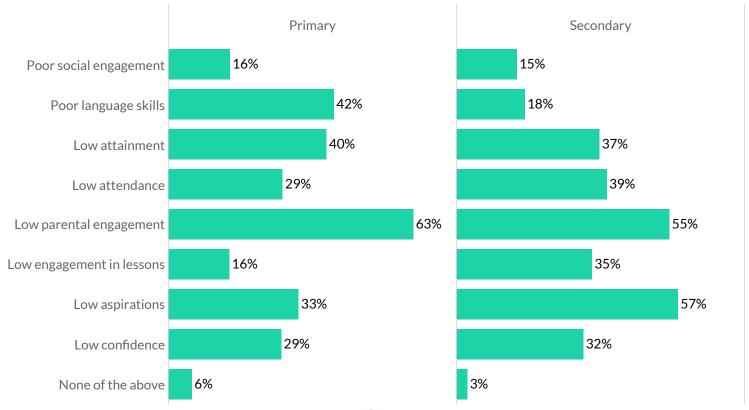


The analysis you'll see in this document is for all teachers in England, excluding those in private schools.	
Here are the questions we asked for you	
	11/07/2019
What are the top three most prominent issues that you currently face with pupil premium students in your school? (Please select up to three answers)	3,335
What are the top three most prominent barriers to pupil premium interventions working effectively in your school? (Please select up to three answers)	3,332

Things we found interesting in your data (1): Secondary teachers more likely to mention low aspirations and engagement

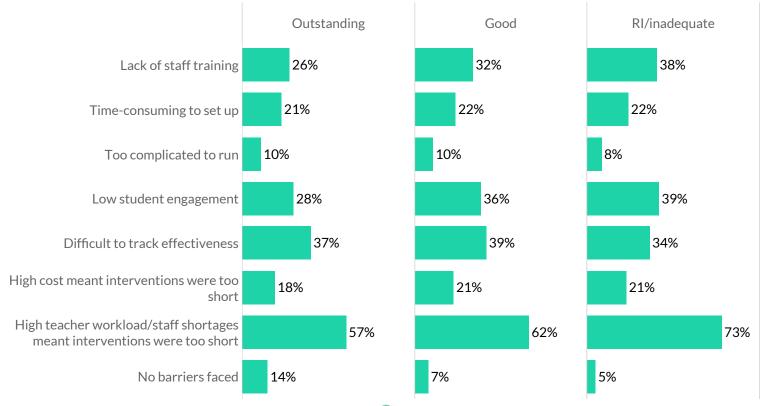
What are the top three most prominent issues that you currently face with pupil premium students in your school? (Please select up to three answers)





Things we found interesting in your data (2): Ofsted RI/inadequate schools more likely to name teacher training and shortages as a constraint to effective delivery

What are the top three most prominent barriers to pupil premium interventions working effectively in your school? (Please select up to three answers)





	All	Schoo	ol free so	chool me	als quir	ntile	Ofsted rating			
	All	FSM Q1 = affluent	FSM Q2	FSM Q3	FSM Q4	FSM Q5 = deprived	Outstanding	Good	RI/inadequ	
Lack of staff training	29%	27%	22%	30%	30%	33%	22%	29%	35%	
Time-consuming to set up	20%	20%	19%	24%	20%	19%	19%	20%	20%	
Too complicated to run	9%	8%	8%	8%	10%	9%	9%	9%	7%	
Low student engagement	32%	28%	32%	35%	34%	28%	24%	33%	36%	
Difficult to track effectiveness	34%	38%	31%	34%	34%	32%	32%	36%	31%	
High cost meant interventions were too short	18%	15%	18%	20%	21%	16%	15%	19%	19%	
High teacher workload/staff shortages meant interventio	57%	49%	58%	60%	58%	59%	49%	57%	67%	
Other	11%	11%	11%	9%	11%	13%	13%	10%	10%	
No barriers faced	7%	9%	9%	5%	6%	8%	12%	7%	4%	
Can't answer/not relevant	7%	9%	7%	6%	5%	8%	9%	6%	6%	
Respondents (unweighted)	3,332	604	649	621	621	580	714	1,838	632	
Respondents (weighted)	3,335	526	639	635	624	646	694	1,874	610	
Maximum margin of error	2%	4%	4%	4%	4%	4%	4%	2%	4%	

