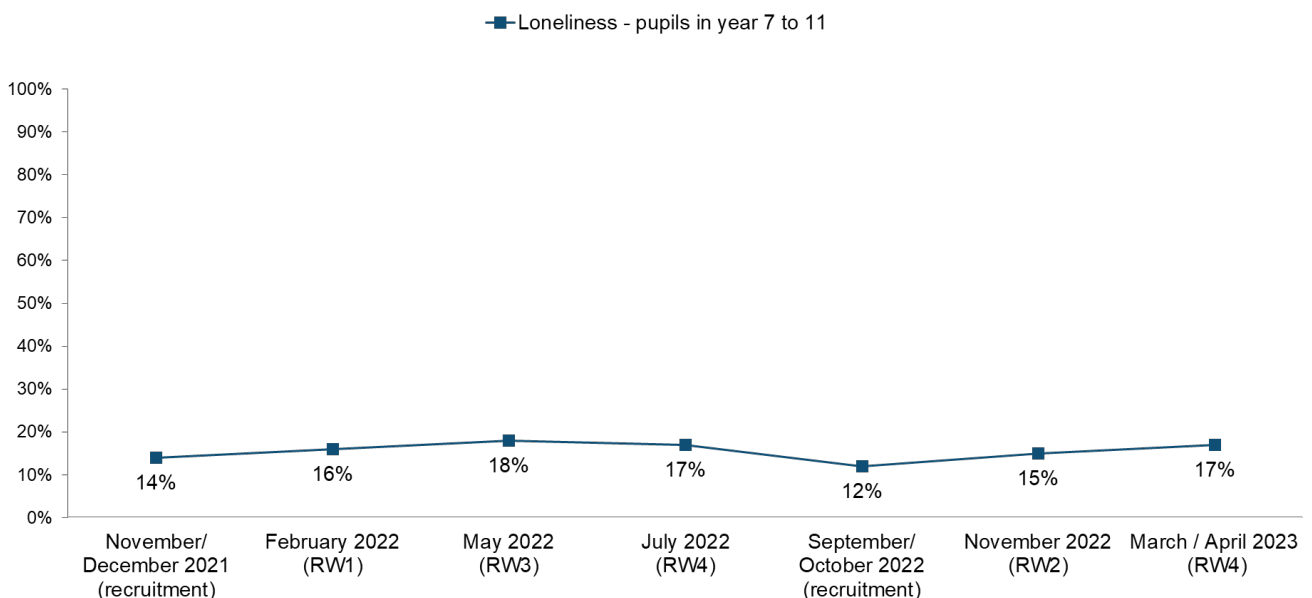
Source: PPLP 2023 RW4 pupils and learners survey. Overall, how anxious did you feel yesterday, where 0 is 'not at all anxious' and 10 is 'completely anxious'? Note: mean calculations exclude those who said, 'prefer not to say'.

Loneliness

Pupils and learners were additionally asked how often they felt lonely. Among pupils in year 7 to 11, 17% said this was often and two in five (39%) were lonely some of the time. Two in five (40%) said that they hardly ever or never felt lonely. Among pupils and learners in year 12 to 13, three in ten (29%) said they were often lonely and 46% said they were lonely some of the time. One in five (20%) said they were hardly ever or never lonely.

Figure 30 shows comparisons with previous PPLP survey waves for pupils in year 7 to 11. Findings are consistent with the November 2022 PPLP wave, but there has been an increase in the proportion of pupils who said they were often lonely compared with the September/October 2022 PPLP recruitment wave (from 12% in September/October to 17% in March/April 2023).

Figure 30: Proportion of pupils and learners that often feel lonely, years 7 to 11



Base: All pupils in year 7 to 11, March/April2023 (2,890), November 2022 (2,245), September/October 2022 (4,950), July 2022 (1,636), June 2022 (1,518), May 2022 (1,876), March 2022 (1,877), February 2022 (1,810), November/December 2021 (4,228).

Source: PPLP 2023 RW4 pupils and learners survey. How often do you feel lonely?

Special Educational Needs and Disability

Parents of pupils considered to have SEND were asked if they were aware of, and how much they knew about, the Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan, which was published by the Government on 2nd March 2023. The Improvement Plan follows on from the SEND and AP green paper, or SEND review, which the survey asked about in September/October 2022.

