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Parent, Pupil and Learner Panel 22/23 June wave

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Executive summary

Introduction

The Department for Education (DfE) commissioned the Parent, Pupil and Learner Panel (PPLP) to collect robust and quick turnaround research to support policy development. The PPLP aims to help DfE make evidence-based policy decisions and identify 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 reports the findings from the 2022/23 research wave 6 with parents and with pupils and learners, conducted in June 2023. The headline findings are discussed below.

Work experience

Two in five (40%) pupils and learners in years 9 to 13 said they had taken part in a work experience placement that they completed in school time. Of these, around three-quarters (77%) said it was useful in helping them decide what they would like to do in the future, while 19% did not find it useful.

The main reasons stated for not taking part in work experience were that it had not been offered to their year group (28%) and that it was not offered at all at their school or college (25%).

Pupils and learners in years 9 to 13 felt that the most important aspects of a work experience placement were:

- getting evidence for their CV, personal statement, future study, training, or job applications (37%)
- learning about a sector or industry they were interested in (36%)
- boosting skills and confidence (35%)
- learning about a wide range of careers (32%)

Careers advice

Just over three-quarters of parents of secondary school pupils (78%) said they felt confident in supporting their child to explore their career options, while 20% said they did not feel confident.

Around half of parents of secondary school pupils (49%) said they knew where to find resources to help give careers advice, information, and guidance to their child. A similar proportion (48%) said they had heard about their child's school careers programme.

The websites most commonly used by parents of secondary school pupils for careers advice were their child's school website (45%), followed by the websites of the National Careers Service (28%), UCAS (28%) and Unifrog (16%).

Teacher (degree) apprenticeship (TDA)

Around one in six pupils and learners in years 10 to 13 (16%) said that they were likely to consider a career in teaching, with 4% saying they were 'very likely' to do so.

Around a quarter of pupils (27%) said that, if they could gain a teaching degree while being paid as an apprentice, this would increase their likelihood of considering a career in teaching. Around half (46%) said it would make no difference.

Pupils and learners in years 10 to 13 who were considering a career in teaching were asked how important they thought various factors would be in deciding on a route to train for a career in teaching. More than nine in ten (93%) said that being able to train in their preferred subject would be an important factor for them. Almost nine in ten (88%) said that earning while training to teach would be important. Four in five (82%) said they thought it would be important to have a widely recognised qualification, while two-thirds (67%) said that student life at university would be an important factor.

Device access

Almost all pupils and learners (96%) said they owned or had access to a mobile phone, while 74% had access to a laptop, 54% to a tablet and 32% to a desktop computer. One percent of pupils and learners had access to none of these devices. Among pupils and learners who said they had access to a mobile phone, around two-thirds (65%) used an iPhone most often.

The majority (86%) of pupils and learners who had access to a smartphone said they took it to school or college every day. Among pupils and learners who took their smartphone to school or college every day or most days, the most common academic uses for a smartphone were to see their timetable (55%), to communicate with teachers or tutors (41%), to join classroom activities such as interactive quizzes (39%) and to view course materials (35%).

Around half of pupils and learners (49%) said that their smartphone does run out of mobile data, with 16% saying this happens every month. The same proportion (49%) said that

their smartphone does run out of device storage, with 13% saying this happens 'every month'.

School complaints policy

Half of parents (50%) said they were aware of the policy at their child's school that sets out how they deal with complaints. Of these, four in five (80%) agreed that the school's complaints policy was clear. Three in four (74%) agreed that the policy was easy to find.

Quality of education for pupils with SEND

Just over half (55%) of parents of pupils considered to have SEND said that they had ever had concerns about the quality of the education or support their child had received at school in relation to their SEND needs. The majority of these parents (84%) said they raised concerns informally with the school, while 18% said they raised a formal complaint with the school and 8% raised a complaint with the local authority.

Among parents who had raised concerns informally with the school, a quarter (26%) were satisfied with the way the school dealt with their concerns, while 43% were dissatisfied.

Relationships Sex and Health Education (RSHE)

When asked about which physical and mental health topics they thought were particularly important for children to learn about at school¹, 52% of primary parents said they did not know. Among the 48% who gave an answer, the most common themes related to physical health topics (including exercise and healthy eating), mental health topics (including anxiety and asking for help) and body changes. Among secondary parents, 58% said they did not know. The most common themes for the 42% who gave an answer related to mental health topics (including anxiety, depression and eating disorders, well-being, and mindfulness), as well as physical health topics (including exercise and healthy eating). Responses from pupils were similar, with 71% saying they did not know. The three most common themes from pupils who chose to give an answer related to mental health (including anxiety and depression), physical health (including exercise and healthy eating) and sex education.

One in five primary parents (22%) and 15% of secondary parents said there were topics about physical and mental health that they thought should not be taught at their child's school. When describing these topics in their own words, the most common themes among primary parents related to sex education, LGBT topics and mental health topics

¹ Primary parents were asked about topics important to learn about before the end of primary school, whereas secondary parents were asked about topics important to learn before the end of secondary school.

such as self-harm or suicide. Among secondary parents the most common themes were mental health topics such as self-harm or suicide, gender issues and LGBT topics.

Primary and secondary parents and pupils in years 7 to 11 were also asked to describe in their own words which relationships, sex and sexual health topics they thought were particularly important for children to learn about at school. Among primary parents, 50% said they did not know. The most common themes among those who chose to give an answer related to body changes (including puberty and periods) and relationships and sex (including sexual activity and health). Secondary parents also said sex (including sexual activity and health), along with relationships and consent, whilst 55% said they did not know. Among secondary school pupils, 70% said they did not know. For the 30% who chose to give an answer, the most common themes related to sex (including sexual activity and health), birth control and contraception, and consent.

Around a quarter of primary parents (27%) and 14% of secondary parents said there were topics about relationships, sex and sexual health that they thought should not be taught at their child's school. When describing these topics in their own words, the most common themes among primary parents were sexual intercourse, LGBT topics, and sex education relating to sexual health and contraception. Among secondary parents the most common themes were LGBT topics, gender identity and sexual intercourse.

Computer science

Two-thirds of parents of pupils in years 7 to 9 (67%) said they would be likely to encourage their child to consider computer science GCSE. More than two in five parents of pupils in years 10 to 11 (44%) said that they had encouraged their child to consider computer science when they spoke to them about their subject choices at GCSE.

Parents who encouraged their child to consider computer science GCSE did so because they thought it would be useful for a range of careers (63%) and because it would be useful for their further studies (56%).

A quarter (24%) of pupils in years 10 and 11 said that they were currently taking computer science GCSE. Three in ten pupils in years 7 to 9 (31%) said they were considering taking it, slightly higher than the proportion recorded in the May 2022 PPLP wave (27%).

The main reason pupils in years 7 to 11 did not take or did not consider taking computer science GCSE was that they did not like the subject (65%). The most common reasons pupils gave for not liking the subject were that they did not find the subject interesting (65%) and that they did not enjoy programming or coding (64%).

Similarly, the main reason pupils took or considered taking computer science GCSE was that they liked the subject (64%). The most common reasons pupils gave for liking the

subject were that they found the subject interesting (68%) and that they enjoyed programming (67%).

All parents were asked how confident they would feel in helping their child to understand computing principles such as programming or algorithms. Around two in five parents (39%) said they would be confident, while three in five (57%) would not be confident.

Music teaching

More than three in five parents (63%) said their child had received singing teaching at school during the current school year. Just under three in five (57%) said their child had received instrument teaching at school.

Just under half (46%) of pupils in years 7 to 11 said they had received singing teaching in the current school year. Three in five (59%) said they had received instrument teaching.

Just under a quarter of parents (23%) said their child had received singing teaching outside of school in this school year, while 21% said their child had received instrument teaching outside of school. Around two in five parents (41%) said their child's school had a space where they can practice singing or playing an instrument uninterrupted, as did 73% of pupils in years 7 to 11.

Two in five parents (40%) said their child had watched a live music performance in the current school year, and 35% said their child had taken part in a live musical performance. Two in five pupils in years 7 to 11 (40%) said they had watched a live musical performance at their school since the start of the school year, and 21% said they had taken part in a performance.

Post 16 qualifications and programmes

Almost all parents of pupils in years 9 to 11 were aware of A-levels (97%) and apprenticeships (96%), whilst around half (47%) were aware of T Levels. Among those who had heard of T Levels, half (52%) had heard of the T Level Transition Programme.

When looking at parents who were aware of each qualification or programme, 86% of parents who were aware of A-Levels would be likely to encourage their child to consider taking them. This was seven in ten (70%) among parents aware of apprenticeships, half (46%) among parents aware of T Levels and around a third (36%) among parents aware of the T Level Transition Programme.

Almost all pupils in year 9 to 11 were aware of A-levels (96%) or apprenticeships (95%), whilst half (50%) were aware of T Levels. Among those who had heard of T Levels, half (43%) had heard of the T Level Transition Programme.

Most pupils who were aware of A-Levels said they would be likely to consider them (73%). More than two in five pupils aware of apprenticeships said they would be likely to consider them (44%). Around one in five aware of T Levels (22%) said it was likely they would consider taking them and 17% of pupils aware of the T Level Transition Programme were likely to consider it.

Most pupils in years 9 to 11 who were aware of A-Levels said that someone had recommended that they take them in the year after their GCSEs (68%). Around half of pupils aware of apprenticeships said they had been recommended to take them (52%). Among those who were aware of T Levels, three in ten (30%) said that someone had recommended taking them and of those who had heard of the T Level Transition Programme, one in five (19%) said that someone had recommended taking it.

Access to period products

Four in five female pupils and learners (80%) reported that their school or college provided free period products, including a third (33%) who said they had used the free period products provided. The most commonly-mentioned benefits of this were being able to access the products more easily (61%) and feeling less worried and anxious (51%).

Female pupils and learners who reported that they were unable to access period products because of their cost in the last 12 months were asked how this had affected them. The most common impact of this was feeling worried or anxious (42%), followed by struggling to concentrate on school or college work (29%).

Access to and perceptions of mental health support

Around half of parents (49%) said that they were aware of the mental health and wellbeing support available through their child's school or college. Of these, a third (35%) reported that their child had made use of this support.

Around three-quarters of pupils and learners (77%) said that they were aware of the mental health and wellbeing support available through their school or college. A third (32%) of these pupils and learners said that they had made use of that support.

Four in five parents (80%) reported that they felt confident they could look after the mental health of their child. Three quarters (74%) said there were staff at their child's school who they would feel comfortable speaking to about their child's mental health.

Among parents whose child had made use of any mental health and wellbeing support offered by their school or college, 83% said that the support had been helpful. Among parents who were aware of the school's support but whose children had not used it, 75% thought that the support would be helpful if they used it.

Around three in five pupils and learners (61%) said that they felt confident they could look after their mental health, and a similar proportion (60%) said that their school or college teaches them about how to look after their mental health. More than half of pupils and learners (56%) said that teachers and staff at their school or college had time to help pupils with their mental health.

Over three in five (63%) pupils and learners who used support reported that it had been helpful. More than half (55%) of pupils and learners who were aware of any mental health and wellbeing support offered by their school or college, but had not used it, thought that the support would be helpful if they used it.

Cost of living

A third (34%) of parents said they were worried about being able to afford meals at school for their child in the next academic year. A similar proportion of pupils and learners in year 12 (31%) said they were worried about being able to afford meals at school or college in the next academic year.

Around a quarter (26%) of pupils and learners in years 11 to 13 said that their plans for education or training had changed because of the rising cost of living. The most common planned changes were to do extra paid work alongside studying (56%) and to stay at home rather than move out (36%).

Extra-curricular activities

Parents were asked which extra-curricular activities their child had taken part in during the current term at school or college. The most commonly reported activity was sports and physical activities (52%), followed by performing arts (15%). Pupils and learners reported similarly, with 41% reporting taking part in sports and physical activities and 15% reporting taking part in performing arts.

Attendance

Around four in five parents (82%) reported that their child had physically attended school every weekday over the previous two weeks. Two-thirds (64%) of pupils and learners said they had physically attended school or college every weekday.

The most common reason reported by parents for their child's physical absence from school was illness not related to COVID-19 (56%). This was followed by anxiety or mental health problems (25%).

Among pupils and learners, illness not related to COVID-19 was also the most common reason given for absence (34%), followed by being on exam or study leave (26%) and anxiety or mental health problems (21%).

Of pupils and learners 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. Two in five (38%) said they had a diagnosed mental illness, such as depression or anxiety. A quarter (25%) said they had anxiety or anxiousness about exams.

Introduction

The Department for Education (DfE) commissioned Kantar Public to recruit and maintain a panel of Parents, Pupils and Learners (PPLP) in England. DfE has used 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 to help with policy development and to monitor the impact of existing policies. This is the second year of the PPLP. The [first year's reports](#) have been published.

Recruitment for the 2022/23 academic year has been structured into two broad phases. The first recruitment wave between September and October 2022 invited pupils who were 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 involved inviting all panel members to take part in regular 10-minute surveys.

This report focuses on findings from the June 2023 research wave, which are based on surveys with parents, pupils and learners conducted between 21 June and 27 June 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 September to 21 October 2022	September to October 2022
2022/23 Research wave 2	2,976 parents and 2,245 secondary pupils (years 7 to 11)	9 November to 14 November 2022	November 2022
2022/23 Research wave 3	2,580 parents and 2,075 secondary pupils (years 7 to 11)	1 February to 5 February 2023	February 2023
2022/23 Recruitment wave 2	2,394 pupils and learners (years 12 to 13)	14 February to 14 March 2023	February to March 2023
2022/23 Research wave 4	2,848 parents and 2,904 secondary pupils (years 7 to 13)	22 March to 27 March 2023	March 2023
2022/23 Replenishment wave 1	1,720 parents and 1,012 secondary pupils (years 7 to 11)	27 March to 19 April 2023	March/April 2023
2022/23 Research wave 5	3,573 parents and 3,238 secondary pupils and learners (years 7 to 13)	26 April to 2 May 2023	April/May 2023
2022/23 National Behaviour Survey (NBS)	2,521 secondary pupils (years 7 to 13)	17 May to 22 May 2023	May NBS 2023
2022/23 Research wave 6	3,294 parents and 2,699 secondary pupils and learners (years 7 to 13)	21 June to 27 June 2023	June 2023

Methodology

This report focuses on data from surveys with parents and pupils which were conducted between 21 June and 27 June 2023.

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.

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.

Work experience

This section examines participation in work experience placements among year 9 to 13 pupils and learners. Providing students with opportunities to experience the workplace is one of the eight Gatsby Benchmarks of Good Careers Guidance. After establishing whether pupils and learners have taken part in a work experience placement, this section looks at the perceived usefulness of work experience, what they see as the important aspects of work experience, and reasons for not taking part.

Participation in work experience

Two in five pupils and learners in years 9 to 13 (40%) said they had taken part in a work experience placement that they completed in school time. This proportion increased by age group, from 14% among pupils in year 9 to 61% among pupils and learners in year 13.

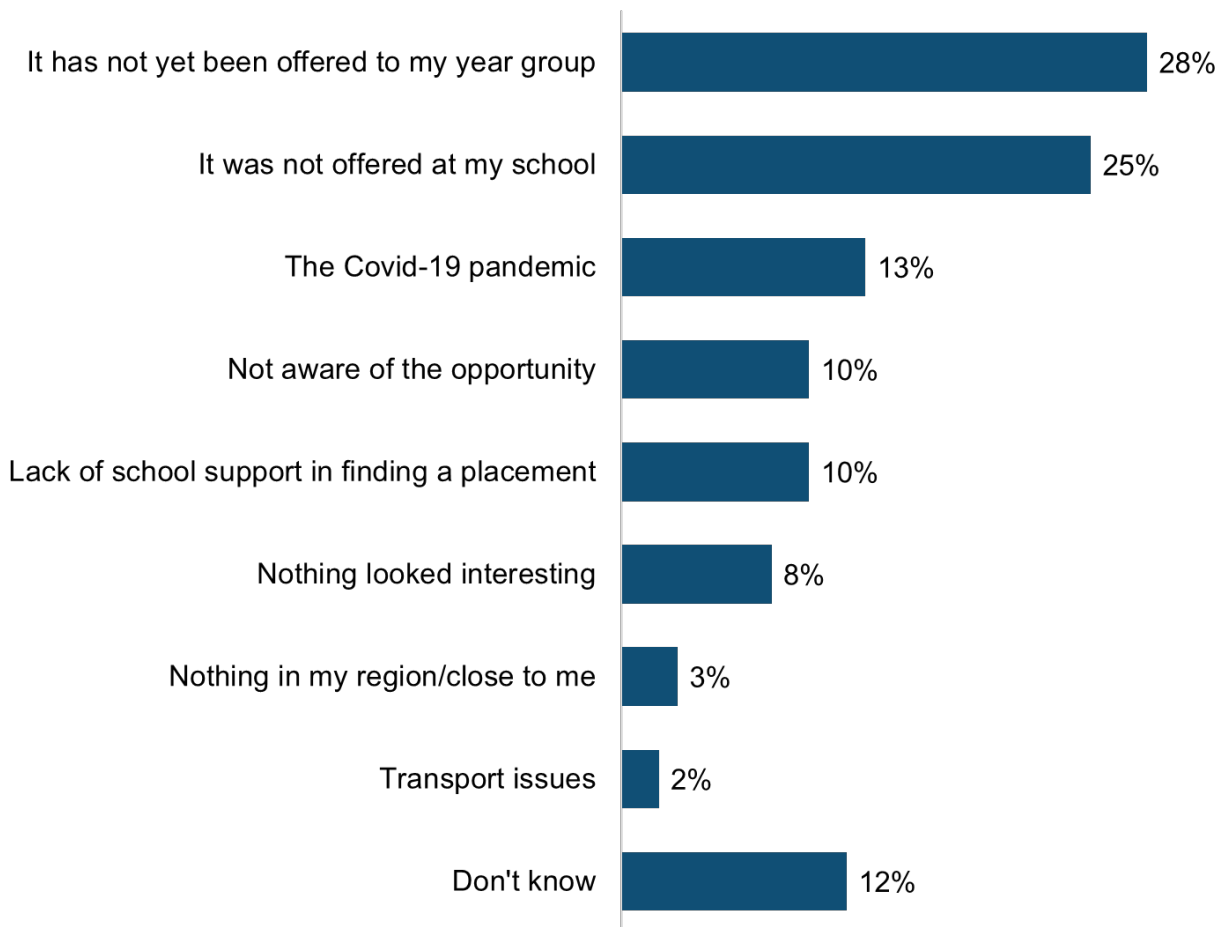
Usefulness of work experience

Around three-quarters of pupils and learners who had taken part in a work experience placement (77%) said it was useful in helping them decide what they would like to do in the future. A third (34%) found it very useful. One in five (19%) did not find it useful, including 4% who found it not at all useful

Reasons for not taking part in a work experience placement

Pupils and learners in years 9 to 13 who had not taken part in a work experience placement were asked why they had not done so. The main reasons were that it had not been offered to their year group (28%) and that it was not offered at all at their school or college (25%). Full details are shown in Figure 1.

Figure 1 Reasons for not taking part in a work experience placement



Base: All pupils and learners in years 9 to 13 who had not taken part in a work experience placement (1,078).

Source: PPLP 2023 RW6 pupils and learners survey. Why have you not taken part in work experience?

Pupils in year 9 were more likely to say that a work experience placement had not been offered to their year group yet (57%) compared with pupils and learners in years 10 to 13 (15%). Pupils in year 11 were more likely to say that it was not offered at their school (39%), compared with 21% of all other age groups.