- (a) the total number of responses from the relevant population of validated teachers in England
- (b) the number of weighted responses, which adjusts for respondent's gender, age, seniority, region, school phase and funding
- (c) the maximum margin of error, a radius of the 95% confidence interval where 50% of respondents chose a response, to reflect the amount of random variation underlying any survey's results



	All				Sch	ool regior	า		10	
	All	East Midlands	East of England	London	North East	North West	South East	South West	West Midlands	Yorkshire/ Humber
Lack of staff training	29%	29%	24%	30%	28%	35%	29%	27%	22%	31%
Time-consuming to set up	20%	20%	21%	17%	20%	18%	19%	18%	23%	26%
Too complicated to run	9%	5%	10%	11%	12%	9%	7%	11%	8%	5%
Low student engagement	32%	27%	34%	29%	30%	30%	33%	28%	34%	39%
Difficult to track effectiveness	34%	37%	36%	33%	26%	34%	32%	35%	39%	32%
High cost meant interventions were to	18%	15%	16%	21%	16%	22%	15%	20%	18%	17%
High teacher workload/staff shortages	57%	55%	57%	52%	53%	60%	57%	66%	50%	60%
Other	11%	14%	8%	10%	14%	9%	11%	11%	9%	13%
No barriers faced	7%	8%	8%	8%	3%	6%	10%	4%	9%	4%
Can't answer/not relevant	7%	6%	7%	10%	9%	7%	7%	6%	10%	6%
Respondents (unweighted)	3,332	297	442	535	121	428	566	353	281	309
Respondents (weighted)	3,335	282	436	553	131	463	558	329	258	325
Maximum margin of error	2%	6%	5%	4%	9%	5%	4%	5%	6%	5%

- (a) the total number of responses from the relevant population of validated teachers in England
- (b) the number of weighted responses, which adjusts for respondent's gender, age, seniority, region, school phase and funding
- (c) the maximum margin of error, a radius of the 95% confidence interval where 50% of respondents chose a response, to reflect the amount of random variation underlying any survey's results



	All	Te	eacher s	seniorit	У	Teacher subject								
	All	Classroom teacher	Middle leader	SLT excluding head	Headteacher	Primary	English	Maths	Science	Humanities	Languages	Arts incl D&T	Other subject incl PE	
Lack of staff training	29%	34%	25%	27%	15%	36%	24%	20%	20%	25%	21%	21%	23%	
Time-consuming to set up	20%	22%	21%	13%	10%	21%	21%	17%	22%	22%	15%	12%	26%	
Too complicated to run	9%	7%	10%	7%	9%	8%	12%	10%	7%	9%	10%	6%	5%	
Low student engagement	32%	29%	36%	28%	19%	17%	45%	49%	49%	51%	33%	42%	44%	
Difficult to track effectiveness	34%	31%	36%	36%	37%	26%	44%	42%	41%	39%	40%	37%	41%	
High cost meant interventions were t	18%	17%	19%	18%	26%	18%	19%	18%	15%	13%	18%	25%	22%	
High teacher workload/staff shortage	57%	60%	59%	45%	40%	63%	51%	50%	52%	55%	48%	57%	57%	
Other	11%	9%	10%	19%	19%	12%	9%	9%	11%	9%	8%	4%	13%	
No barriers faced	7%	6%	6%	11%	20%	9%	4%	4%	3%	4%	9%	5%	3%	
Can't answer/not relevant	7%	9%	6%	5%	7%	6%	9%	9%	9%	7%	10%	9%	10%	
Respondents (unweighted)	3,332	1,027	1,263	713	209	944	422	484	443	472	131	113	122	
Respondents (weighted)	3,335	1,318	1,381	364	130	1,571	289	359	318	312	94	87	91	
Maximum margin of error	2%	3%	3%	5%	9%	2%	6%	5%	5%	6%	10%	11%	10%	

- (a) the total number of responses from the relevant population of validated teachers in England
- (b) the number of weighted responses, which adjusts for respondent's gender, age, seniority, region, school phase and funding
- (c) the maximum margin of error, a radius of the 95% confidence interval where 50% of respondents chose a response, to reflect the amount of random variation underlying any survey's results