Awareness of SEND and Alternative Provision (AP) Green Paper

In March 2023, more than two in five (44%) parents of pupils considered to have SEND were aware of the SEND and AP Improvement Plan, compared to 26% who were aware of the SEND Review Green Paper in the September/October 2022 PPLP survey. One in ten (9%) felt they knew a lot about it, one in six (17%) knew a little about it and a further one in six (18%) said they had heard of it but had only heard the name.

Extra-curricular activities

This section focuses on participation in extra-curricular activities. Research suggests that extra-curricular activities are important in improving wellbeing and developing social skills. In addition, extra-curricular activities can provide a range of other positive outcomes (e.g., academic achievement, behaviour, and attendance at school)¹⁷.

All pupils and learners were asked about participation in a range of extra-curricular activities, both at and outside school, during the current school term. This has previously been asked of pupils in years 7 to 11 only, so comparisons have been drawn between applicable year groups where relevant. In the current wave, parents of pupils in years 1 to 11 were also asked about their child's participation in the same range of extra-curricular activities.

Pupils and learners

The most common extra-curricular activity was sports and physical activities, which 41% of pupils and learners said they had taken part in during the current term. Around one in ten pupils and learners said they had taken part in extra-curricular activities in performing arts (13%), clubs relating to an academic subject (12%), hobby and interest clubs (11%), volunteering (10%) and creative arts (10%).

As shown in Figure 31, participation rates in sports and physical activities, performing arts, creative arts and uniform groups was highest among pupils in year 7 to 9, whereas pupils and learners in year 12 to 13 were more likely to have done volunteering.

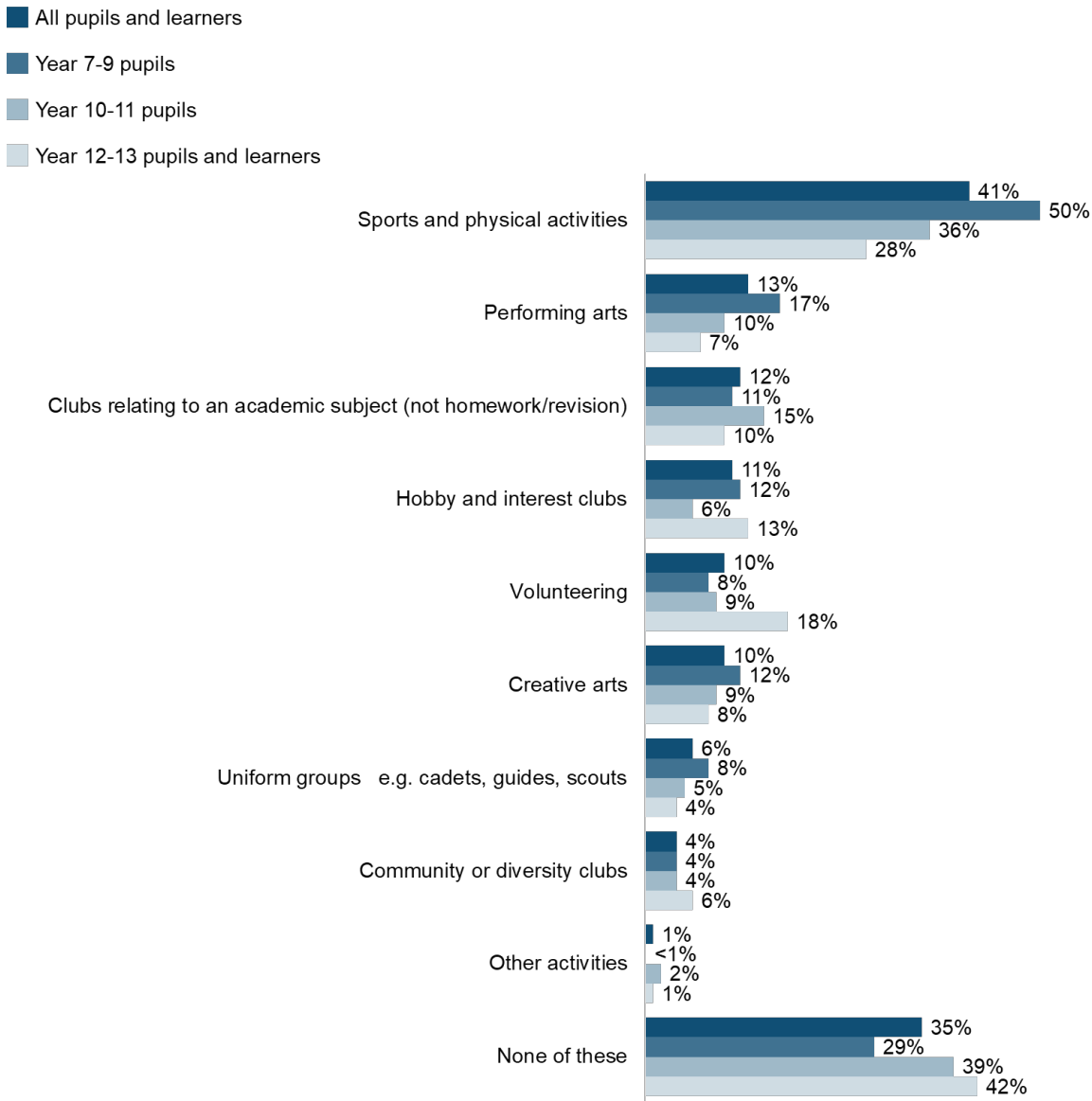
Year 12 to 13 learners in college settings were more likely to have not participated in any of the listed activities (52%) compared with year 12 to 13 pupils in school settings (30%).