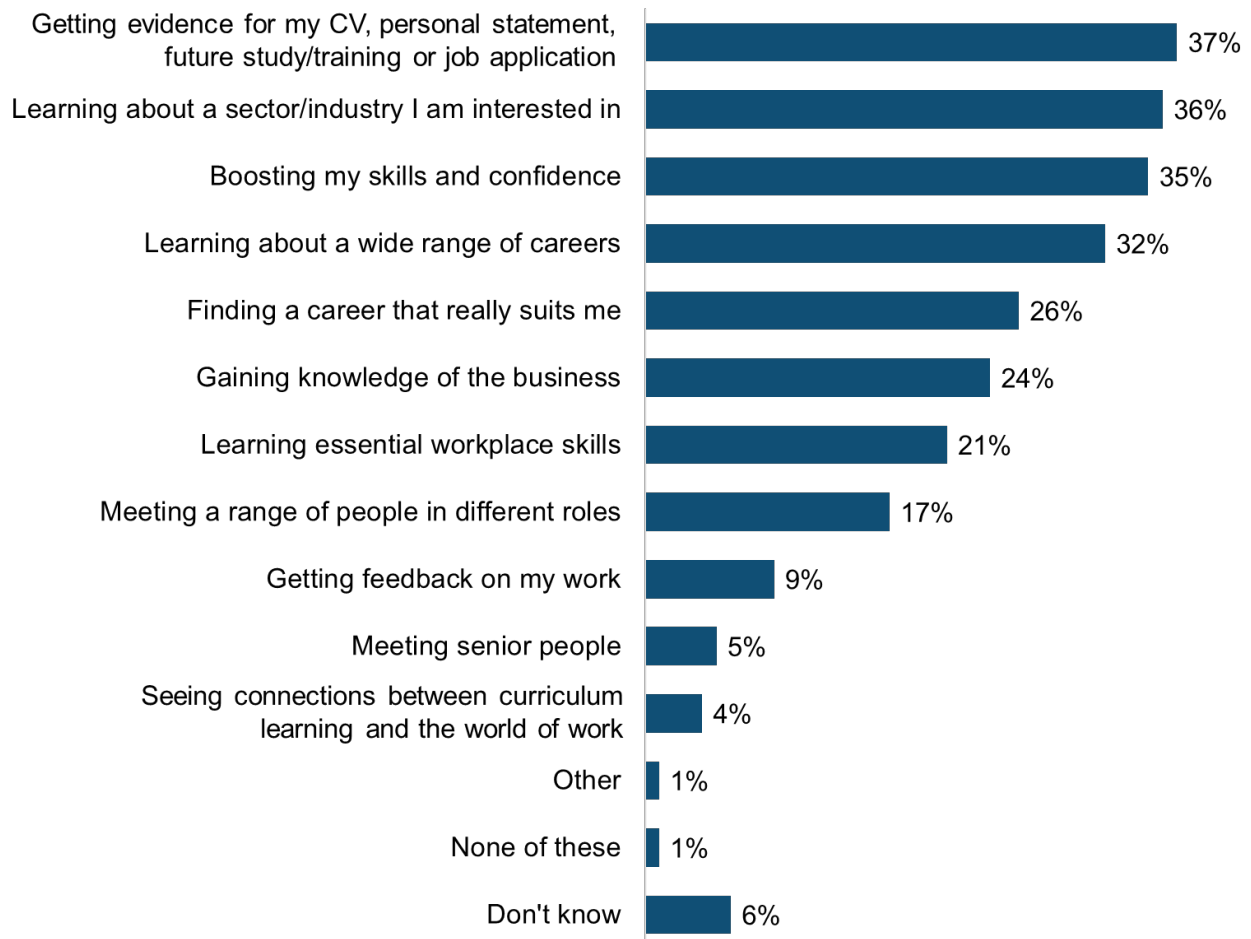
The Covid-19 pandemic was more likely to be cited as a reason for not taking part in a work experience placement by pupils and learners in years 12 to 13 (29%) or pupils in year 11 (19%) compared with pupils in year 9 or 10 (3%). Pupils and learners in years 12 to 13 were also more likely to say that nothing looked interesting to them (16% compared with 8% of pupils in years 10 to 11).

Important aspects of a work experience placement

All pupils and learners in years 9 to 13 were asked what they perceived to be important aspects of a work experience placement. The aspects that pupils and learners considered

most important were getting evidence for their CV, personal statement, future study, training, or job applications (37%), learning about a sector or industry they were interested in (36%), and boosting their skills and confidence (35%). Full details are shown in Figure 2.

Figure 2 Important aspects of a work experience placement



Base: All pupils and learners in years 9 to 13 (1,906).

Source: PPLP 2023 RW6 pupils and learners survey. Which of the following, if any, do you think are important when getting work experience?

Pupils and learners in years 12 to 13 were more likely than pupils in years 9 to 11 to mention getting evidence for CVs, personal statements, or job applications (42% compared with 34%) and learning about a sector or industry they were interested in (43% compared with 33%) as important aspects of a work experience placement. Pupils in years 9 to 11 were more likely to mention learning about a wide range of careers (37%) compared with pupils and learners in years 12 to 13 (24%).

Year 12 to 13 pupils in school settings were more likely than year 12 to 13 learners in college settings to mention the following as important aspects of a work experience placement:

- getting evidence for CVs, personal statements, or job applications (50% compared with 35%)
- learning about a sector or industry they were interested in (52% compared with 36%)
- finding a career that really suited them (30% compared with 21%)

Year 12 to 13 learners in college settings were more likely than year 12 to 13 pupils in school settings to mention the following as important aspects of a work experience placement:

- boosting skills and confidence (37% compared with 27%)
- gaining knowledge of the business (24% compared with 16%)
- getting feedback on their work (12% compared with 6%)

Getting evidence for CVs, personal statements, or job applications was mentioned more frequently as important aspects of a work experience placement by pupils and learners not eligible for FSM or FME (38% compared with 29% of those eligible) and by pupils and learners without SEN (38% compared with 27% of those with SEN).

Learning about a sector or industry of interest was also mentioned more frequently as an important aspect of a work experience placement by pupils and learners not eligible for FSM or FME (39% compared with 23% of those eligible) and pupils and learners without SEN (38% compared with 27% of those with SEN), as well as by pupils without CiN status (37% compared with 25% of pupils with CiN status).

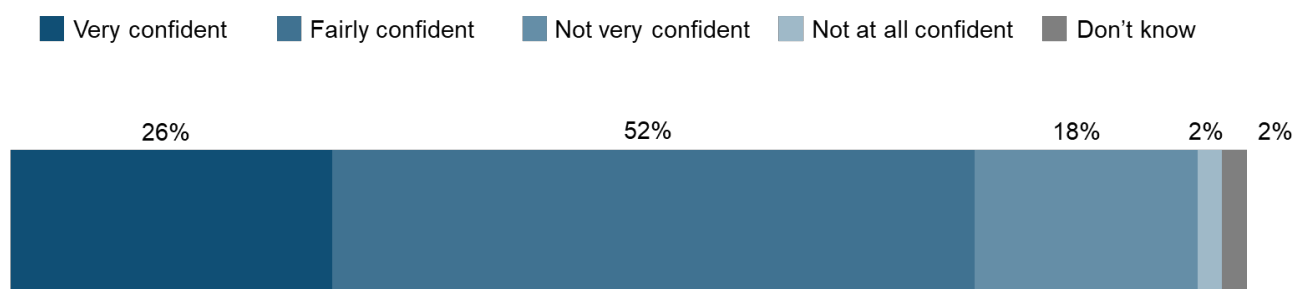
Careers advice

This section examines parents' awareness and knowledge of information on careers advice. It starts by examining parents' confidence in supporting their child to explore their career options, and then looks at parents' knowledge of where to find careers resources and their awareness of their child's school careers programme. All questions in this section were asked only of parents of secondary school pupils.

Confidence in supporting pupils to explore career options

Just over three-quarters of parents of secondary school pupils (78%) said they felt confident in supporting their child to explore their career options. This included 26% who felt 'very confident', as shown in Figure 3.

Figure 3 Confidence in supporting pupils to explore career options



Base: All parents of secondary school pupils (1,616).

Source: PPLP 2023 RW6 parents survey. How confident do you feel in supporting [PUPIL NAME] to explore their career options?

Parents of pupils in year 11 were more likely to say they felt 'very confident' in supporting their child to explore their career options (37%) compared with parents of pupils in year 7 to 10 (24%).

Parents of pupils not considered to have SEND were more likely to say they felt confident in supporting their child to explore their career options (81%) than parents of pupils considered to have SEND (70%).

Knowledge of where to find careers resources

Around half of parents of secondary school pupils (49%) said they knew where to find resources to help give careers advice, information, and guidance to their child.

Parents more likely to say they knew where to find these resources included parents of pupils in years 10 to 11 (59% compared with 43% of those in years 7 to 9) and parents of pupils not eligible for FSM (52% compared with 42% of those eligible).

Awareness of school careers programmes

Around half (48%) of parents of secondary school pupils said they had heard about their child's school careers programme. This included 6% who said they knew a lot about it, 27% who knew a little about it and 15% who had only heard the name.

Parents of pupils eligible for FSM were less likely to have heard about their child's school careers programme (41% compared with 50% of those not eligible), as were parents of pupils with CiN status (41% compared with 49% without CiN status).

Parents of pupils considered to have SEND were more likely to say they had never heard of their child's school careers programme (53%) compared with parents of pupils not considered to have SEND (45%).

Websites used to give careers advice

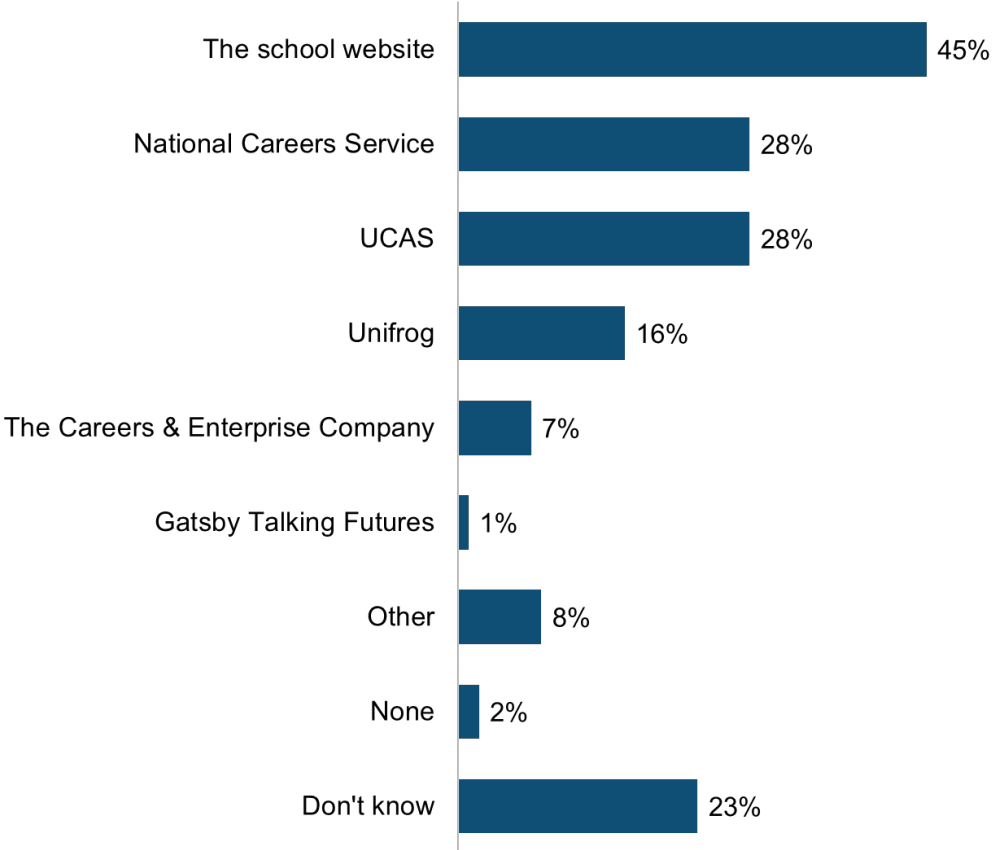
Parents of secondary school pupils were asked which websites, if any, they had used to find resources to help give careers advice, information, and guidance to their child. This question was asked of those parents who said they knew where to find resources to help give their child this type of information.

Parents most frequently said that they used the school website to help give careers advice, information, and guidance to their child (45%). This was followed by the websites of the National Careers Service (28%), UCAS (28%) and Unifrog (16%). Almost a quarter (23%) did not know which websites they have used. Full details are shown in Figure 4.

Parents of pupils considered to have SEND were more likely to say they used the National Careers Service website (37%) than parents of pupils not considered to have SEND (26%).

Parents of pupils with CiN status were less likely to say they used UCAS (16% compared with 28% of parents of pupils without CiN status) or Unifrog (7% compared with 16% of parents of pupils without CiN status).

Figure 4 Websites used to give careers information



Base: All parents of secondary school pupils who know where to find resources (823).

Source: PPLP 2023 RW6 parents survey. Which websites, if any, have you used to find resources to help give careers advice, information, and guidance to [PUPIL NAME]?

Teacher (degree) apprenticeship (TDA)

DfE is working with the Institute for Apprenticeships and Technical Education (IfATE) and the sector to design a new, high-quality, degree-awarding teacher apprenticeship. This will allow candidates to 'earn while they learn' to attain a degree alongside qualified teacher status (QTS). Findings from this survey will help DfE to understand school leavers' views of this new route and will complement additional research and analysis to inform the design of this new teacher apprenticeship.

This section looks at perceptions of a career in teaching, including interest in apprenticeships, among pupils and learners in years 10 to 13. It starts by establishing how likely pupils and learners would be to consider a career in teaching, as well as their preference for getting a university degree or doing an apprenticeship. It then examines the impact of being paid as an apprentice on the likelihood of considering a career in teaching, and the perceived importance of various factors when deciding on a route to train for a career in teaching.

Likelihood of considering a career in teaching

Around one in six pupils and learners in years 10 to 13 (16%) said that they were likely to consider a career in teaching, with 4% saying they were 'very likely' to do so. Around four in five (78%) said they were unlikely to consider a career in teaching, including 48% who were 'not at all likely' to do so.

Pupils and learners eligible for FSM or FME were more likely to say they were 'very likely' to consider a career in teaching (8% compared with 4% of those not eligible). This proportion was also higher among pupils with CiN status (9% compared with 4% of those without CiN status).

Options after compulsory education

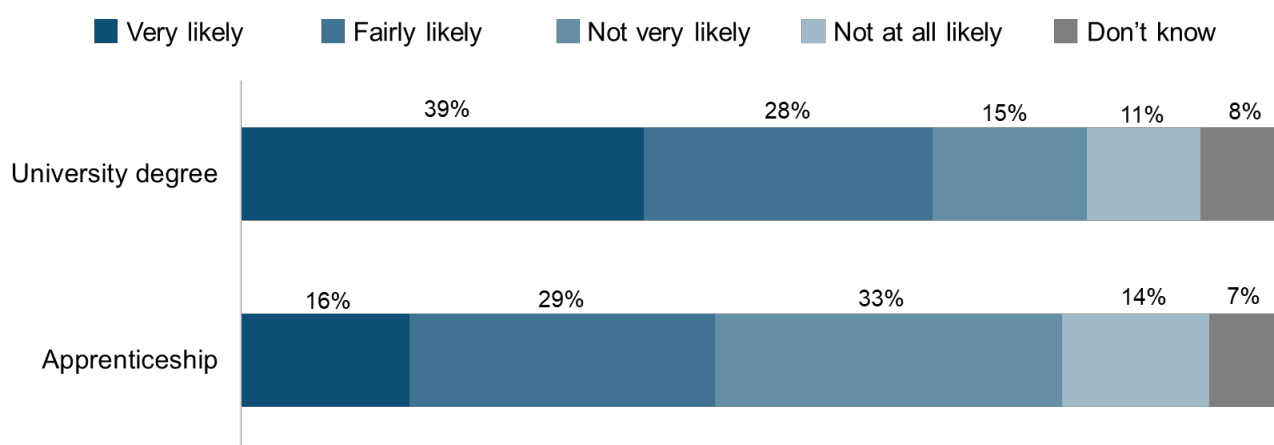
Pupils and learners in years 10 to 13 were asked about what options they are considering after they finish compulsory education. Two-thirds (67%) said they are likely to consider getting a degree from university, including 39% who said they are 'very likely' to do this. A higher proportion of year 12 to 13 pupils in school settings said that they are likely to consider getting a degree from university (81%) compared with year 12 to 13 learners in college settings (61%).

The likelihood of considering a university degree was lower among pupils and learners with SEN (51% compared with 69% of those without SEN) and pupils with CiN status (46% compared with 69% of those without CiN status).

As shown in Figure 5, almost half (45%) of pupils and learners in years 10 to 13 said they are likely to consider doing an apprenticeship after they finish compulsory education, with 16% 'very likely' to consider this option. A higher proportion of year 12 to 13 learners in college settings said that they are likely to consider doing an apprenticeship (51%) compared with year 12 to 13 pupils in school settings (32%).

The likelihood of considering an apprenticeship was higher among pupils in year 10 (53%) compared with pupils and learners in years 11 to 13 (42%), and pupils with CiN status (58%) compared with those without CiN status (43%).

Figure 5 Likelihood of considering a university degree or apprenticeship



Base: All pupils and learners in years 10 to 13 (1,503).

Source: PPLP 2023 RW6 pupils and learners survey. When you finish compulsory education, how likely are you to consider the following? a) Getting a degree from a university, b) Doing an apprenticeship.

Pupils and learners in years 10 to 13 who said they were likely to consider both options (a university degree and an apprenticeship) were asked which one they currently preferred. Equal proportions said they favoured a degree from university (43%) and an apprenticeship (42%), with 15% unsure.

Pupils and learners in years 12 to 13 were more likely to say they preferred an apprenticeship (52%) compared with pupils in years 10 to 11 (34%).

Impact of being paid as an apprentice on interest in a teaching career

Pupils and learners in years 10 to 13 were asked if they would be more or less likely to consider a career in teaching if they could gain a teaching degree while being paid as an apprentice. Around a quarter (27%) said this would increase their likelihood of considering a career in teaching and almost half (46%) said it would make no difference. One in six (16%) said it would reduce their likelihood of considering a career in teaching. Pupils and

learners who said they were unlikely to consider a career in teaching were more likely to say being paid as an apprentice would reduce their likelihood of considering it (19%) compared with those who were likely to consider a career in teaching (3%).

A higher proportion of year 12 to 13 learners in college settings said being paid as an apprentice would make them less likely to consider a career in teaching (18% compared with 9% of year 12 to 13 pupils in school settings).

A higher proportion of pupils and learners with SEN said that gaining a teaching degree while being paid as an apprentice would increase their likelihood of considering a career in teaching (17% compared with 29% of pupils and learners without SEN).

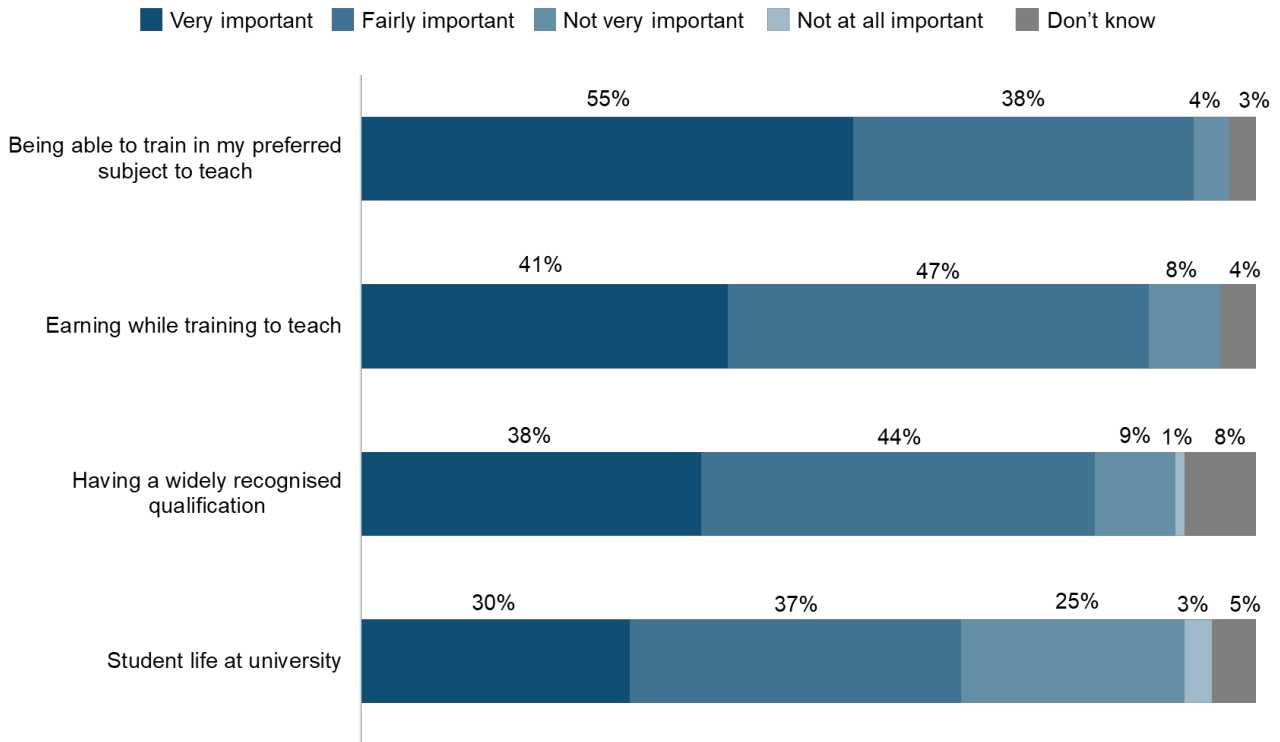
Importance of work experience to qualify for a teaching degree apprenticeship

Around half (52%) of pupils and learners in years 10 to 13 said that they would expect to need experience of working in a school to qualify for a teaching degree apprenticeship. Around one in five (22%) did not think work experience would be needed, while 26% were unsure.

Important aspects in a route to train for a teaching career

Pupils and learners in years 10 to 13 who were considering a career in teaching were asked how important they thought various factors would be for them when deciding on a route to train for a career in teaching. More than nine in ten (93%) said that being able to train in their preferred subject would be an important factor for them. Almost nine in ten (88%) said that earning while training to teach would be important. Four in five (82%) said they thought it would be important to have a widely recognised qualification, while two-thirds (67%) said that student life at university would be an important factor. Details are shown in Figure 6.

Figure 6 Important aspects in a route to train for a teaching career



Base: Pupils and learners in years 10 to 13 who are very or fairly likely to consider a career in teaching (269).

Source: PPLP 2023 RW6 pupils and learners survey. When deciding on a route to train for a career in teaching, how important would the following factor be to your decision?

Pupils and learners eligible for FSM or FME were less likely to say that earning while training was important (76% compared with 92% not eligible) and were less likely to say that having a widely recognised qualification was important (58% compared with 90% not eligible)².

² This question was answered by only 56 pupils/learners eligible for FSM or FME. Therefore, results should be treated with caution.

Device access

This section looks at ownership of and access to smartphones and other devices among pupils and learners. DfE wants to better understand pupils' and learners' access to smartphones and other devices, and to understand the types of smartphones that pupils and learners use, how often they take them to school or college, and how they are used at school or college.

Ownership of or access to devices

All pupils and learners were asked which devices they owned or had access to at home. Almost all pupils and learners (96%) said they owned or had access to a mobile phone, while 74% had access to a laptop, 54% to a tablet and 32% to a desktop computer. Just 1% had access to none of these devices.

Pupils in years 7 to 9 were more likely to own or have access to a tablet (60%) compared with pupils in years 10 to 11 (53%) or pupils and learners in years 12 to 13 (44%).

Year 12 to 13 pupils in school settings were more likely than year 12 to 13 learners in college settings to have access to a laptop (84% compared with 66%) or a tablet (50% compared with 39%).

Pupils and learners eligible for FSM or FME were less likely to own or have access to a mobile phone (91% compared with 97% of those not eligible), a laptop (63% compared with 77%), a tablet (46% compared with 56%) or a desktop computer (23% compared with 35%).

Pupils with CiN status were also less likely to have access to a mobile phone (92% compared with 96% of those without CiN status), laptop (66% compared with 76%), tablet (49% compared with 56%) or desktop computer (23% compared with 32%).

Pupils and learners more likely to say that they did not have access to any devices included those eligible for FSM or FME (3% compared with 1% not eligible) and pupils with CiN status (4% compared with 1% without CiN status).

Type of mobile phone

Pupils and learners who had access to a mobile phone were asked what type of phone they used most often. Around two-thirds (65%) used an iPhone most often, 32% used an Android phone most often and 2% said they used another type of smartphone.

Pupils and learners eligible for FSM or FME were more likely to use an Android phone (38% compared with 30% of those not eligible) and were less likely to use an iPhone (60%

compared with 67%). Pupils and learners with SEN were also less likely to use an iPhone (55% compared with 67% of those without SEN) and were more likely to use another type of smartphone (4% compared with 1%) or a phone that is not a smartphone (3% compared with less than 1%).

Frequency of taking smartphones to school or college

Pupils and learners who had access to a smartphone were asked how often they took it to school or college. The majority (86%) said they took it with them every day, while 6% took it most days, 4% took it some days and 4% said they never took it.

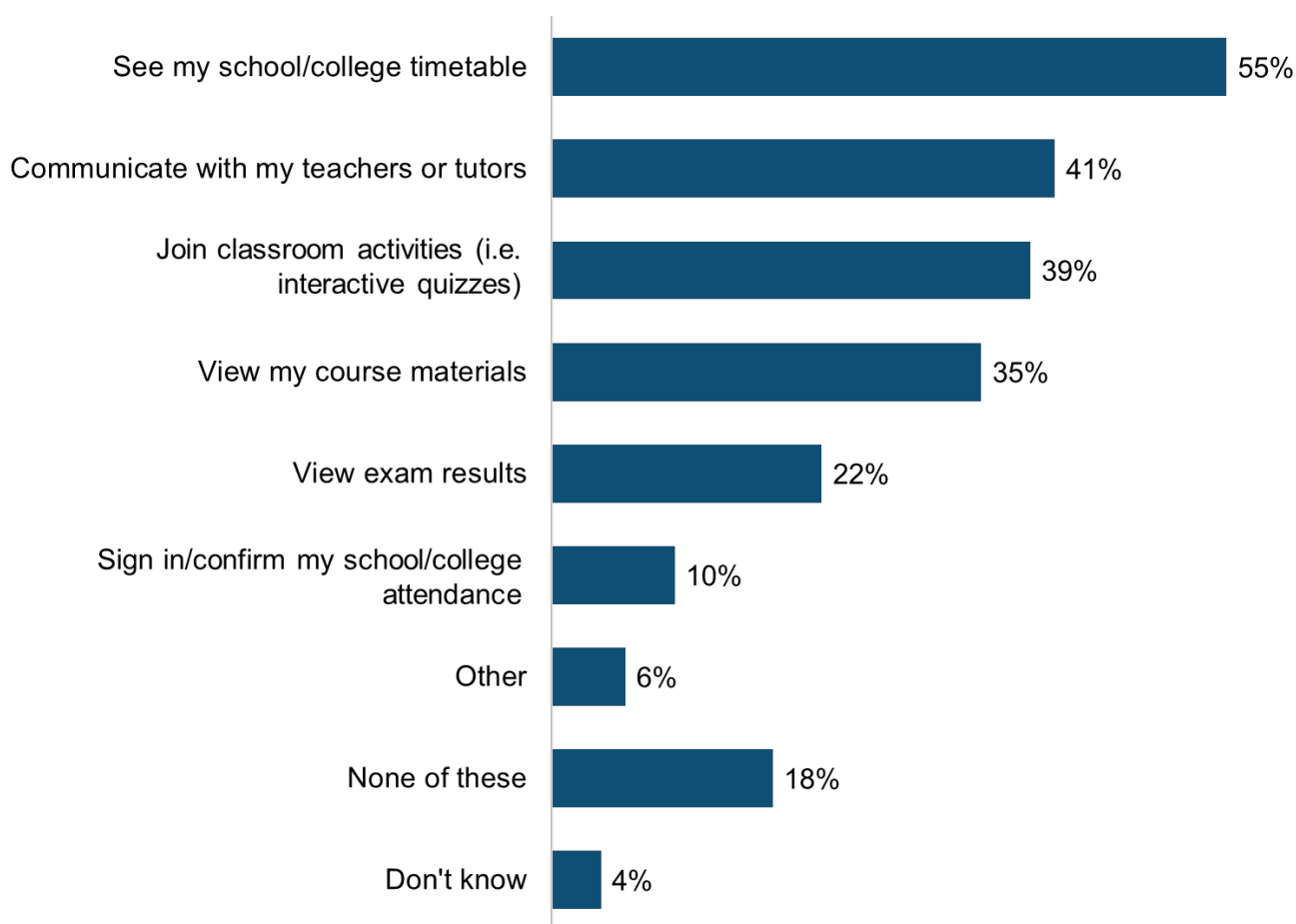
The following groups of pupils and learners were less likely to take a smartphone to school or college every day:

- pupils and learners eligible for FSM or FME (78% compared with 88% of those not eligible)
- pupils and learners with SEN (75% compared with 87% of those without SEN)
- pupils with CiN status (75% compared with 84% of those without CiN status)

Uses for smartphones at school or college

Pupils and learners who took their smartphone to school or college every day or most days were asked what educated-related purposes they used their smartphone for. More than half (55%) said they used their smartphone to see their timetable. Two in five said they used it to communicate with teachers or tutors (41%) or to join classroom activities such as interactive quizzes (39%). Around a third (35%) said they used it to view course materials, and 22% to view exam results. Full details are shown in Figure 7.

Figure 7 Education-related uses for smartphones



Base: Pupils and learners who take their smartphone to school or college every day or most days (2,446).

Source: PPLP 2023 RW6 pupils and learners survey. Which of the following, if any, do you use a smartphone for?

Data and storage usage

Pupils and learners that used a smartphone were asked how often, if at all, their mobile phone runs out of mobile data, and how often it runs out of device storage. Around half (49%) said that their smartphone ever runs out of data, with 16% saying this happens every month, 7% saying this happens most months and 27% saying this happens some months.

The following groups of pupils and learners were more likely to say their mobile phone runs out of data every month:

- pupils and learners eligible for FSM or FME (23% compared with 14% of those not eligible)
- pupils and learners with SEN (21% compared with 15% of those without SEN)

- pupils with CiN status (22% compared with 16% of those without CiN status)

Around half of pupils and learners who used a smartphone (49%) said that their smartphone ever runs out of device storage, with 13% saying this happens every month, 10% saying this happens most months and 26% saying this happens some months.

Pupils and learners eligible for FSM or FME were more likely to say their smartphone runs out of device storage every month (17% compared with 12% of those not eligible).

Pupils and learners with SEN were less likely to say their smartphone runs out of device storage every month (8% compared with 13% of those without SEN).

School complaints policy

This section examines parents' perceptions of school complaints policies. It starts by gauging parents' awareness of the complaints policy at their child's school, and then considers whether the policy is seen as clear and easy to find.

Awareness of school complaints policy

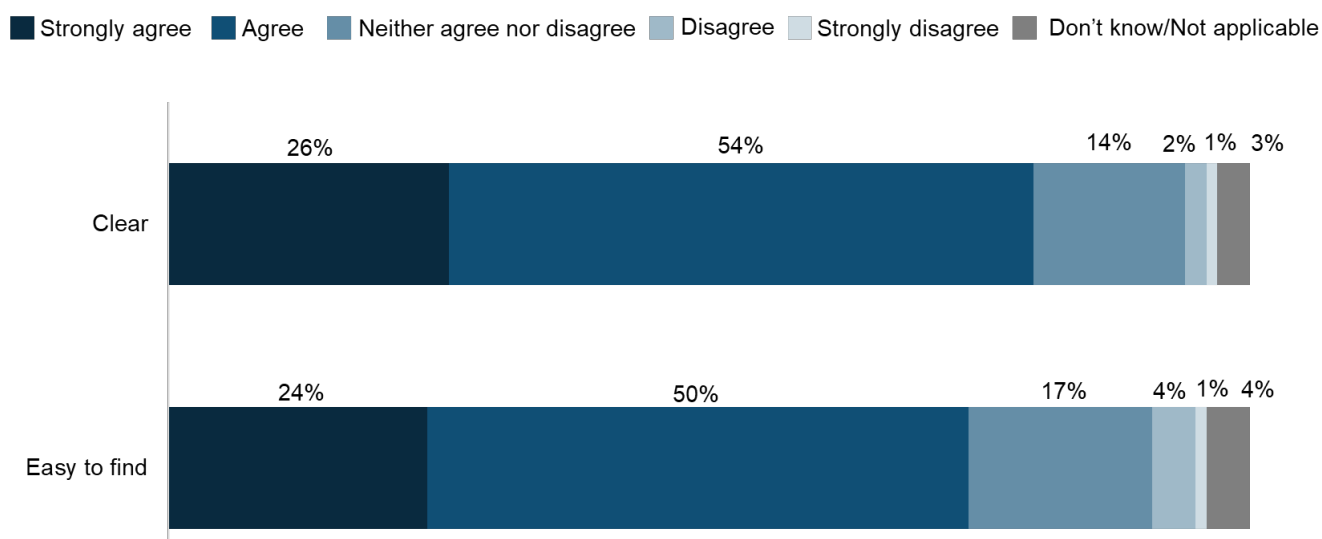
Half of parents (50%) said they were aware of the policy at their child's school that sets out how they deal with complaints. This was higher among parents of primary school pupils (54%) than parents of secondary school pupils (46%).

Parents of pupils considered to have SEND were more likely to say that they were not aware of the school's complaints policy (42%) compared with parents of pupils not considered to have SEND (35%).

Clarity and ease of finding complaints policy

Parents who said they were aware of the school's complaints policy were asked whether they thought the policy was clear and easy to find. Four in five parents (80%) agreed that the school's complaints policy was clear. Around three in four (74%) agreed that the policy was easy to find. Full details are shown in Figure 8.

Figure 8 Parents' levels of agreement on whether school's complaints policy is clear and easy to find



Base: All parents aware of school's complaints policy (1,677).

Source: PPLP 2023 RW6 parents survey. To what extent do you agree or disagree that the complaints policy at [PUPILNAME]'s school is: a) Clear, b) Easy to find?

Parents of primary school pupils were more likely to agree that the school's complaints policy was clear (83% compared with 75% of parents of secondary school pupils) and easy to find (77% compared with 71%).

The proportion of parents who disagreed or strongly disagreed that the school's complaints policy was clear was higher among the following groups:

- parents of pupils eligible for FSM (5% compared with 2% of those not eligible)
- parents of pupils considered to have SEND (6% compared with 2% of those not considered to have SEND)
- parents of pupils with CiN status (6% compared with 3% without CiN status)

Parents of pupils with CiN status were also more likely to disagree or strongly disagree that the school's complaints policy is easy to find (9% compared with 5% without CiN status).

Quality of education or support for pupils with SEND

This report section focuses on parents of pupils considered to have SEND, looking at whether these parents have ever had concerns about the quality of education and support received by their child. It explores what actions they took regarding their concerns, and how satisfied they were with the school's response.

Concerns about quality of education or support for SEND

Just over half (55%) of parents of pupils considered to have SEND said that they had ever had concerns about the quality of the education or support their child had received at school in relation to their SEND needs. Two in five (41%) said they had never had such concerns.

Actions taken regarding parents' concerns

Those parents who said they had ever had concerns were asked what actions, if any, they had taken. The majority of these parents (84%) said they raised concerns informally with the school, for example speaking with a teacher, head of year, headteacher or SENCO. Around one in five (18%) said they raised a formal complaint with the school, while 8% raised a complaint with the local authority. A further 8% said they did not do anything. Among parents who took action over their concerns, seven in ten (69%) reported doing only one of the actions listed, while 23% reported taking more than one action.

Parents of pupils considered to have SEND who were eligible for FSM were less likely to say they raised concerns informally with the school (74%) compared with parents of pupils considered to have SEND who were not eligible for FSM (89%).

Satisfaction with school's handling of their concerns

Parents of pupils considered to have SEND who raised concerns informally with the school were asked how satisfied or dissatisfied they were with the way the school dealt with their concerns. Around a quarter (26%) said they were satisfied (5% very satisfied and 21% satisfied), while over two in five (43%) were dissatisfied (26% dissatisfied and 16% very dissatisfied). The remaining 26% were neither satisfied nor dissatisfied.

Relationships, Sex and Health Education (RSHE)

This section looks at how pupils in years 7 to 11, as well as parents of pupils in years 1 to 11, feel about topics included in RSHE lessons. Parents and pupils were asked to describe, in their own words, the physical and mental health topics and the relationships, sex and sexual health topics they thought were most important to learn about at school. Primary parents were asked about topics important to learn about before the end of primary school, whereas secondary parents were asked about topics important to learn before the end of secondary school. Parents were also asked to describe, in their own words, topics that they think should not be taught at their child's school.

Physical and mental health topics

Physical and mental health topics considered important to learn about in school

Parents of primary school pupils

Parents of primary school pupils were asked which physical and mental health topics they thought were particularly important for children to learn about at primary school. Just under half of parents (48%) gave an answer, whilst 52% said they did not know.

Among those who gave an answer, the most common topics that primary parents reported related to:

- physical health, including exercise and healthy eating
- mental health, including anxiety and asking for help
- body changes

Physical health, including exercise and healthy eating

Parents mentioned topics related to physical health, including exercise, healthy eating, and hygiene.

“Healthy eating, importance of exercise, sleep, cleanliness.”

Primary parent, year 2

“Physical exercise and obesity management. Dietary information to maintain good health”

Primary parent, year 6

Mental health, including anxiety and asking for help

Parents mentioned topics related to mental health, including anxiety and how to ask for help.

“It’s ok not to be ok (talk about depression and anxiety in a child friendly way), how positive friendships can help, what to do when feeling sad/scared/worried.”

Primary parent, year 3

“Learning coping strategies for mental health, self esteem, encouraging talking to trusted people about feelings, relationships, coping with exam stresses”

Primary parent, year 6

Body changes

Parents mentioned body changes related to puberty and awareness of what will happen as children grow up.

“changing adolescent body (accepting their bodies change and respect the others, teach especially boys to respect girls and their opinions, even discussing what they see in the media, like on tv)”

Primary parent, year 2

“Puberty and its effect on young people”

Primary parent, year 6

Parents of secondary school pupils

Parents of secondary school pupils were asked which physical and mental health topics they thought were particularly important for children to learn about at secondary school. Around two in five parents (42%) gave an answer, while 58% said they did not know.

Among those that gave an answer, the most common topics that secondary parents reported related to:

- mental health, including anxiety, depression and eating disorders
- well-being and mindfulness
- physical health, including exercise and healthy eating

Mental health, including anxiety, depression and eating disorders

Parents mentioned topics related to a range of mental health issues, including anxiety, depression and eating disorders.

“People don’t choose to have mental health problems and that it can happen to everyone. Highlight behaviours of others that can cause real harm”

Secondary parent, year 7

“Signs of being overwhelmed and how to manage before leading to depression or anxiety disorder”

Secondary parent, year 11

Well-being and mindfulness

Parents mentioned topics related to well-being and mindfulness.

“Strategies for noticing habits and perspective taking and mindfulness.”

Secondary parent, year 8

“Well-being, self care, self confidence, effects and potential consequences of how you treat/speak to others, kindness and respect.”

Secondary parent, year 11

Physical health, including exercise and healthy eating

Parents mentioned topics related to physical health, including exercise and healthy eating.

“Healthy eating and exercise. Self confidence. Not comparing themselves to other children. Pressure of “diet” culture”

Secondary parent, year 8

“Learning to cook and eat healthy food”

Secondary parent, year 8

Pupils

Pupils in years 7 to 11 were asked which physical and mental health topics they thought were particularly important to learn about at secondary school. Around three in ten pupils (29%) gave an answer, whilst 71% said they did not know.

The most common themes related to:

- mental health, including anxiety and depression
- physical health, including exercise and healthy eating
- sex education

Mental health, including anxiety and depression

Pupils mentioned topics around mental health which included anxiety, depression and where to go for help.

“Panic attacks or anxiety attacks- how to deal with them, what they are and how to help someone else with one”

Pupil, year 8

“Dealing with depression, anxiety and especially anxiety caused by school pressures”

Pupil, year 10

Physical health, including exercise and healthy eating

Pupils mentioned topics around physical health which included keeping fit and healthy eating.

“How to keep fit and what amount of food you should consume as well as the amount of exercise you should do (amount of input and output energy)”

Pupil, year 8

“The importance of exercise, why being obese/overweight is bad and how to tackle it in the home etc,”

Pupil, year 10

Sex education

Pupils mentioned topics around sex education, including consent and contraception.

“Maybe consent and just about feeling comfortable in your body”

Pupil, year 8

“Sexual activity, pregnancy, contraception, mental health”

Pupil, year 11

Physical and mental health topics that parents think should not be taught

Parents of primary school pupils

Parents of primary aged pupils were asked if there were any topics related to physical and mental health that they thought should not be taught in primary school. One in five parents (22%) said there were. Among these parents, 70% provided specific topics they thought should not be taught, while 30% did not.

The most common themes related to:

- sex education
- LGBT or same sex relationships
- mental health

Sex education

Parents mentioned topics around sex education, emphasising how these should be appropriate for their age group.

“Sex education should only be taught for their age group. At this stage, stick to knowledge that their private parts are private etc. At his age, he is not to know more.”

Primary parent, year 2

“Sex ed beyond puberty and the basics”

Primary parent, year 6

LGBT or same sex relationships

Respondents mentioned topics around same sex relationships and LGBT issues.

“Transgender for me is a topic I think very young children don’t need to learn about, I feel that’s more for secondary school ages.”

Primary parent, year 3

“Too much sex education at far too young an age. LGBT issues”

Primary parent, year 6

Mental health

Parents mentioned topics around mental health which included self-harm and suicide.

“Physical topics are fine but mental health topics are probably better left to the parents to discuss”

Primary parent, year 1

“Suicide, eating disorders, anything too difficult for small children to grasp and ... understand”

Primary parent, year 4

Parents of secondary school pupils

Parents were asked if there were any topics about physical and mental health that they thought should not be taught in secondary school. Around one in seven parents (15%) said there were. Among these parents, 58% said what topics these were and 42% said they did not know.

The most common themes related to:

- mental health
- gender issues
- LGBT or same sex relationships

Mental health

Respondents mentioned topics around mental health which included self-harm and suicide.

“Suicide should not be taught in depth just awareness”

Secondary parent, year 7

“Self harming, suicide topics”

Secondary parent, year 11

Gender issues

Parents mentioned gender issue topics, including identity and reassignment.

“Gender identity in as much detail as it is. I think there is too much information and if children say they are struggling to identify they know they can miss lessons”

Secondary parent, year 7

“Gender reassignment”

Secondary parent, year 9

LGBT or same sex relationships

Parents mentioned topics relating to sexuality and LGBT.