Compared with the November 2022 PPLP wave, pupils in year 7 to 11 were less likely to have taken part in sports and physical activities (45% compared with 52% in November 2022), performing arts (15% compared with 19% in November 2022) and creative arts (11% compared with 14% in November 2022).

¹⁷

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf

Figure 31: Participation of pupils and learners in extra-curricular activities during the current term (pupils and learners)



Base: All pupils and learners (3,916), All pupils in years 7-9 (1,793), All pupils in years 10-11 (1,185), All pupils and learners in years 12-13 (938)

Source: PPLP 2022/23 RW4 pupil and learner survey: Which of the following extra-curricular activities, if any, have you taken part in this term at school/college? These are supervised and structured activities which take place outside of your usual classes, such as during break times or after school/college. Please select all that apply.?

Sports and physical activities were less common among pupils and learners with SEN (35% compared with 42% without SEN) and pupils with CiN status (36% compared with 43% without CiN status).

Participation in performing arts was less common among pupils and learners eligible for FSM or FME (9% compared with 14% not eligible).

Volunteering was less common among pupils and learners eligible for FSM or FME (6% compared with 11% not eligible) and pupils with CiN status (7% compared with 11% without CiN status).

Pupils and learners eligible for FSM or FME were less likely to participate in hobby and interest clubs (8% compared with 11% not eligible).