“Sexuality/transgender is clearly important but is drummed into them so much that children feel they have to conform to sexual types rather than just growing up”

Secondary parent, year 7

Relationships, sex and sexual health topics

Relationships, sex and sexual health topics considered important to learn

Parents of primary school pupils

Parents were asked which relationship, sex and sexual health topics they thought were particularly important for children to learn about by the end of primary school. Half of parents (50%) gave an answer, whilst 50% said they did not know.

The most common themes related to:

- body changes, including puberty and periods
- relationships
- sex, including sexual activity and health

Body changes, including puberty and periods

Parents mentioned topics around body changes, puberty, and periods.

"Puberty, periods, consent"

Primary parent, year 3

"Puberty, how their bodies will change and how their moods may change. How this is completely normal"

Primary parent, year 6

Relationships

Parents mentioned topics around relationships which included healthy relationships, the existence of different types of relationships and recognising unhealthy relationships.

"Relationships, friendships, privacy, boundaries, staying safe online"

Primary parent, year 1

“That there are many variations of relationships and that’s okay. What healthy relationships look like (including friendships) and what unhealthy relationships look like.”

Primary parent, year 3

Sex, including sexual activity and health

Respondents mentioned topics around sex education, including sexual health and recognising what is right and wrong.

“Introduction to sex and sexual health but only in final year.”

Primary parent, year 1

“I think they should be completely candid about all sexual and sexual health topics in an age appropriate way.”

Primary parent, year 6

Parents of secondary aged pupils

Parents of secondary pupils were asked which relationship, sex and sexual health topics they thought were particularly important for children to learn about by the end of secondary school. Around half of parents (45%) chose to give an answer, whilst 55% said they did not know.

The most common themes related to:

- sex, including sexual activity and health
- relationships
- consent

Sex, including sexual activity and health

Parents mentioned topics around sexual health and safe sex.

“Normalise the conversation around sexual health so there is no stigma around what is ‘normal’”

Secondary parent, year 7

“Safe sex, STDs, awareness of pregnancy/pregnancy risk”

Secondary parent, in year 9

Relationships

Parents mentioned topics around relationships which included healthy relationships and recognising abuse.

“Spotting abuse and unhealthy relationships”

Secondary parent, year 7

“Healthy relationships. What sexual/physical/mental abuse is in a relationship. That no means no. Contraception. Sexual disease prevention.”

Secondary parent, year 10

Consent

Parents mentioned topics around giving and receiving consent.

“What is ok in a relationship. When to say no. The age of consent.”

Secondary parent, year 9

“Giving /receiving consent. Not to feel pressured.”

Secondary parent, year 11

Pupils

Pupils were asked which relationship, sex and sexual health topics they thought were particularly important to learn about at school. Three in ten pupils (30%) gave an answer, whilst 70% said they did not know.

The most common themes related to:

- sex, including sexual activity and sexual health
- birth control and contraception
- consent

Sex, including sexual activity and sexual health

Pupils mentioned topics around sexual activity, including sexually transmitted diseases and safe sex.

“Staying safe and sexual health”

Pupil, year 7

“How to practice safe sex”

Pupil, year 11

Birth control and contraception

Pupils mentioned topics around birth control and contraception, including access to contraception and how to use different types of contraception.

" How to stay safe and not have a baby, what the pill does”

Pupil, year 7

“Consent, how to access contraception/abortion, how to use contraception”

Pupil, year 11

Consent

Pupils mentioned topics around consent, including healthy relationships.

“Learning about consent and good relationships. Not being a bully to someone else”

Pupil, year 7

“Giving consent and how to say no to people in a polite way but if they still don’t listen then what do you say/do.”

Pupil, year 8

Relationships, sex and sexual health topics that parents think should not be taught

Primary parents

Primary parents were asked if there were any topics about relationships, sex and sexual health that they thought should not be taught in primary school. Around a quarter of primary parents (27%) said there were some relationship, sex and sexual health topics that should not be taught primary school. Among these primary parents, 81% said what topics these were and 19% said they did not know.

The most common themes related to:

- sexual intercourse
- LGBT or same sex relationships
- sex education relating to sexual health and contraception

Sexual intercourse

Primary parents mentioned topics around sexual intercourse.

“Anything about sexual acts intercourse etc.”

Primary parent, year 1

“Too young to learn about sexual intercourse. But should know about process of puberty”

Primary parent, year 3

LGBT or same sex relationships

Primary parents mentioned topics around LGBT, gender identity and same sex relationships.

“It’s a complicated situation, but I think the topics like LGBT or nonbinary or etc. about sexual education, can be confusing for children at that age.”

Primary parent, year 3

“LGBT issues, gender identity. Any more than basic facts about sex”

Primary parent, year 6

Sex education relating to sexual health and contraception

Primary parents mentioned topics around sex education, including sexual health and contraception.

“Sex education is too detailed for 9 and 10 year olds”

Primary parent, year 1

“Sexual health such as STDs and contraception, not necessary until secondary school”

Primary parent, year 4

Secondary parents

Secondary parents were asked if there were any topics about relationships, sex and sexual health that they thought should not be taught in secondary school. Around one in seven secondary parents (14%) said there were some relationships, sex and sexual health topics that should not be taught in secondary school. Among these secondary parents, 61% said what topics these were and 39% said they did not know.

The most common themes related to:

- LGBT or same sex relationships
- gender identity
- the act of sexual intercourse

LGBT or same sex relationships

Parents mentioned topics around LGBT and same sex relationships.

“Gender changing and same sex relationships.”

Secondary parent, year 8

“LGBT based on religious beliefs. I feel it shouldn't be made compulsory to be taught.”

Secondary parent, year 10

Gender identity

Parents mentioned topics around gender identity.

“Kids should not be taught they can be whatever gender they want. These are complex issues that need to be discussed professionally. Teachers are not best placed to advise”

Secondary parent, year 7

“I am concerned about how some schools are teaching gender ideology. Relationship education should include diverse relationships (straight, homosexual, bi etc) and include trans women / men but not deny science. Biological sex and gender identity are separate. Also discussion should be encouraged, rather than students being taught in a didactic way.”

Secondary parent, year 8

Sexual intercourse

Parents mentioned topics around sexual intercourse, including different types of sex.

“The different types of sexual intercourse. It’s not appropriate to expect a class teacher to deliver this topic”

Secondary parent, year 11

“Intimate sexual practices (e.g. "how to do...")”

Secondary parent, year 11

Computer science

The computer science GCSE was introduced in 2013, and the computing curriculum introduced in England in 2014. Following its introduction, there were rapid increases in participation at GCSE, but participation has been heavily dominated by male pupils. This section examines whether pupils in years 7 to 11 are taking, or are considering taking, the computer science GCSE, and looks at the reasons for their choices, as well as whether they would consider a career related to computer science. It also examines whether parents have encouraged or would encourage their child to consider the computer science GCSE, and their confidence in helping their child to understand computing principles.

Considering computer science GCSE

Parents

Parents of pupils in years 7 to 9 were asked how likely they would be to encourage their child to consider computer science if they were to speak to them about their subject choices at GCSE. Two-thirds of parents (67%) said they would be likely to encourage their child to consider the computer science GCSE, including a third (33%) who would be 'very likely' to do so. Around three in ten (28%) said they would be unlikely to encourage this option.

Parents of male pupils were more likely to encourage their child to consider taking the computer science GCSE (76% compared with 56% of parents of female pupils), as were parents of pupils from an Asian ethnic background (81% compared with 62% of parents of pupils from a white ethnic background).

A higher proportion of parents in the following groups said they were unlikely to encourage their child to consider taking the computer science GCSE:

- parents of pupils in year 9 (34% compared with 23% in year 7)
- parents of pupils considered to have SEND (36% compared with 26% of those not considered to have SEND)
- parents of female pupils (37% compared with 19% of parents of male pupils)
- parents of pupils from a white ethnic background (32% compared with 16% of parents of pupils from an ethnic minority background, excluding white minorities)

More than two in five parents of pupils in years 10 to 11 (44%) said that they had encouraged their child to consider computer science when they spoke to them about their subject choices at GCSE. This was higher among parents of male pupils (54%) than among parents of female pupils (34%). It was also higher among parents of pupils from

ethnic minorities (excluding white minorities) than among parents of white pupils (56% compared with 38%).

Pupils

Three in ten pupils in years 7 to 9 (31%) said they were currently considering taking the computer science GCSE. This was higher than the proportion recorded in the May 2022 PPLP wave (27%). Male pupils were more likely than female pupils to be considering taking the computer science GCSE (41% compared with 19%). The proportion was also higher among pupils from ethnic minorities (excluding white minorities) than among white pupils (41% compared with 27%).

A quarter of pupils in years 10 and 11 (24%) said that they were currently taking the computer science GCSE, slightly higher than in the May 2022 PPLP wave (21%). Again, the proportion was higher among male pupils than female pupils (35% compared with 16%).

Reasons parents did not encourage computer science GCSE

Parents who either did not encourage their child to consider the computer science GCSE (in years 10 to 11) or who said they were unlikely to do so (in years 7 to 9) were asked why this was. The most common reason for not encouraging their child to consider the computer science GCSE was that their child did not like computer science (61%). Around one in ten (11%) said they did not think it would be useful for their further studies, and the same proportion (11%) did not think it would be useful for their future career. Just under one in ten (8%) said that they did not encourage this option because they did not know enough about careers in computing or digital science.

The pupil not liking computer science was more likely to be given as a reason by parents of pupils in years 7 to 9 (69% compared with 55% of parents of pupils in year 10 to 11). It was less likely to be given as a reason by parents of pupils eligible for FSM (43% compared with 67% not eligible) and parents of pupils with CiN status (50% compared with 61% without CiN status).

Not knowing enough about careers in computing or digital was more likely to be given as a reason by parents of pupils eligible for FSM (13% compared with 6% not eligible) and parents of pupils with CiN status (14% compared with 7% without CiN status).

The computer science GCSE being too difficult was more likely to be given as a reason by parents of pupils considered to have SEND (10% compared with 3% of parents of pupils not considered to have SEND).

The teacher recommending against it was more likely to be given as a reason by parents of pupils with CiN status (6% compared with 2% of parents of pupils without CiN status).

Reasons for pupils not taking or considering computer science GCSE

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

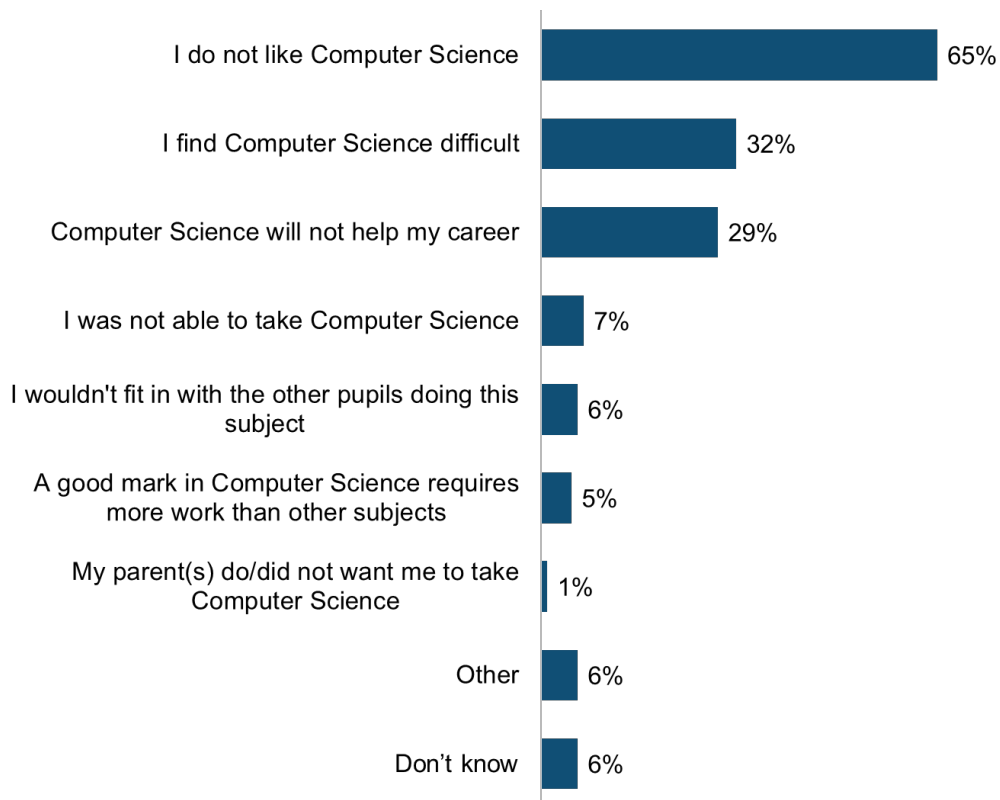
The main reason for not taking or considering taking the computer science GCSE was that the pupil did not like the subject (65%). Other reasons given were that the pupil found it difficult (32%) or thought that it would not help their career (29%). Details are shown in Figure 9.

Female pupils were more likely than male pupils to say that they do not like computer science (73% compared with 53%), they find computer science difficult (35% compared with 28%), and that they would not fit in with the other pupils doing the subject (7% compared with 3%). Pupils not eligible for FSM were more likely to say that they do not like computer science (67% compared with 58% of those eligible) and that computer science would not help their career (32% compared with 22%).

Pupils with SEN were more likely to say they were not able to take the computer science GCSE (12% compared with 6% of those without SEN). Pupils without SEN were more likely to say they do not like computer science (67% compared with 56% of those with SEN) and that it would not help their career (32% compared with 17%).

Pupils without CiN status were more likely to say that they do not like computer science (65% compared with 53% of those with CiN status), that they find it difficult (33% compared with 19%) and that it would not help their career (30% compared with 19%). These differences were partly because pupils with CiN status were less likely to give a reason (16% of pupils with CiN status gave a 'don't know' answer, compared with 6% of those without CiN status).

Figure 9 Reasons why pupils were not considering taking computer science GCSE or why they had not chosen to take it



Base: All pupils in years 7 to 11 who were not taking computer science GCSE or were not considering taking it (1,236).

Source: PPLP 2023 RW6 pupils and learners survey. Why are you not considering taking / Why did you not choose to take computer science GSCE?

Year 7 to 11 pupils who said that they did not like computer science were asked to specify why they did not like it. The most common reasons were that they did not find the subject interesting (65%) and that they did not enjoy programming or coding (64%). Other reasons were that they did not think it would be useful for their future studies or career (30%), that they were not good at computing (29%) and that they did not enjoy their lessons (28%).

Female pupils were more likely than male pupils to give the following reasons for not liking computer science:

- not enjoying programming or coding (67% compared with 58% of male pupils)
- not being good at computing (35% compared with 17%)
- not enjoying computer science lessons (31% compared with 21%)
- not having the opportunity to be creative (13% compared with 7%)

Pupils without SEN were more likely to say they do not find the subject interesting (67% compared with 52% of those with SEN) and that they do not enjoy programming or coding (66% compared with 52%).

Pupils without CiN status were more likely to say that they do not think computer science would be helpful for future studies or their career (31% compared with 19% of those with CiN status).

Pupils from a white ethnic background were more likely than pupils from an ethnic minority background (excluding white minorities) to say that they are not good at computing (32% compared with 21%), that they do not enjoy lessons (31% compared with 18%) and that they do not have the opportunity to be creative (13% compared with 5%).

Pupils in years 7 to 11 who said they were not able to take computer science were asked why they were not able to take it. The most common reasons were because their school does not offer this subject at GCSE (52%), because there was a timetable clash with another subject (25%) or because their school requires a good grade in maths to take computer science (11%)³.

Reasons for parents to encourage computer science GCSE

Parents who encouraged their child to consider the computer science GCSE (in years 10 to 11) or who said they were likely to do so (in years 7 to 9) were asked why. The most common reasons were that they thought it will be useful for a range of careers (63%) and that it will be useful for their further studies (56%). Just under half (45%) said they encouraged this option because it could help their child follow a career in computing or digital science. Other reasons were that their child enjoys computer science (39%) or is good at it (34%).

Parents of pupils not eligible for FSM were more likely to give career-related reasons. Specifically, they were more likely to say that the computer science GCSE will be useful for a range of careers (68% compared with 49% of those eligible) and that it could help their child follow a career in computing or digital science (47% compared with 36%).

Parents of pupils without CiN status were more likely to say that the computer science GCSE will be useful for a range of careers (64% compared with 51% of those with CiN status).

³ This question was answered by 82 pupils in years 7 to 11 that said they were not taking or considering computer science GCSE because they were not able to take it. These findings should therefore be treated with caution.

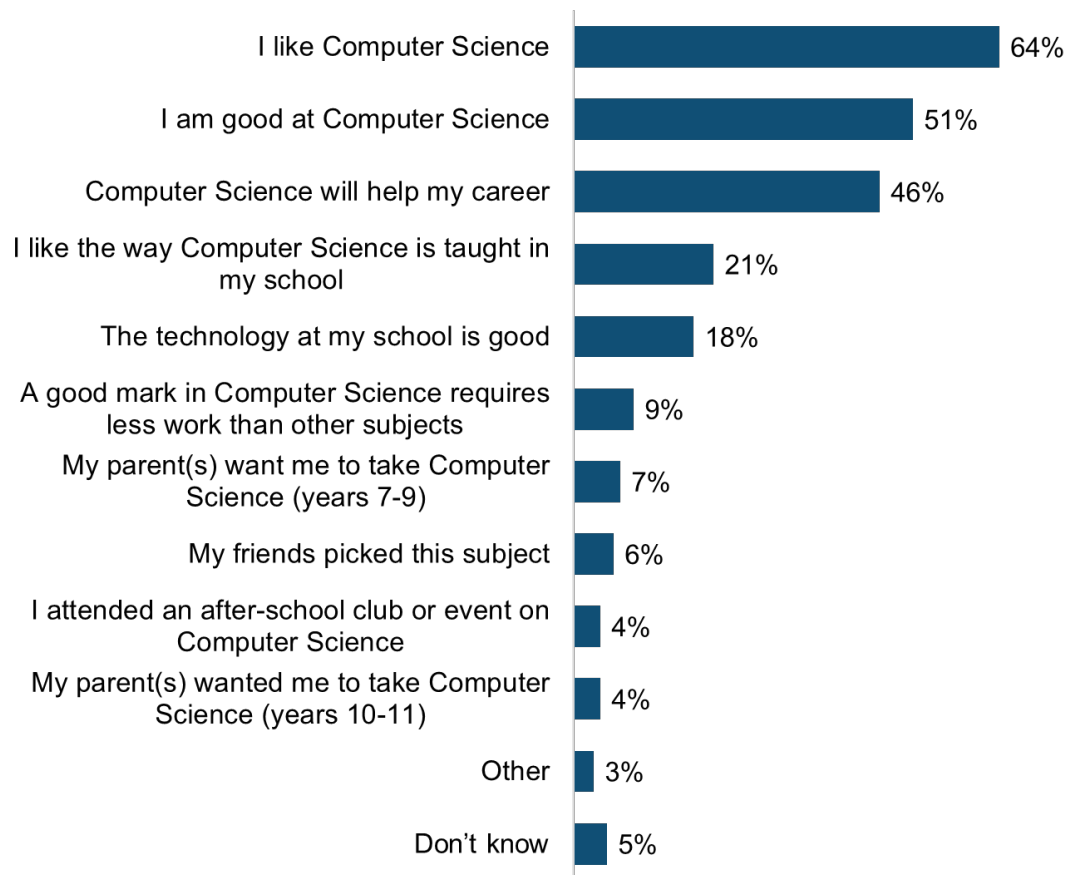
Parents of male pupils were more likely than parents of female pupils to say they encouraged their child to consider computer science GCSE because their child enjoys the subject (46% compared with 28%) or is good at it (40% compared with 26%).

Parents of pupils from ethnic minorities (excluding white minorities) were more likely to encourage their child to take computer science GCSE because they said it will be useful for their further studies (63% compared with 51% of parents of white pupils). Parents of white pupils were more likely to say it will be useful for a range of careers (67% compared with 57% of parents of pupils from ethnic minority backgrounds, excluding white minorities).

Reasons for pupils to take or consider computer science GCSE

Pupils who were taking the computer science GCSE (in years 10 to 11) or who were considering taking it (in years 7 to 9) were asked why. The main reason for pupils taking or considering taking the computer science GCSE was that they like the subject (64%). Other reasons given were that the pupil was good at it (51%) or thinks that it would help their career (46%). These reasons are similar to those recorded in the May 2022 PPLP wave. Details are shown in Figure 10.

Figure 10 Reasons why pupils were considering taking computer science GCSE or had chosen to take it



Base: All pupils in years 7 to 11 who were taking computer science GCSE or were considering taking it (526).

Source: PPLP 2023 RW6 pupils and learners survey. Why are you considering taking / Why did you choose to take computer science GCSE?

Pupils eligible for FSM were less likely to say that they were taking or considering computer science GCSE because they are good at computer science (39% compared with 55% of those not eligible). Pupils with SEN were more likely to give the technology at their school being good as a reason for taking or considering computer science GCSE (34% compared with 15% of those without SEN).

Male pupils were more likely to give like computer science (69% compared with 50% of female pupils) and being good at it (58% compared with 34%) as reasons for taking or considering computer science GCSE.

Pupils who said that they were taking or considering the computer science GCSE because they liked computer science were asked to specify why they liked it. The most common reasons were that they find the subject interesting (68%), that they enjoy programming (67%), that they enjoy learning how to use computers (58%) and that they are good at

computing (58%). Other reasons were that they enjoy their lessons (42%) and that it gives them the opportunity to be creative (40%).

Pupils in years 7 to 9 were more likely to give being good at computing (62%) as a reason for liking computer science, compared with 46% of pupils in years 10 to 11.

Male pupils were more likely to give enjoying learning how to use computers (64% compared with 39% of female pupils) and being good at computing (62% compared with 43%) as reasons for liking computer science.

Pupils with CiN status were less likely to give enjoying their lessons as a reason for liking computer science (26% compared with 42% of those without CiN status)⁴.

Careers in computer science

Those pupils who said they were taking or considering the computer science GCSE because they thought it would help with their career were also asked whether they wanted to pursue a career in computing or digital in the future. More than half of these pupils (57%) said they wish to pursue a career in this area, while 8% said they do not. A third (34%) said they have not yet decided.

Confidence in helping with computer principles

All parents were asked how confident they would feel in helping their child to understand computing principles such as programming or algorithms. Around two in five parents (39%) said they would be confident, while over half (57%) would not be confident.

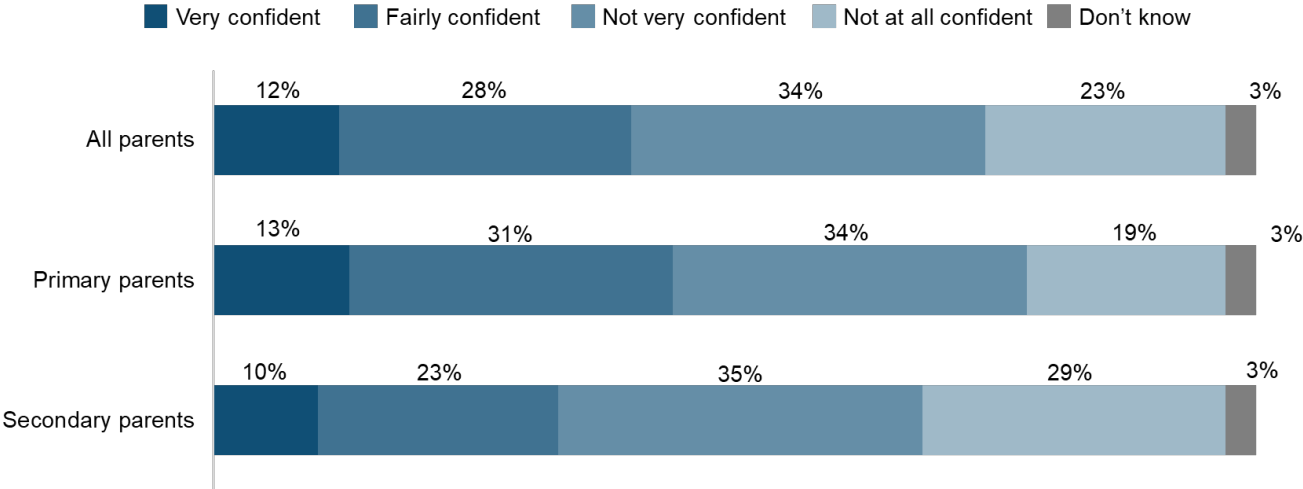
Parents of primary school pupils were more likely to say they would feel confident (44% compared with 34% of parents of secondary school pupils), as shown in Figure 11.

Parents of pupils from ethnic minorities (excluding white minorities) were more likely to feel confident (47%), compared with parents of pupils from a white ethnic background (36%).

Parents of pupils considered to have SEND were less likely to say they would feel confident (29%), compared with parents of pupils not considered to have SEND (41%).

⁴ This question was answered by 74 pupils with CiN status. These findings should therefore be treated with caution.

Figure 11 Parents' confidence in helping with computer principles



Base: All parents (3,294); All primary parents (1,678); All secondary parents (1,616).

Source: PPLP 2023 RW6 parents survey. How confident would you feel in helping your child to understand computing principles (e.g., programming, algorithms)?

Music teaching

Music is a statutory subject in the national curriculum⁵ for all children in primary school and for the first years of secondary school (from key stage 1 to 3). In June 2022, the government published the National Plan for Music Education⁶, setting out a strategy to 2030 so that all children and young people in England have the opportunity to progress their musical interests and talents, including professionally. This includes setting an expectation on all schools to teach music to 5 to 14-year-olds for at least an hour a week from September 2023, and to provide more opportunities for singing and instrumental tuition, choirs and ensembles in and out of school. The music education questions asked in the PPLP survey support with the monitoring of the National Plan for Music Education, which was published in June 2022. Findings in this section are compared with the May 2022 wave of the PPLP survey.

Music lessons provided by schools

Parents

Singing teaching

Parents were asked whether their child had been provided with music teaching by their school since the start of the school year in September 2022. More than three in five parents (63%) said their child had received singing teaching. This was higher than the corresponding figure for the school year starting in September 2021 (52%), as recorded in the May 2022 PPLP wave.

More than half of parents (56%) said their child received singing teaching in a small group or whole class setting, while 20% said their child had received singing teaching in an ensemble, band or group. Just under one in ten (8%) said their child had received one-to-one singing teaching provided by the school. Around a quarter (24%) said their child had not received singing teaching at school.

Parents of primary school pupils were more likely than parents of secondary school pupils to report that their child had received singing teaching in school (73% compared with 51%). Compared with the May 2022 PPLP wave, there has been an increase in both parents of primary school pupils (73%, compared with 67% in May 2022) and parents of secondary school pupils (51%, compared with 33%) reporting that their child had received singing teaching in school since the start of the school year.

⁵ [National curriculum in England: music programmes of study - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study)

⁶ [The power of music to change lives: a national plan for music education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/the-power-of-music-to-change-lives-a-national-plan-for-music-education)

Parents of pupils without CiN status were more likely to say their child's school had provided them with singing teaching (64% compared with 58% with CiN status).

One-to-one singing teaching provided by the school was more likely to be reported by parents of pupils eligible for FSM (12% compared with 7% of those not eligible for FSM), parents of pupils considered to have SEND (18% compared with 6% of those not considered to have SEND) and parents of pupils with CiN status (14% compared with 8% of pupils without CiN status). However, these parents were less likely to report other types of singing teaching:

- parents of pupils considered to have SEND were less likely to report singing teaching in small group or whole class settings (51% compared with 57% not considered to have SEND) and singing teaching in an ensemble, band or group (15% compared with 21%).
- parents of pupils with CiN status were less likely to report singing teaching in small group or whole class settings (48% compared with 56% without CiN status) and singing teaching in an ensemble, band or group (15% compared with 20%).

Instrument teaching

Parents were asked if their child had been provided with instrument teaching by their school since the start of the school year in September 2022. Just under three in five (57%) said their child had received instrument teaching provided by the school. This was an increase from the figure for the school year starting in September 2021 (43%), as recorded in the May 2022 PPLP wave.

Around half (51%) said their child had received the teaching in a small group or whole class, while 13% said they had received teaching in an ensemble, band or group. One in ten (10%) said their child had received one-to-one teaching. A third (33%) said their child had not received instrument teaching provided by the school.

Parents of primary school pupils were more likely to say their child's school had provided them with instrument teaching (60% compared with 52% of parents of secondary school pupils). Compared with the May 2022 PPLP wave, there has been an increase in both parents of primary school pupils (60% compared with 45% in May 2022) and parents of secondary school pupils (52% compared with 39%) reporting that their child had received instrument teaching in school since the start of the school year.

One-to-one instrument teaching was more likely to be reported by parents of pupils in years 1 to 6 (12% compared with 7% of parents of pupils in years 10 to 11), parents of pupils considered to have SEND (18% compared with 9% not considered to have SEND), and by parents of pupils with CiN status (14% compared with 10% of parents of pupils without CiN status).

Small group or whole class instrument teaching was more likely to be reported by parents of pupils in years 1 to 6 (54%) or parents of pupils in years 7 to 9 (54%) compared with parents of pupils in years 10 to 11 (32%). It was less likely to be reported by parents of pupils with CiN status (44% compared with 51% of those without CiN status).

Pupils

Singing teaching

Pupils in years 7 to 11 were asked whether they had received singing teaching in their school since the start of the school year in September 2022. Overall, just under half (46%) of pupils said they had received singing teaching, an increase from the figure for the school year starting in September 2021 (38%), as recorded by the May 2022 PPLP wave. Singing teaching was most commonly taught in a small group or whole class (37%), followed by being taught in a school ensemble, band or group (12%) or in a one-to-one lesson (7%).

Pupils in years 7 to 9 were more likely to say they had received singing teaching in their school (59%) compared with pupils in years 10 to 11 (25%).

Instrument teaching

Pupils were asked whether they had received instrument teaching in their school during the current school year. Three in five pupils (59%) had received instrument teaching, higher than the proportion recorded by the May 2022 PPLP wave (53%) in relation to the previous school year. Instrument teaching was most commonly provided as part of a small group or whole class (49%), with teaching also taking place one-to-one (13%) or through school ensemble, band or group (11%).

Pupils in years 7 to 9 were more likely to say they had received instrument teaching in their school (79%) compared with pupils in years 10 to 11 (28%).

Pupils with SEN were less likely to say that they received instrument teaching through school ensemble, band or group (7% compared with 12% of those without SEN). Pupils with CiN status were less likely to say they received instrument teaching of any kind (53% compared with 59% of pupils without CiN status).

Music teaching received outside of school

Parents

Singing teaching

Parents were asked if their child had received singing teaching outside of school since the start of the school year in September 2022. Just under a quarter (23%) said their child had received singing teaching outside of school, an increase from the figure recorded in the May 2022 PPLP wave in relation to the previous academic year (15%).

Parents of primary school pupils were more likely than parents of secondary school pupils to say their child had received singing teaching outside of school (27% compared with 19%). Compared with the May 2022 PPLP wave, there was an increase in both parents of primary school pupils (27% in June 2023, compared with 18% in May 2022) and parents of secondary school pupils (19% in June 2023, compared with 11% in May 2022) reporting that their child had received singing teaching outside of school since the start of the school year.

Singing teaching outside of school was most likely to be in a small group (15%), with 6% reporting one-to-one singing teaching and 6% in an ensemble, band or group.

Parents of pupils considered to have SEND were less likely to report small group teaching (11% compared with 16% not considered to have SEND) and teaching in an ensemble, band or group (4% compared with 7%).

Instrument teaching

Parents were also asked if their child had received instrument teaching outside of school since the start of the school year in September 2022. Around one in five (21%) said their child had received instrument teaching outside of school. This was higher than the figure for the previous academic year (16%), as recorded in the May 2022 PPLP wave.

Compared with the May 2022 PPLP wave, there was an increase in both parents of primary school pupils (20%, compared with 17%) and parents of secondary school pupils (21%, compared with 14%) reporting that their child had received instrument teaching outside of school since the start of the school year.

Instrument teaching outside of school was most likely to be one-to-one (10%) or in a small group (10%), with 3% in an ensemble, band or group.

One-to-one instrument teaching outside of school was less likely to be reported by parents of pupils eligible for FSM (6% compared with 11% not eligible) and parents of pupils with CiN status (6% compared with 10% without CiN status).

Small group or whole class instrument teaching outside of school were less likely to be reported by parents of pupils considered to have SEND (6%) compared with 11% not considered to have SEND.

Availability of space to practice music

Parents

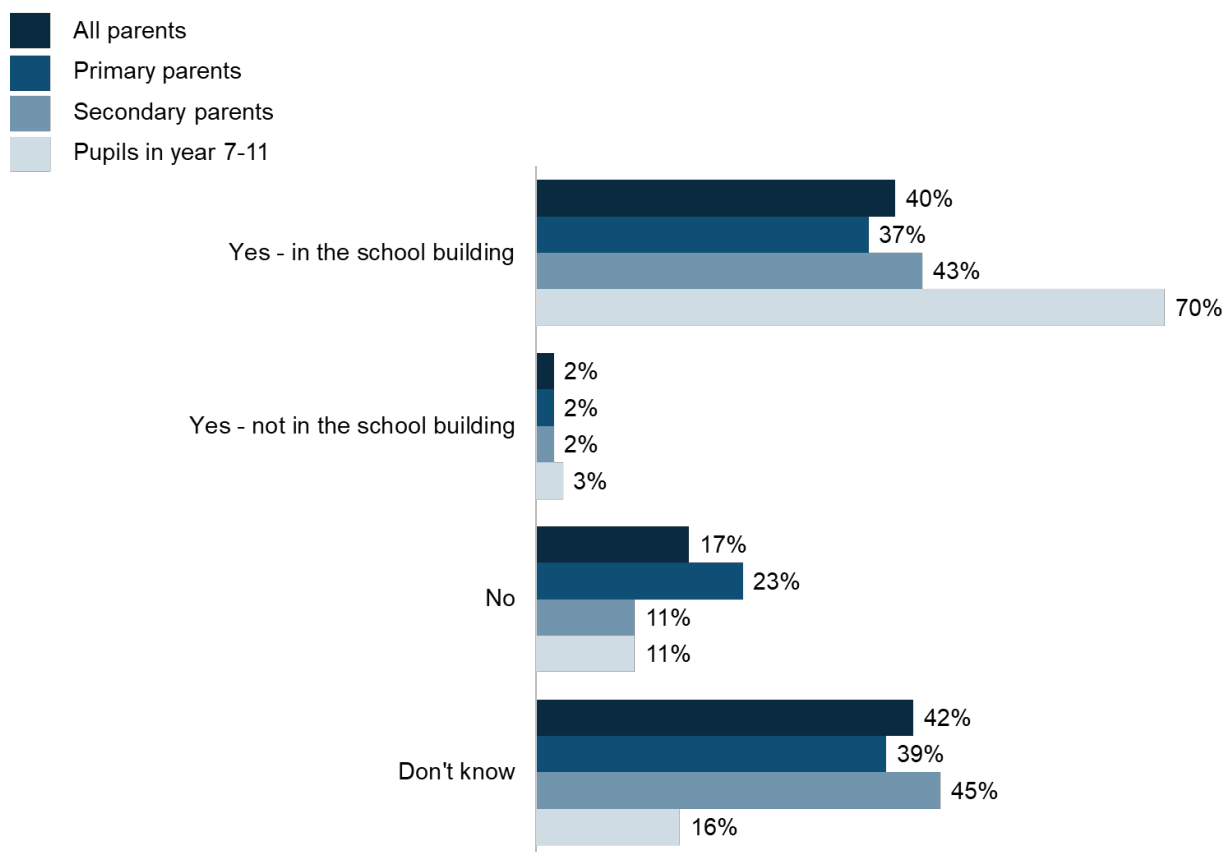
Parents were asked if their child's school provides a space where they can practice singing or playing an instrument uninterrupted, either during the school day, before school or after school. Around two in five (41%) said their child's school did have a practice space, similar to the proportion recorded in the May 2022 PPLP wave (43%).

As shown in Figure 12, the majority said this space was within the school building (40%), while 2% of parents said their child was provided with a practice space which was not in the school building. Around one in six (17%) said their child was not provided with a practice space and around two in five (42%) did not know.

Parents of secondary pupils were more likely to report that their child's school provided a space they could practice singing or playing an instrument uninterrupted (44%) compared with parents of primary pupils (38%).

Parents less likely to report this included parents of pupils eligible for FSM (35% compared with 43% of pupils not eligible) and parents of pupils considered to have SEND (31% compared with 43% of pupils not considered to have SEND).

Figure 12 Music practice space provided by the school



Base: All parents (3,294); All primary parents (1,678); All secondary parents (1,616); All pupils in years 7 to 11 (2,020).

Source: PPLP 2023 RW6 parents survey. Does [PUPILNAME]'s/your school provide a space where they/you can practice singing or playing an instrument uninterrupted, individually or together, either during the school day, before school, or after school?

Pupils

Pupils in years 7 to 11 were asked if their school provided them with a space to practice singing or playing an instrument uninterrupted, individually or together, either during the day, before school, or after school. Just over seven in ten (73%) said their school did provide them with a practice space. The majority (70%) said this practice space was in the school building and 3% said their school provided a space outside of the school building, as shown above in Figure 12. Around one in ten (11%) said their school did not provide them with a practice space and 16% said they did not know. These findings were similar to the May 2022 PPLP wave, when 72% of pupils said their school provided them with a practice space.

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

- pupils eligible for FSM (65% compared with 75% of pupils not eligible for FSM)
- pupils with SEN (64% compared with 74% of pupils without SEN)
- pupils with CiN status (62% compared with 73% of pupils without CiN status)

Timetabled music lessons

Pupils

Pupils in years 7 to 11 were asked on average how many minutes of timetabled music teaching they received in a typical week at school during the current academic year.

On average (mean score), pupils in years 7 to 11 received 77 minutes of timetabled music teaching in a typical week. This was higher than the corresponding figure for the previous academic year (71 minutes), as recorded by the May 2022 PPLP wave.

This comprised 2% who said they received 30 minutes or less per week, 21% who gave a figure of between 30 and 60 minutes, and 7% who said they received an hour or more of timetabled music teaching in a typical week.

In addition, 17% said that the weekly amount varied too much to give a figure, 33% said that they were not taught music at school, and 18% did not know.

Pupils in years 10 to 11 were more likely to say that they were not taught music at school (68%) compared with pupils in years 7 to 9 (11%).

Live musical performances

Parents

Parents were asked if their child had watched a live musical performance at their school since the start of the school year. Two in five (40%) said their child had watched a live music performance. This was higher than the proportion recorded by the May 2022 PPLP wave in relation to the previous school year (33%). Specifically, 22% said their child had watched a live musical performance once and 18% more than once. Around two in five (42%) reported that their child had not watched a live musical performance, and 18% did not know.

Parents of primary school pupils were more likely to say their child had watched a live musical performance at their school (48% compared with 30% of parents of secondary school pupils). The proportion was lower among:

- parents of pupils eligible for FSM (33% compared with 42% of those not eligible)

- parents of pupils considered to have SEND (33% compared with 42% of those not considered to have SEND)
- parents of pupils with CiN status (30% compared with 40% of parents of pupils without CiN status)

Parents were also asked if their child had taken part in a live musical performance since the start of the school year in September 2022. Around a third (35%) said their child had taken part in a live musical performance. This was an increase from the proportion recorded by the May 2022 PPLP wave in relation to the previous school year starting in September 2021 (28%). Specifically, 21% said that their child had taken part once and 14% more than once. Three in five parents (60%) said their child had not taken part in a live musical performance, while 6% did not know.

Parents of primary school pupils were more likely to say their child had taken part in a live musical performance at their school (50% compared with 16% of parents of secondary school pupils). The proportion was lower among:

- parents of pupils eligible for FSM (29% compared with 36% of those not eligible)
- parents of pupils considered to have SEND (27% compared with 36% of those not considered to have SEND)
- parents of pupils with CiN status (24% compared with 35% of parents of pupils without CiN status)

Pupils

Pupils in years 7 to 11 were asked if they had watched a live musical performance at their school since the start of the school year in September 2022. Two in five (40%) said they had. This was an increase from the proportion recorded in the May 2022 PPLP wave (35%) in relation to the previous school year.

A quarter of pupils in years 7 to 11 (26%) said they had watched a performance once and 15% said they had done so more than once. Just over half (54%) said they had not watched a live performance since the start of the school year.

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

- pupils eligible for FSM (34% compared with 42% of pupils not eligible for FSM)
- pupils with SEN (29% compared with 42% of those without SEN)
- pupils with CiN status (34% compared with 41% of those without CiN status)

Pupils in years 7 to 11 were also asked if they had taken part in a live musical performance at their school since the start of the current school year. Around one in five

(21%) said they had taken part in a live musical performance at school. This was slightly higher than the proportion recorded by the May 2022 PPLP wave in relation to the previous school year (18%). Specifically, 11% had taken part once, and 10% had taken part more than once. Around seven in ten (72%) said they had not taken part in a live musical performance at school.

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

- pupils eligible for FSM (15% compared with 23% of pupils not eligible for FSM)
- pupils with SEN (14% compared with 22% of those without SEN)

Post 16 qualifications and programmes

Pupils and parents were asked about their knowledge of certain types of post 16 qualifications and programmes: apprenticeships, A-levels, T Levels and T Level Transition Programme. The awareness questions looked at whether pupils and parents had heard of the name of the programme but did not test their understanding of the term. Pupils were then asked how likely they would be to consider these options and whether anyone had recommended that they take them after their GCSEs, and parents were asked whether they would recommend them to their children. These questions were asked of pupils in years 9 to 11, as well as parents of pupils in these year groups. Similar questions were asked in the June/July 2022 PPLP wave.