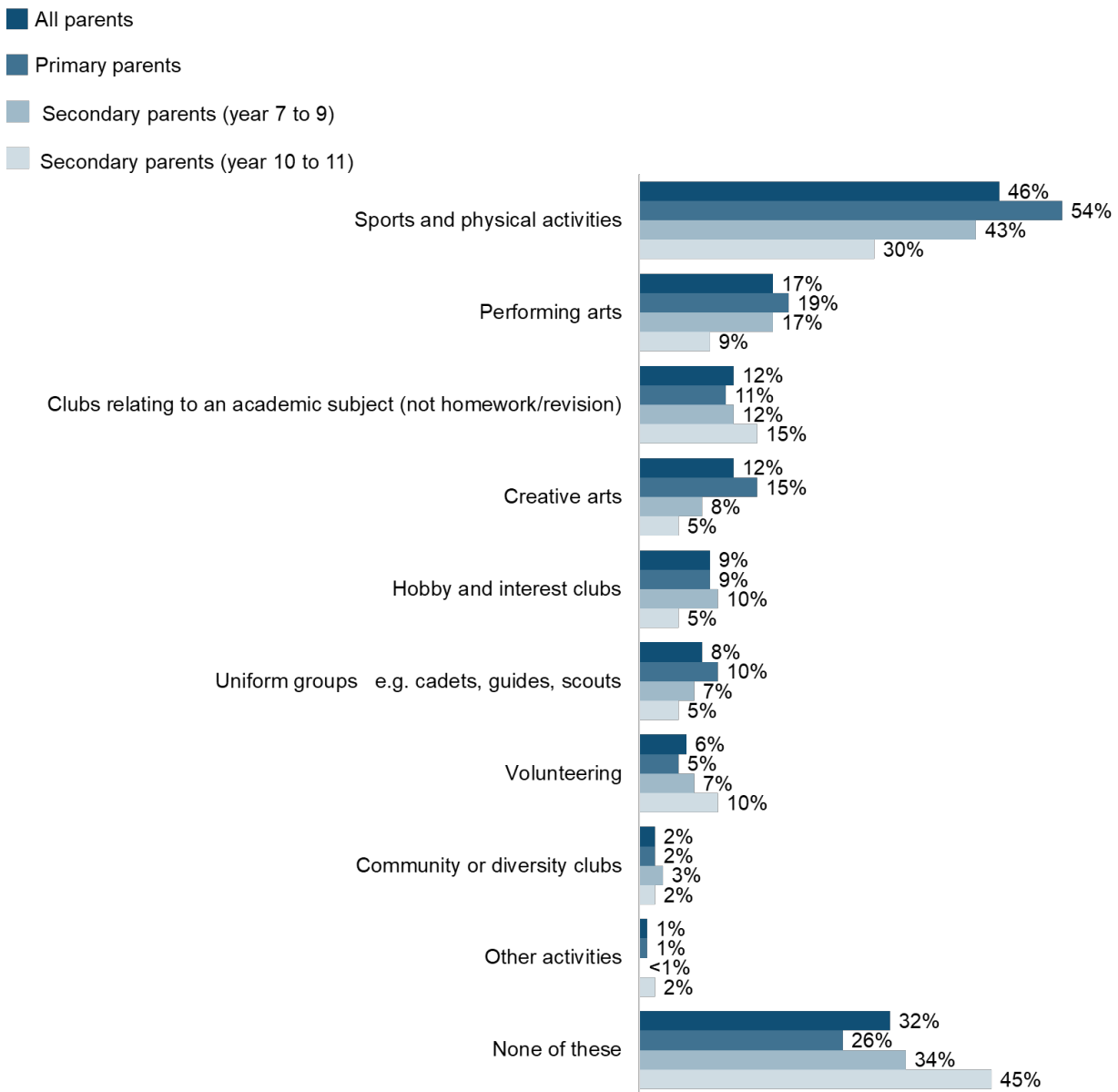
Pupils with CiN status were more likely to have participated in creative arts (14% compared with 10% without CiN status).

Parents

Mirroring responses given by pupils and learners, the most widely report extra-curricular activity by parents was their child taking part in sports and physical activities (46%). This was followed by performing arts (17%), clubs relating to an academic subject (12%), and creative arts (12%). A third (32%) of parents said their child had not taken part in any extra-curricular activities this term.

As shown in Figure 32, parents of primary pupils were more likely to say their child had participated in sports and physical activities, performing arts, creative arts, and uniform groups compared with parents of secondary pupils. Parents of secondary pupils were more likely to say their child had taken part in volunteering this term.

Figure 32: Participation of pupils in extra-curricular activities during the current term (parents)



Base: All parents (4,568), All primary parents (2,382), parents of pupils in year 7 to 9 (1,373), parents of pupils in year 10 to 11 (813)

Source: PPLP 2022/23 RW4 pupil and learner survey: Which of the following extra-curricular activities, if any, have you taken part in this term at school/college? These are supervised and structured activities which take place outside of your usual classes, such as during break times or after school/college. Please select all that apply.

Parents of pupils eligible for FSM were less likely to report participation in extra-curricular sports and physical activities, performing arts, clubs relating to an academic subject, uniform groups and volunteering than parents of pupils not eligible for FSM.

Parents of pupils considered to have SEND were less likely to state that their child had taken part in extra-curricular sports and physical activities, performing arts and clubs relating to an academic subject than parents of pupils not considered to have SEND.

Parents of pupils with CiN status were less likely to report participation in extra-curricular sports and physical activities, performing arts, uniform groups and volunteering than parents of pupils without CiN status.

Glossary

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

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

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

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

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

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

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

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



Department
for Education

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Reference: RR1359

ISBN: 978-1-83870-491-9

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