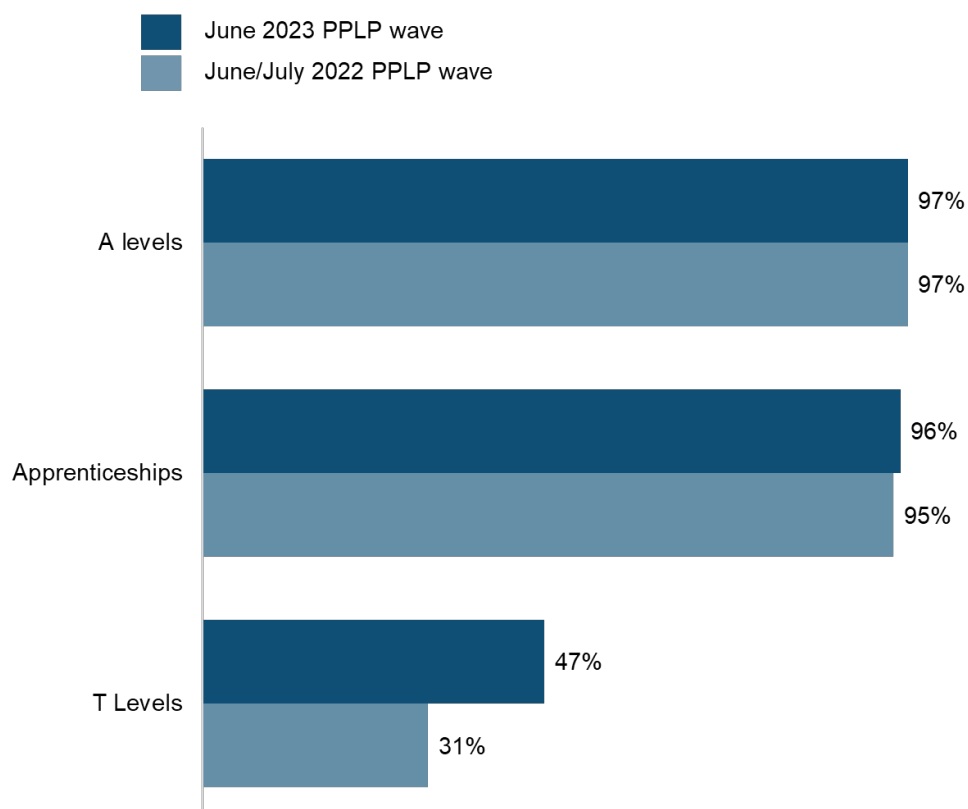
Awareness of a range of post 16 options, both on academic and technical pathways, is important for young people to be able to decide what route is right for them, and for parents to be able to support them. Evidence gathered here will also allow the department to track awareness of new programmes, like T Levels, as they expand and roll out more widely.

Parents

Parents of pupils in years 9 to 11 were asked whether they would encourage their child to consider different types of qualifications and programmes. These questions were asked of parents who had heard of each qualification or programme. Almost all parents were aware of A-levels (97%) and apprenticeships (96%), whilst around half (47%) were aware of T Levels. Among those who had heard of T Levels, half (52%) had heard of the T Level Transition Programme.

Compared with the June/July 2022 PPLP wave, the proportion of parents of pupils in years 9 to 11 who were aware of T Levels increased, from 31% to 47% in June 2023 (shown in Figure 13). Awareness of apprenticeships has stayed consistent. Questions on the T Level Transition Programme were not asked to parents in the June/July 2022 PPLP wave.

Figure 13 Awareness of post 16 qualifications and programmes among parents



Base: Parents of pupils in year 9 to 11; June 2023 (939); June/July 2022 (668).

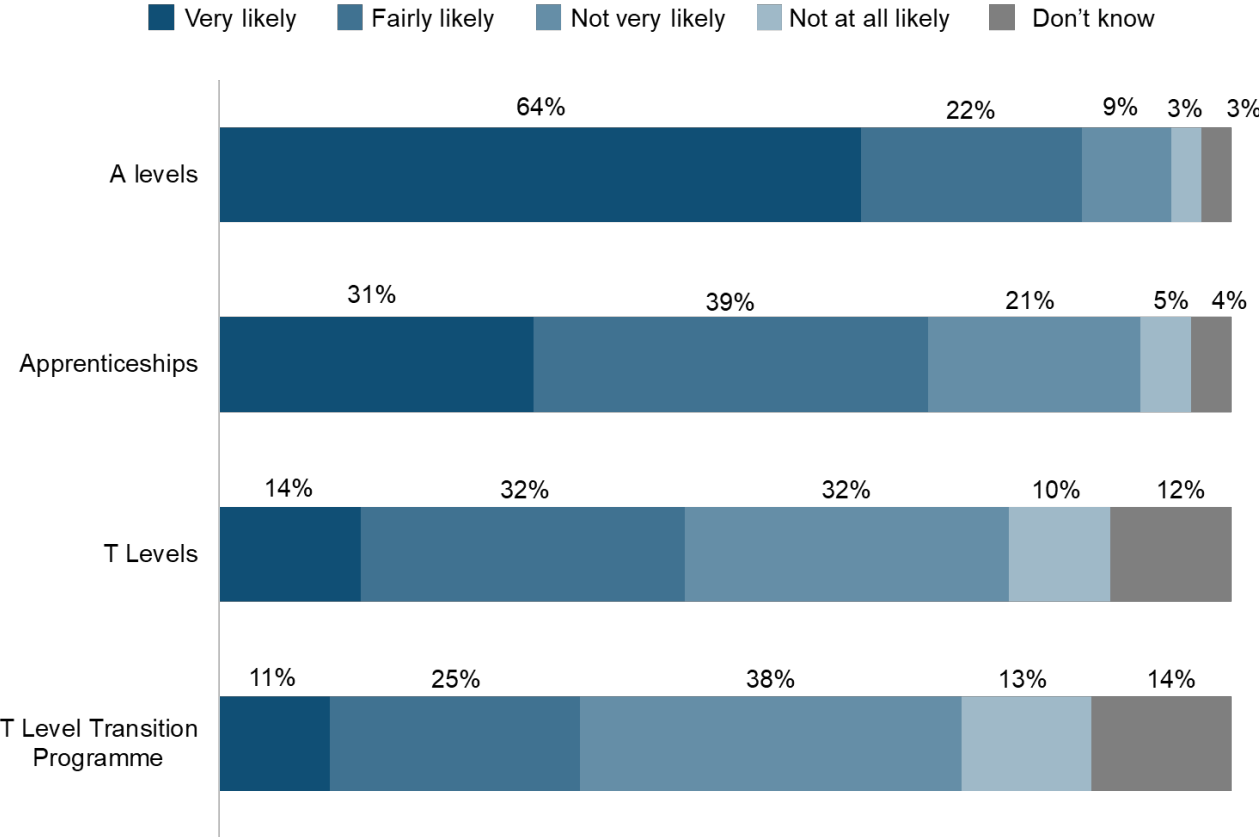
Source: PPLP 2023 RW6 parents survey. We now want to ask you about different post-16 qualifications and programmes. Which, if any, of the following have you heard of?

Parents of pupils in years 9 to 11 were asked whether they would encourage their child to consider different types of qualifications and programmes. These questions were asked of parents who had heard of each qualification or programme.

Most parents who were aware of A-levels said they would be likely to encourage their child to consider them (86%, including 64% 'very likely'). Seven in ten parents aware of apprenticeships said they would be likely to encourage their child to consider them (70%, including 31% 'very likely'). Around half said they would be likely to encourage their child to consider T Levels (46%, including 14% 'very likely') and around a third of parents aware of the T Level Transition Programme (36%) were likely to encourage their child to consider it (11% 'very likely'). Responses are shown in Figure 14.

Compared with the June/July 2022 PPLP wave, the proportion of parents of pupils in years 9 to 11 who said they would be likely to encourage their child to consider T Levels increased from 34% in June/July 2022 to 46% in June 2023. Questions on the T Level Transition Programme were not asked to parents in the June/July 2022 PPLP wave.

Figure 14 Likelihood of parents encouraging pupil to consider different types of qualifications and programmes



Base: Parents of pupils in years 9 to 11 who were aware of each qualification or programme: A Levels (905); apprenticeships (900); T Levels (437); T Level Transition Programme (211).

Source: PPLP 2023 RW6 parents survey. If you were to speak to your child about their career or further education options, how likely would you be to encourage them to consider each of the following?

The following groups of parents were less likely to say they would encourage their child to consider A levels:

- parents of pupils eligible for FSM (75% compared with 88% of those not eligible for FSM)
- parents of pupils considered to have SEND (63% compared with 92% of those not considered to have SEND)
- parents of pupils with CiN status (69% compared with 86% of pupils without CiN status)

A higher proportion of parents of pupils with CiN status said they would be likely to encourage their child to consider T Levels (62%) compared with parents of pupils without CiN status (46%)⁷.

Parents of male pupils were more likely to encourage their child to consider apprenticeships (76%) compared with parents of female pupils (64%).

Pupils

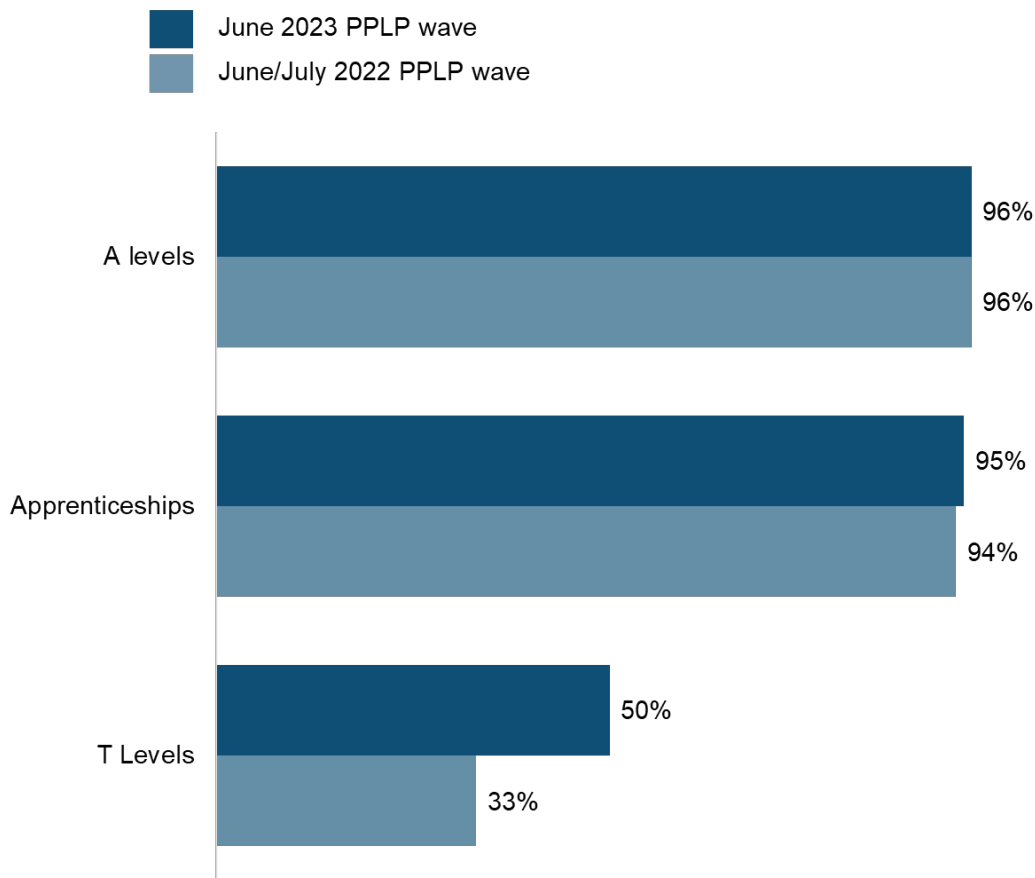
Awareness and likelihood of considering qualifications and programmes

Almost all pupils were aware of A-levels (96%) and apprenticeships (95%), whilst half (50%) were aware of T Levels. Among those who had heard of T Levels, around two in five (43%) had heard of the T Level Transition Programme.

Compared with the June/July 2022 PPLP wave, the proportion of pupils in years 9 to 11 who were aware of T Levels increased, from 33% to 50% in June 2023 (shown in Figure 15). Awareness of apprenticeships has stayed consistent.

⁷ This question was answered by 79 parents of pupils with CiN status. These findings should therefore be treated with caution.

Figure 15 Awareness of post 16 qualifications and programmes among pupils in year 9 to 11



Base: Pupils in years 9 to 11; June 2023 (1,227); June/July 2022 (1,000).

Source: PPLP 2023 RW6 pupil and learner survey. Which, if any, of the following qualifications and programmes have you heard of?

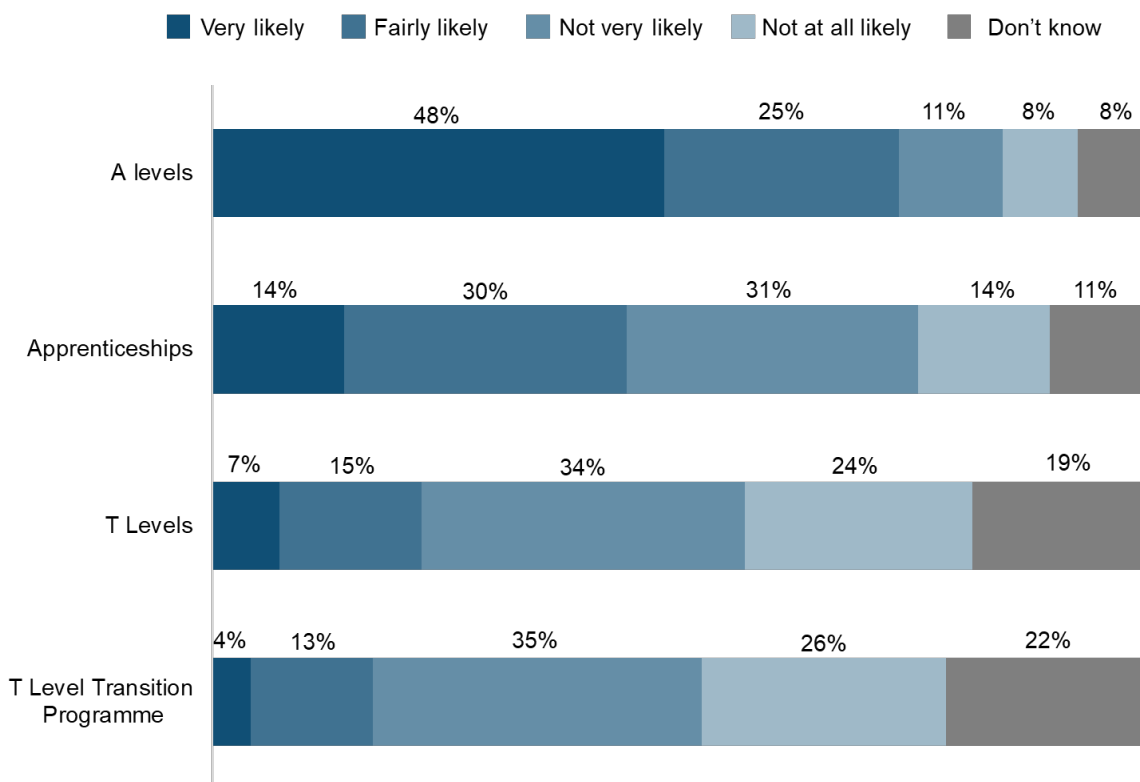
Pupils in years 9 to 11 were asked how likely they would be to consider the four different types of qualifications and programmes. These questions were asked of pupils who had heard of each qualification or programme.

Most pupils who were aware of A-Levels said they would be likely to consider them (73%, including 48% 'very likely'). More than two in five pupils aware of apprenticeships said they would be likely to consider them (44%, including 14% 'very likely'). Around one in five aware of T Levels said it was likely they would consider taking them (22%, including 7% 'very likely') and 17% of pupils aware of the T Level Transition Programme were likely to consider it (including 4% 'very likely'). Responses are shown in Figure 16.

Compared with the June/July 2022 PPLP wave, pupils were less likely to say they would consider doing an apprenticeship (down from 52% in June/July 2022 to 44% in June

2023). Pupils were not asked whether they would consider the T Level Transition Programme in June/July 2022.

Figure 16 Likelihood of pupils considering different types of qualifications and programmes



Base: Pupils in years 9 to 11 who were aware of each item: A Levels (1,185); apprenticeships (1,166); T Levels (626); T Level Transition Programme (274).

Source: PPLP 2023 RW6 pupils and learners survey. How likely are you to consider doing the following after your GCSEs?

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

- pupils not eligible for FSM (51%) compared with those eligible (36%)
- pupils without SEN (53%) compared with those with SEN (19%)
- pupils without CiN status (49%) compared with those with CiN status (33%)
- female pupils (56%) compared with male pupils (39%)

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

- pupils eligible for FSM (20%) compared with those not eligible (12%)
- pupils with SEN (22%) compared with those without SEN (12%)

- pupils with CiN status (23%) compared with those without CiN status (13%)
- male pupils (17%) compared with female pupils (11%)

The proportion that said they were ‘very likely’ to consider T Levels was higher among:

- pupils eligible for FSM (12%) compared with those not eligible (5%)
- pupils with SEN (21%) compared with those without SEN (5%)⁸
- pupils with CiN status (15%) compared with those without CiN status (6%)

The proportion that said they were ‘very likely’ to consider the T Level Transition Programme was higher among pupils with CiN status (12%) compared with those without CiN status (3%)⁹.

A lower proportion of pupils eligible for FSM said they were unlikely to consider the T Level Transition Programme (47%) compared with those not eligible (68%)¹⁰.

Whether anyone has recommended qualifications or programmes

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

Seven in ten pupils who were aware of A-levels said that someone had recommended them (68%), while around half of pupils aware of apprenticeships said they had been recommended (52%). Among those who were aware of these programmes, three in ten (30%) said that someone had recommended T Levels and one in five (19%) said that someone had recommended the T Level Transition Programme.

Compared with the June/July 2022 PPLP wave, pupils were less likely to say that someone had recommended A-levels (down from 79% to 68%) and apprenticeships (down from 59% to 52%). Pupils were not asked whether they had been recommended the T Level Transition Programme in June/July 2022.

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

- pupils with SEN (47%) compared with those without SEN (72%)
- pupils with CiN status (51%) compared with those without CiN status (69%)

⁸ This question was answered by 90 pupils with SEN. These findings should therefore be treated with caution.

⁹ This question was answered by 61 pupils with CiN status. These findings should therefore be treated with caution.

¹⁰ This question was answered by 85 pupils eligible for FSM. These findings should therefore be treated with caution.

- male pupils (60%) compared with female pupils (75%)

Among those aware of apprenticeships, the proportion that said someone had recommended them was lower among pupils with SEN (42%) compared with those without SEN (53%).

Access to period products

The period product scheme is available to all state-maintained schools and 16 to 19 education organisations in England. It provides free period products to girls and women¹¹ who need them in their place of study. The current scheme is available to organisations until July 2024.

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

Female pupils and learners¹² were asked a series of questions about the availability of free period products at their school or college. This section looks at the benefits experienced by those who have used free period products at their school or college, as well as the reasons why some female pupils and learners have not used them.

Provision of free period products at school or college

Female pupils and learners were asked if their school or college provided them with free period products. Four in five female pupils and learners (80%) reported that their school or college provided them with free period products. This was higher than the proportion recorded by the May 2022 PPLP wave (74%)¹³. A third (33%) reported that they had used the free period products provided and around half (47%) said the school provided free products, but they had not used them. One in ten (9%) said that their school or college did not provide free period products and 11% did not know.

Female pupils and learners eligible for FSM or FME were less likely to say their school provided them with free period products (70% compared with 82% of those not eligible for FSM or FME), as were female pupils and learners with SEN (71% compared with 81% of those without SEN). However, there were no differences in the proportions that said they had used the products.

¹¹ When discussing the period products scheme, references to 'girls and women' also includes a reference to learners who menstruate (or may later start menstruating) who may not identify as female but, instead, identify as transgender or non-binary.

¹² The survey questions on period products were asked to those who were recorded as female in the NPD/ILR.

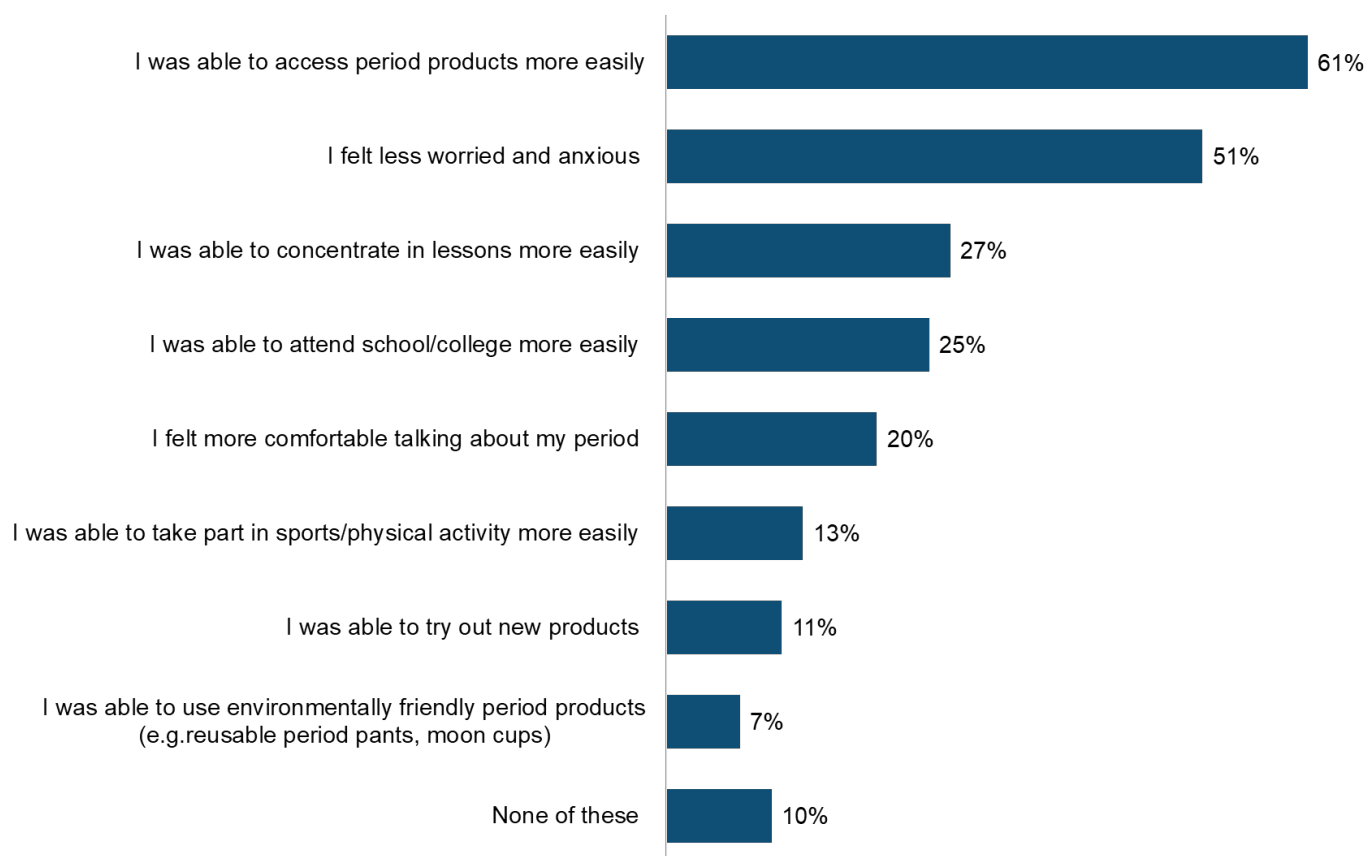
¹³ In May 2022, the findings represent female pupils and learners identified as female in NPD/ILR and who also identified as female in a survey question at recruitment, whereas in June 2023 the findings represent female pupils and learners identified as female in NPD/ILR.

Benefits of accessing free period products

Female pupils and learners who had used free period products at school or college were asked about the benefits, as shown in Figure 17. The most commonly mentioned benefits were being able to access period products more easily (61%) and feeling less worried and anxious (51%). Other benefits included being able to concentrate in lessons more easily (27%) and being able to attend school or college more easily (25%). One in five said they felt more comfortable talking about their period (20%).

Compared to the May 2022 PPLP wave, there were increases in the proportion saying they benefitted by feeling less worried and anxious (up from 42% to 51%), and the proportion that said they were able to attend school or college more easily (up from 16% to 25%).

Figure 17 Reported benefits of accessing free period products at school or college



Base: All female pupils/learners who have used free period products at their school or college (553).

Source: PPLP 2023 RW6 pupils and learners survey. Which of the following benefits did accessing free period products give you?

Impact of being unable to access period products

When female pupils and learners were asked how being unable to access period products because of their cost had affected them, the most common impact selected from a list was feeling worried or anxious (42%), followed by struggling to concentrate on school or college work (29%). Other impacts included missing social activities (21%), missing school or college (19%) and being unable to take part in sports and fitness activities (19%). Around a third (32%) said it had not affected them, while 5% did not know and 3% preferred not to say. These findings were similar to those seen in the May 2022 PPLP wave.

Female learners in years 12 to 13 in college settings were more likely to say they had missed school or college due to being unable to access period products (36% compared with 11% of female pupils in years 12 to 13 in school settings). Female pupils in years 12 to 13 in school settings were more likely to say being unable to access period products had not affected them (32% compared with 12% of female learners in years 12 to 13 in college settings)¹⁴.

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

Female pupils and learners who reported that their school or college provided free period products, but they had not used them, were asked why this was.

Three in five (62%) said it was because their parent or carer provided them with period products. Half (51%) said they had never needed to access period products at school or college. A fifth (21%) said they were not comfortable with the process of getting the free products (for example, asking their teacher). Other reasons included not using period products (9%), the products offered not being what they liked (6%) and the products not being suitable for them (5%). These findings were similar to those recorded in the May 2022 PPLP wave.

Female pupils in years 12 to 13 in school settings were more likely to say their parent or carer provided them with period products (76% compared with 57% of female learners in years 12 to 13 in college settings)¹⁵.

¹⁴ This question was answered by 73 pupils in school settings and 72 learners in college settings. These findings should therefore be treated with caution.

¹⁵ This question was answered by 85 pupils in school settings and 84 learners in college settings. These findings should therefore be treated with caution.

Access to and perceptions of mental health support

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

Awareness of mental health support at school or college

Parents

Around half (49%) of parents said that they were aware of mental health and wellbeing support available through their child's school or college. This was higher than the proportion recorded in the February 2022 PPLP wave (42%).

Awareness of such support was higher among parents of secondary pupils (55% compared with 45% of parents of primary pupils), and among parents of pupils with CiN status (55% compared with 49% of parents of pupils without CiN status).

Pupils and learners

Around three-quarters (77%) of pupils and learners said that they were aware of mental health and wellbeing support available through their school or college. This proportion was higher than in previous surveys (71% in the February 2022 PPLP wave and 73% in the November 2022 PPLP wave).

Among pupils in years 7 to 11, the proportion who were aware of mental health and wellbeing support available through their school or college had increased to 76% in the June 2023 PPLP wave, from 73% in the November 2022 PPLP wave, and 68% in the February 2022 PPLP wave.

Awareness of mental health and wellbeing support was lower among pupils and learners eligible for FSM or FME (71% compared with 78% of those not eligible) and among pupils with CiN status (69% compared with 77% of pupils without CiN status).

Use of mental health support

Parents

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

Around a third (35%) reported that their child had made use of it, which was an increase from the proportion recorded in the February 2022 PPLP wave (28%).

The following groups were more likely to report that the support had been used:

- parents of pupils eligible for FSM (44% compared with 33% of those not eligible for FSM)
- parents of pupils considered to have SEND (59% compared with 29% of those not considered to have SEND)
- parents of pupils with CiN status (55% compared with 34% of those without CiN status)

Pupils and learners

Around a third (32%) of pupils and learners who were aware of any mental health and wellbeing support offered by their school or college said that they had made use of that support. This proportion has increased over time, from 23% in the February 2022 PPLP wave and 29% in the November 2022 PPLP wave.

Among pupils in years 7 to 11, the proportion who had made use of the support available through their school or college had increased to 33% in the June 2023 PPLP wave, from 23% in the February 2022 PPLP wave and 29% in the November 2022 PPLP wave.

Reported uptake was higher among:

- pupils and learners eligible for FSM or FME (45% compared with 29% of those not eligible)
- pupils and learners with SEN (50% compared with 29% of those without SEN)
- pupils with CiN status (49% compared with 32% of those without CiN status)

Perceptions of pupils' mental health and support networks

Parents

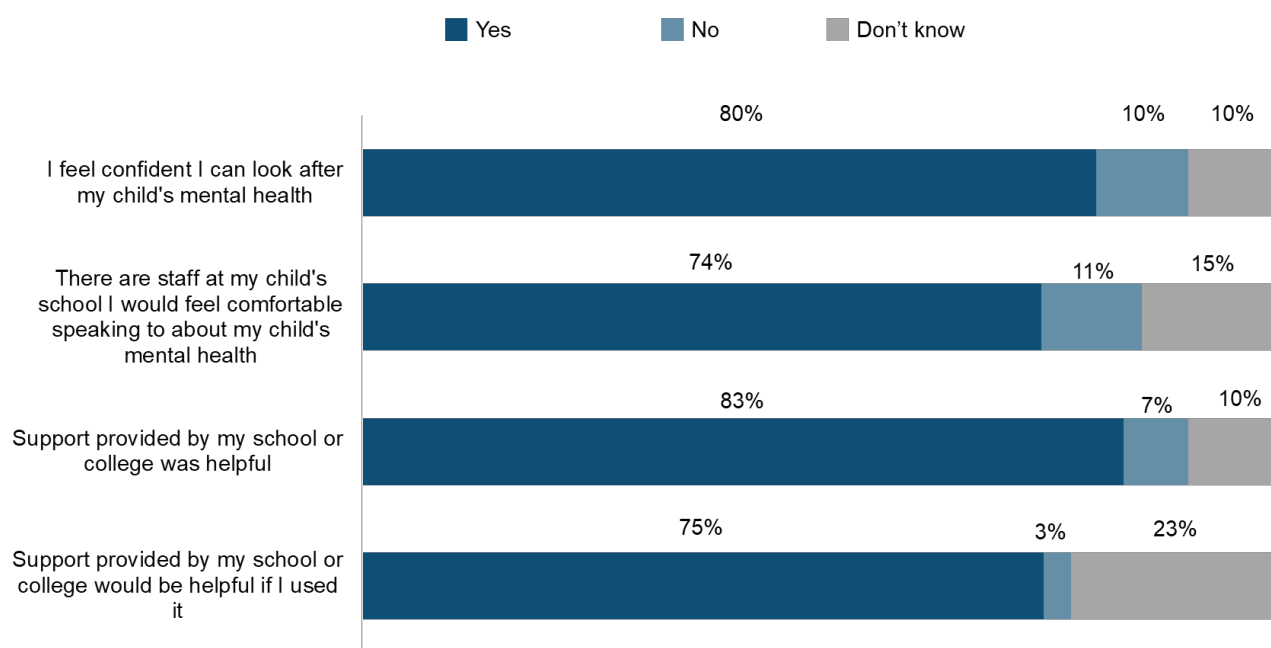
Whether parents feel confident they can look after their child's mental health

As shown in Figure 18, four in five parents (80%) reported that they felt confident they could look after the mental health of their child. This was similar to the proportion recorded in the February 2022 PPLP wave. One in ten (10%) said that they did not feel confident and 10% said that they did not know.

Parents of primary school pupils were more likely to say they were confident they could look after the mental health of their child (83% compared with 78% of parents of secondary school pupils).

The proportion that said they felt confident was lower among parents of pupils considered to have SEND (69% compared with 84% of those without SEND) and parents of pupils with CiN status (77% compared with 81% of those without CiN status).

Figure 18 Perceptions of pupils’ mental health and support networks (parents)



Base: All parents (3,294), Parents whose child has used mental health and wellbeing support at their school (736), Parents whose child has not made use of mental health and wellbeing support at their school (994).

Source: PPLP 2023 RW6 parents survey. Would you say that?

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

Around three-quarters (74%) of parents said there were staff at their child’s school who they would feel comfortable speaking to about their child’s mental health. This was similar to the proportion recorded in the February 2022 PPLP wave (73%). Around one in ten (11%) said that there were not any staff they would feel comfortable talking to about their child’s mental health and 15% did not know.

Parents of primary school pupils were more likely to say that there were staff at their child’s school who they would feel comfortable speaking to about their child’s mental health (80% compared with 66% of parents of secondary school pupils).

Parents of pupils with CiN status were more likely to say there were not staff at their child's school who they would feel comfortable speaking to about their child's mental health (16% compared with 11% of parents of pupils without CiN status).

Whether the support provided by the school or college was helpful

Parents whose child had made use of any mental health and wellbeing support offered by their school or college were asked if that support had been helpful. The majority of these parents (83%) reported that the support had been helpful, while 7% said it had not been helpful. The proportion of parents that said the support had been helpful was lower than in the February 2022 PPLP wave (86%).

Parents of primary school pupils were more likely to say that the support provided by the school or college had been helpful (91% compared with 76% of parents of secondary school pupils).

Parents of pupils with CiN status were more likely to say the support provided by the school or college had not been helpful (13% compared with 6% of parents of pupils without CiN status).

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

Parents who were aware of any mental health and wellbeing support offered by their child's school or college, but whose children had not used it, were asked if they thought that support would be helpful if they used it. Three in four of these parents (75%) thought that the support would be helpful if they used it. This was lower than the February 2022 PPLP wave (80%).

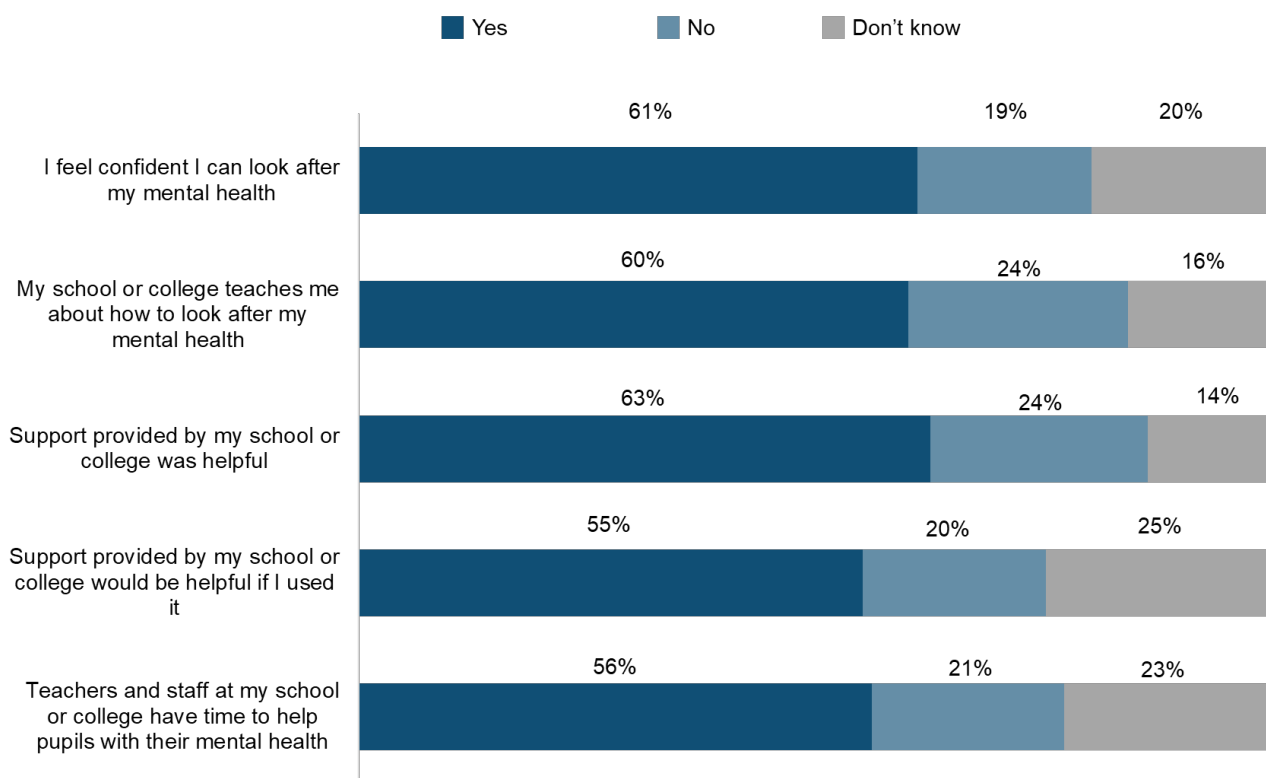
Pupils and learners

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

As shown in Figure 19, around three in five pupils and learners (61%) said that they felt confident they could look after their own mental health. Similar proportions said they did not feel confident (19%) or did not know (20%). Among pupils in years 7 to 11, the proportion who felt confident was similar to previous surveys (62% in the June 2023 PPLP wave, 64% in November 2022 and 63% in February 2022).

Pupils and learners eligible for FSM or FME were less likely to say that they were confident they could look after their own mental health (56% compared with 62% of those not eligible).

Figure 19 Perceptions of pupils' mental health and support networks (pupils and learners)



Base: All pupils and learners (2,699), Pupils and learners who have used mental health and wellbeing support at their school (724), Pupils and learners who had not made use of mental health and wellbeing support at their school (1,226)

Source: PPLP 2022/23 RW6 pupils and learners survey. Would you say that ...?

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

Three in five pupils and learners (60%) said that their school or college teaches them about how to look after their mental health. Around a quarter (24%) reported that their school or college does not teach them about how to look after their mental health and 16% did not know.

Among pupils in years 7 to 11, the proportion who felt their school or college teaches them about how to look after their mental health was similar to previous surveys (62% in both the June 2023 and November 2022 PPLP wave, and 61% in the February 2022 PPLP wave).

Whether the support provided by school or college was helpful

Pupils and learners who had made use of any mental health and wellbeing support offered by their school or college were asked if that support had been helpful. More than three in five (63%) reported that the support had been helpful, while 24% said it had not been helpful.

Among pupils in years 7 to 11, the proportion who felt that the support had been helpful was similar to previous surveys (63% in both the June 2023 and November 2022 PPLP wave, and 68% in the February 2022 PPLP wave).

Year 12 to 13 learners in college settings were more likely than year 12 to 13 pupils in school settings to say the support they had received had been helpful (73% compared with 53%)¹⁶.

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

Pupils and learners who were aware of any mental health and wellbeing support offered by their school or college, but had not used it, were asked if they thought that support would be helpful if they did use it. More than half (55%) thought that the support would be helpful if they did use it, while 20% thought it would not be helpful and 25% said they did not know.

The proportion that thought the support would be helpful was lower than in previous surveys (58% in the February 2022 PPLP wave and 60% in the November 2022 PPLP wave).

Among pupils in years 7 to 11, the proportion who felt that the support would be helpful if they did use it was lower than in previous surveys (54% in the June 2023 PPLP wave compared with 60% in the November 2022 PPLP wave, and 62% in the February 2022 PPLP wave).

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

More than half of pupils and learners (56%) said that teachers and staff at their school or college had time to help pupils with their mental health. Around one in five (21%) said they did not and 23% said they did not know.

Among pupils in years 7 to 11, the proportion who felt that teachers and staff at their school or college have time to help pupils with their mental health was similar to the November 2022 PPLP wave (56% in both June 2023 and November 2022). This had increased from the February 2022 PPLP wave from 51%.

¹⁶ This question was answered by 85 pupils in school settings and 71 learners in college settings. These findings should therefore be treated with caution.

Year 12 to 13 learners in college settings were more likely than year 12 to 13 pupils in school settings to say staff at their school or college had time to help them (63% compared with 53%).

Cost of living

This section looks at the impact of the rising cost of living on pupils and parents. Both parents and year 12 pupils and learners were asked how worried they are about being able to afford meals at school or college next academic year. Pupils and learners in years 11 to 13 were also asked if their plans for education and learning have changed as a result of the rising cost of living, and if so how.

Concern about being able to afford meals at school

Parents

Parents were asked how worried they were about being able to afford meals for their child in the next academic year, from September 2023. A third (34%) of parents were worried, while over half (56%) said they were not worried.

Parents more likely to be worried about being able to afford meals at school in the next academic year included:

- parents of pupils eligible for FSM (50% compared with 29% not eligible)
- parents of pupils considered to have SEND (41% compared with 31% not considered to have SEND)
- parents of pupils with CiN status (42% compared with 33% without CiN status)

Pupils

Around three in ten pupils and learners in year 12 (31%) said they were worried about being able to afford meals at school or college in the next academic year, from September 2023. Around three in five (58%) said they were not worried.

Year 12 learners in college settings were more likely to say they were worried (37%) compared with year 12 pupils in school settings (23%).

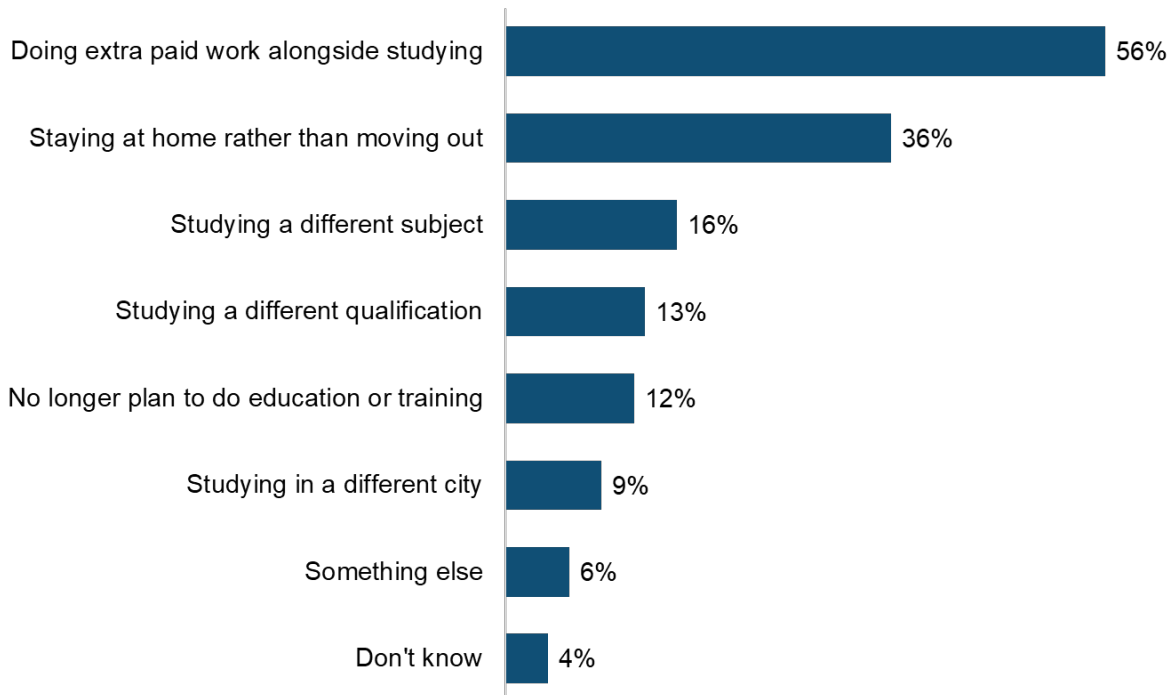
Whether pupils have changed their plans

Around a quarter (26%) of pupils and learners in years 11 to 13 said that their plans for education or training had changed because of the rising cost of living. This was higher among year 13 pupils and learners (34%) than year 11 pupils (21%) and year 12 pupils and learners (24%).

Those who said that their plans for education or training had changed were asked to describe how these had changed. More than half (56%) said they were planning to do

extra paid work alongside studying, while around a third (36%) said they were planning to stay at home rather than move out (shown in Figure 20).

Figure 20 How plans for education or training have changed due to the rising cost of living



Base: All pupils and learners who have changed their plans for education or training due to the rising cost of living (291).

Source: PPLP 2022/23 RW6 pupils and learners survey. In what ways have your plans changed?

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 and can provide a range of other positive outcomes (e.g., academic achievement, behaviour and attendance at school)¹⁷.

Parents

Parents were asked which extra-curricular activities their child had taken part in during the current term at school or college. The most commonly reported extra-curricular activity was sports and physical activities (52%). This was followed by performing arts (15%) and creative arts (14%). Around one in ten said they had participated in clubs relating to an academic subject (12%), uniform groups (10%), hobby or interest clubs (10%) or volunteering (10%). Around three in ten (28%) said their child had not taken part in any extra extra-curricular activities during the current term. These findings were similar to those recorded in the March 2023 PPLP wave.

Overall, parents of primary school pupils were more likely to say their child had taken part in extra-curricular activities in the current term (78% compared with 65% of parents of secondary school pupils). In particular, they were more likely to say they had participated in sports and physical activities (61% compared with 42%).

Parents of pupils eligible for FSM were less likely to say their child had taken part in extra-curricular activities (59% compared with 76% not eligible for FSM). The proportion was also lower among parents of pupils considered to have SEND (58% compared with 76% of those not considered to have SEND).

Pupils and learners

Among pupils and learners, the most commonly reported extra-curricular activity was sports and physical activities (41%). This was followed by performing arts (15%), volunteering (11%), creative arts (10%), clubs relating to an academic subject (10%) and hobby or interest clubs (10%). More than a third (37%) said they had not taken part in any extra-curricular activities during the current term. These findings were similar to those recorded in the March 2023 PPLP wave.

Among pupils in year 7 to 11, the proportion who had taken part in sports or physical activities had decreased from 52% in the November 2022 PPLP wave to 47% in June 2023, and the proportion who had taken part in creative arts had decreased from 14% in the November 2022 PPLP wave to 11% in June 2023. There was an increase in the

¹⁷ [An Unequal Playing Field report.pdf \(publishing.service.gov.uk\)](#)

proportion who had taken part in community or diversity groups (from 3% in November 2022 to 5% in June 2023), as well as an increase in those who had not taken part in any extra-curricular activities (from 27% in November 2022 to 33% in June 2023).

Year 12 to 13 pupils in school settings were more likely to say they had taken part in extra-curricular activities in the current term (60% compared with 38% of year 12 to 13 learners in college settings), with higher proportions taking part in sports and physical activities (28% compared with 16%) and volunteering (22% compared with 9%).

Participation in extra-curricular activities was less common among pupils and learners with SEN (55% compared with 64% among those without SEN), particularly in sports and physical activities (33% compared with 42%).

Attendance

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

Parents, pupils, and learners were asked about physical attendance in the previous two weeks at the point they completed the survey (with surveys conducted from 21 to 27 June 2023), as well as reasons for non-attendance.

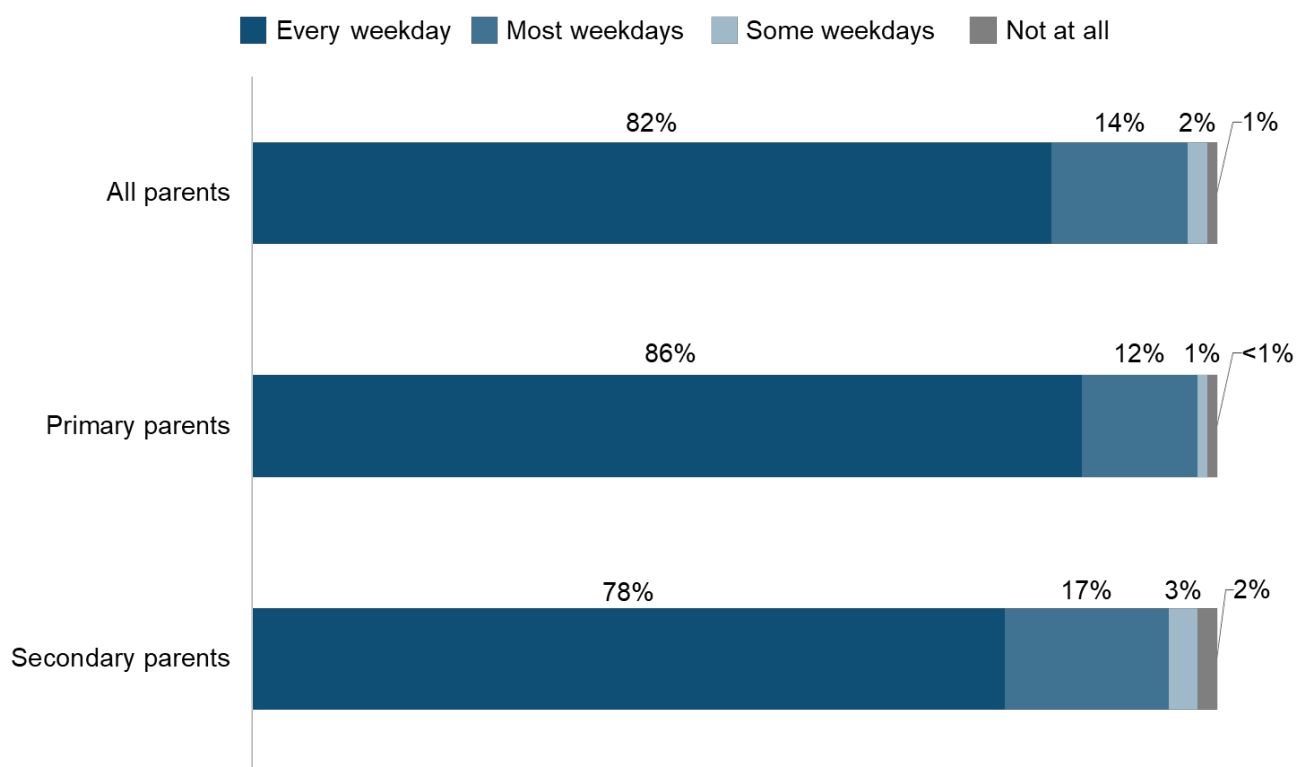
How regularly pupils and learners physically attended school or college in the last two weeks

Parents

Around four in five parents (82%) reported that their child had physically attended school every weekday over the previous two weeks, while 14% said their child had attended 'most weekdays'.

As shown in Figure 21, parents of primary school pupils were more likely to say their child had attended every weekday (86%) compared with parents of secondary school pupils (78%).

Figure 21 Pupil physical attendance at school in the last two weeks (parents)



Base: All parents (3,294), Primary parents (1,678), Secondary parents (1,616).

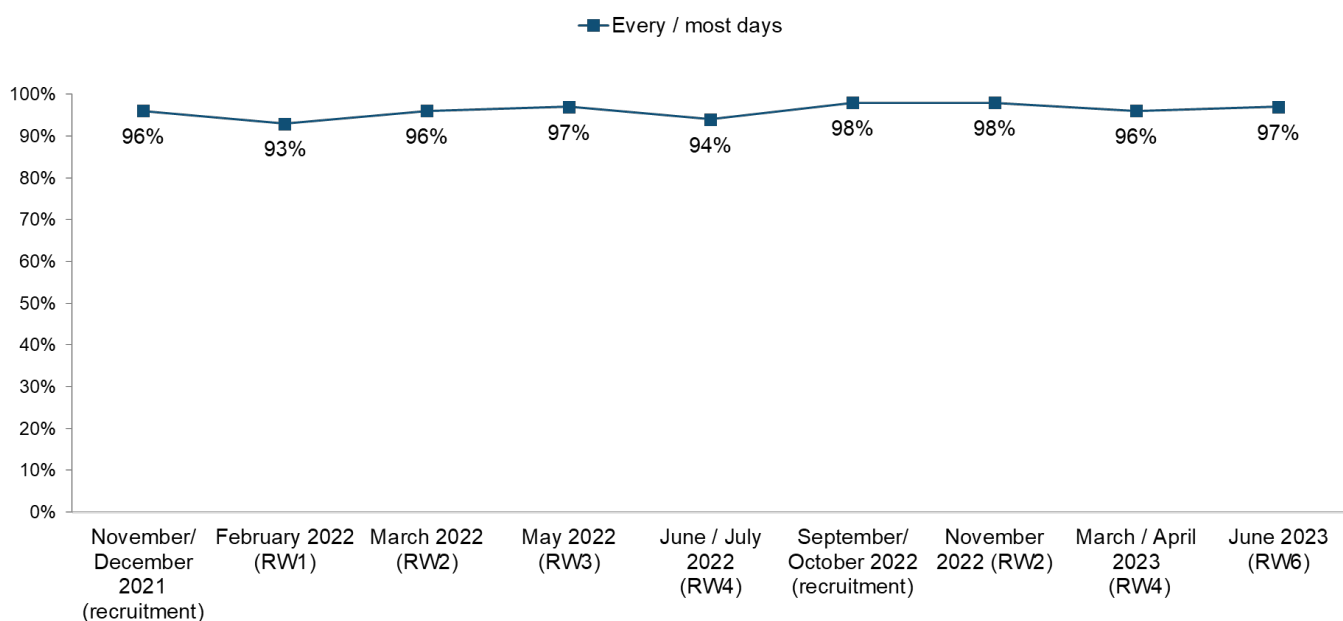
Source: PPLP 2023 RW6 parents survey. Excluding any days when [PUPILNAME]'s school may have been closed due to strike action, how often, if at all, has [PUPILNAME] physically attended school or college in the past two weeks of term time?

Parents who were less likely to report that their child had attended school every weekday included:

- parents of pupils eligible for FSM (76% compared with 84% of those not eligible)
- parents of pupils considered to have SEND (69% compared with 86% of those not considered to have SEND)
- parents of pupils with CiN status (72% compared with 83% of those without CiN status)

The proportion of parents who said their child had attended school every day or most days remained consistent with the March/April 2023 PPLP wave, shown in Figure 22.

Figure 22 Pupil physical attendance at school in the last two weeks, reported by parents over time



Base: All parents: June 2023 (3,294), March/April 2023 (4,568), November 2022 (2,976), September/October 2022 (5,564), June/July 2022 (2,335), May 2022 (2,521), March 2022 (2,639), February 2022 (2,396), November/December 2021 (4,047).

Source: PPLP 2023 RW6 parents 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?

Pupils and learners

Around two-thirds of pupils and learners (64%) reported that they had physically attended school or college every weekday over the previous two weeks, while one in five (21%) said they had attended 'most weekdays'.

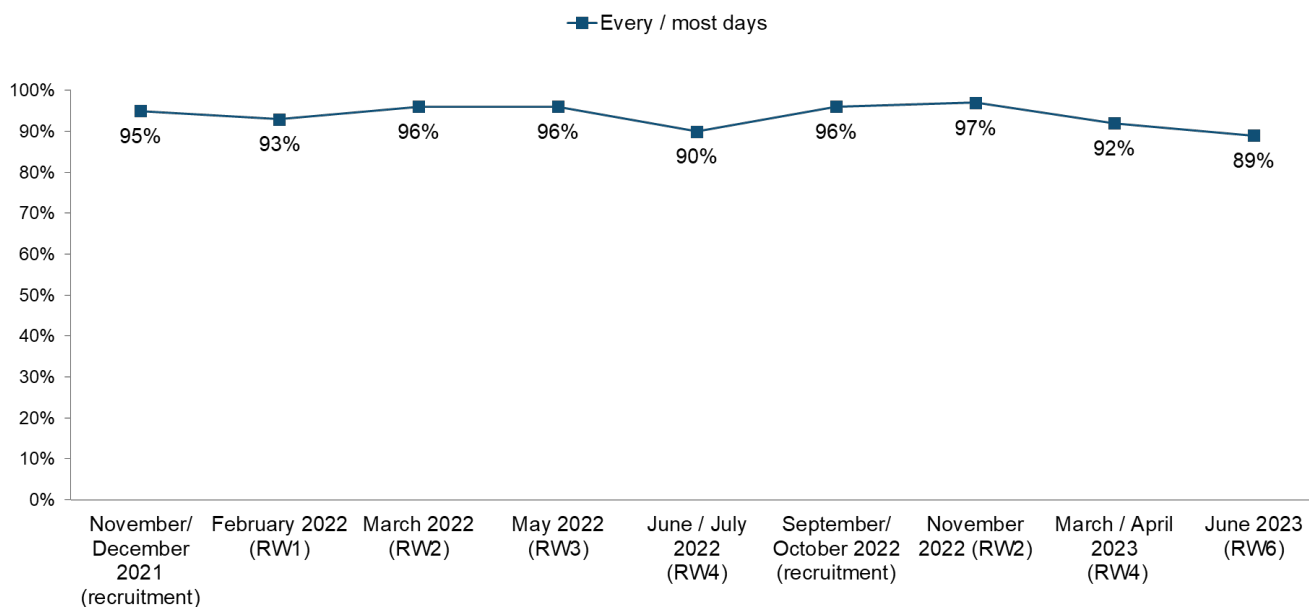
There was some variation by year group, likely due to the survey covering the exam period. Around three-quarters of pupils in years 7 to 9 (73%) reported they had attended school or college every weekday over the previous two weeks, compared with 67% of pupils in years 10 to 11 and 44% of pupils and learners in years 12 to 13.

Year 12 to 13 pupils at school settings were more likely than year 12 to 13 learners at college settings to have attended every weekday over the previous two weeks (51% compared with 38%).

Pupils with CiN status were more likely to say that they had not attended at all in the previous two weeks (8% compared with 5% of those without CiN status).

Figure 23 compares the proportion of pupils in years 7 to 11 who reported attending school every day or most days in the previous two weeks across previous PPLP waves. Compared with the June/July 2022 PPLP wave, the proportion of pupils in years 7 to 11 who reported attending every day or most days has remained consistent.

Figure 23 Pupil physical attendance at school in the last two weeks (pupils) over time



Base: All pupils in year 7 to 11: June 2023 (2,020), March/April 2023 (2,978), November 2022 (2,245), September/October 2022 (4,950), June/July 2022 (1,636), May 2022 (1,876), March 2022 (1,920), February 2022 (1,810), November/December 2021 (4,228).

Source: PPLP 2023 RW6 pupil/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?

Reasons for not attending school or college

Parents

Parents who reported that their child did not attend school every day in the previous two weeks were asked why their child was absent. The most common reason was illness not related to COVID-19 (56%). This was followed by anxiety or mental health problems (25%), a neurodevelopmental condition, such as ADHD or autism (10%), being on exam or study leave (8%) and being on holiday (8%).

Parents of primary school pupils were more likely to say that the absence was due to an illness not related to COVID-19 (69% compared with 46% of parents of secondary school pupils) or because they were on holiday (13% compared with 3%). Parents of secondary

school pupils were more likely to say that the absence was due to anxiety or mental health problems (29% compared with 19% of parents of primary school pupils).

Anxiety or mental health problems were more likely to be given as a reason for absence by parents of pupils eligible for FSM (35% compared with 20% not eligible) and parents of pupils considered to have SEND (44% compared with 15% of parents of pupils not considered to have SEND). Parents of pupils considered to have SEND were also more likely to refer to a neurodevelopmental condition such as ADHD or autism as a reason for absence (30% compared with 1% of those not considered to have SEND).

Absence because of illness not related to COVID-19 was mentioned less frequently by parents of pupils considered to have SEND (47% compared with 62% of those not considered to have SEND), as well as by parents of pupils with CiN status (39% compared with 57% of those without CiN status).

Pupils and learners

Pupils and learners who reported they did not attend school or college every day in the previous two weeks were asked why they were absent. Illness not related to COVID-19 was also the most common reason given (34%), followed by being on exam or study leave (26%) and anxiety or mental health problems (21%).

Year 12 to 13 pupils in school settings were more likely than year 12 to 13 learners in college settings to say they were on exam or study leave (64% compared with 26%). Year 12 to 13 learners in college settings were more likely to say that attendance wasn't necessary after exams or that the course did not require full-time attendance (22% compared with 2%).

Pupils and learners eligible for FSM or FME were more likely to say they were absent because of anxiety or mental health problems (28% compared with 18% of those not eligible) and because of bullying (10% compared with 2%). They were less likely to say that they were absent because of exam or study leave (19% compared with 28%).

Pupils and learners with SEN were more likely to say they were absent because of anxiety or mental health problems (32% compared with 19% of those without SEN) or because of a neurodevelopmental condition (16% compared with 3%). They were also more likely to say they had been permanently excluded (6% compared with 1%) or that they were being permanently home schooled (4% compared with less than 1%). They were less likely to say that they were absent because of exam or study leave (17% compared with 28%).

Pupils with CiN status were more likely to say they were absent because of a neurodevelopmental condition (12% compared with 6% of those without CiN status) and because they had been permanently excluded (6% compared with 2%).

Absence due to anxiety or mental health problems

Parents

As described above, a quarter (25%) of parents who said their child did not attend school every day in the previous two weeks reported that this was due to anxiety or mental health problems. These parents were asked what the anxiety or mental health problems were related to, answering from a multiple-choice list of options.

Three out of five of these parents (60%) said the problem was a general feeling of anxiety or anxiousness not specifically attached to any one thing. A quarter (25%) said their child had anxiety or anxiousness about disruptive behaviour of other pupils in their school. One in six (17%) said they had a diagnosed mental illness, such as depression or anxiety, while 13% said they had anxiety or anxiousness about exams.

Pupils and learners

As described above, one fifth (21%) of pupils and learners who said they did not attend school or college every day in the previous two weeks reported that this was due to anxiety or mental health problems. These pupils and learners were asked what the anxiety or mental health problems were related to from a multiple-choice list of options.

Of these pupils and learners, around half (51%) said the problem was a general feeling of anxiety or anxiousness not specifically attached to any one thing. Two in five (38%) said they had a diagnosed mental illness, such as depression or anxiety. A quarter (25%) said they had anxiety or anxiousness about exams, while 14% said they had anxiety or anxiousness about disruptive behaviour of other pupils in their school or college.

Support that could have helped pupils and learners to attend more often

Pupils and parents of 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

More than half (56%) of parents said they did not know what else could have been done and a further quarter (24%) 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 related to more support from school or more or better access to medical support.

“The school putting anything for anxiety in place, which they haven't”

Primary parent, year 2

“The bullying being dealt with by school and more of an understanding of his adhd related behaviours”

Secondary parent, year 7

“More support with GCSE catch up after time off for surgery and recovery. Being able to 'remote learn' whilst recovering”

Secondary parent, year 11

Pupils and learners

More than three-quarters (76%) of pupils and learners said they did not know what else could have been done and a further 8% said that nothing could have been done to support them to attend school more often. Amongst those who gave a specific response, the most common themes related to more support from school and support with bullying.

“Better help and support from the school with the bullying (Verbal, physical, and online).”

Pupil, year 8

“Teachers helping students more with mental health”

Pupil, year 10

“Teachers engaging students during the class instead of simply telling them to go do coursework that we can do at home, it makes it feel pointless to go to class unless you have a question that you need an answer for about the coursework itself.”

Learner, year 13

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; or
- they are disabled

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

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

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

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

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

For more detail, please see the [SEND Code of Practice](#).



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