	All	Teacher	gender	er Teacher age					Teacher experience			
	Η	Female	Male	Age in 20s	Age in 30s	Age in 40s	Age in 50s+	Less than 5 years	5 - 10 years	10 - 20 years	Over 20 years	
Lack of staff training	29%	30%	24%	34%	29%	26%	27%	33%	32%	26%	21%	
Time-consuming to set up	20%	19%	23%	26%	23%	16%	11%	26%	22%	18%	12%	
Too complicated to run	9%	9%	8%	7%	10%	9%	8%	8%	7%	10%	10%	
Low student engagement	32%	30%	38%	32%	34%	29%	29%	31%	35%	31%	27%	
Difficult to track effectiveness	34%	31%	41%	32%	37%	34%	28%	33%	35%	36%	31%	
High cost meant interventions were t	18%	18%	18%	19%	17%	19%	19%	15%	18%	18%	23%	
High teacher workload/staff shortage	57%	57%	55%	61%	58%	54%	53%	60%	62%	55%	49%	
Other	11%	11%	9%	8%	10%	13%	14%	7%	9%	13%	14%	
No barriers faced	7%	8%	5%	5%	6%	8%	12%	5%	7%	6%	13%	
Can't answer/not relevant	7%	7%	9%	6%	7%	9%	9%	8%	6%	6%	9%	
Respondents (unweighted)	3,332	2,286	1,023	732	1,281	931	359	718	817	1,086	555	
Respondents (weighted)	3,335	2,468	845	748	1,162	847	545	809	856	926	589	
Maximum margin of error	2%	2%	3%	4%	3%	3%	4%	3%	3%	3%	4%	

- (a) the total number of responses from the relevant population of validated teachers in England
- (b) the number of weighted responses, which adjusts for respondent's gender, age, seniority, region, school phase and funding
- (c) the maximum margin of error, a radius of the 95% confidence interval where 50% of respondents chose a response, to reflect the amount of random variation underlying any survey's results



	All	Scho	ol free so	chool me	eals quir	ntile	Ofsted rating		
	All	FSM Q1 = affluent	FSM Q2	FSM Q3	FSM Q4	FSM Q5 = deprived	Outstanding	Good	RI/inadequ
Poor social engagement	16%	14%	15%	15%	15%	22%	19%	15%	17%
Poor language skills	30%	19%	23%	27%	36%	41%	32%	29%	30%
Low attainment	37%	39%	39%	37%	39%	33%	37%	37%	36%
Low attendance	32%	32%	31%	34%	28%	39%	25%	34%	40%
Low parental engagement	57%	46%	58%	62%	59%	59%	47%	60%	59%
Low engagement in lessons	23%	26%	24%	22%	24%	22%	25%	22%	25%
Low aspirations	42%	39%	39%	45%	47%	43%	32%	45%	49%
Low confidence	30%	36%	29%	29%	30%	28%	32%	29%	29%
None of the above	4%	7%	5%	5%	3%	2%	6%	5%	3%
Cannot answer/not relevant	4%	4%	4%	2%	3%	3%	5%	3%	2%
Respondents (unweighted)	3,335	603	650	622	622	581	713	1,842	632
Respondents (weighted)	3,339	526	641	636	625	647	694	1,878	610
Maximum margin of error	2%	4%	4%	4%	4%	4%	4%	2%	4%

- (a) the total number of responses from the relevant population of validated teachers in England
- (b) the number of weighted responses, which adjusts for respondent's gender, age, seniority, region, school phase and funding
- (c) the maximum margin of error, a radius of the 95% confidence interval where 50% of respondents chose a response, to reflect the amount of random variation underlying any survey's results



	All				Sch	ool region	า			
	All	East Midlands	East of England	London	North East	North West	South East	South West	West Midlands	Yorkshire/ Humber
Poor social engagement	16%	15%	15%	17%	11%	20%	12%	18%	21%	17%
Poor language skills	30%	27%	28%	35%	21%	28%	30%	27%	30%	32%
Low attainment	37%	37%	43%	42%	44%	32%	31%	38%	35%	33%
Low attendance	32%	31%	29%	27%	35%	32%	36%	33%	29%	40%
Low parental engagement	57%	62%	63%	50%	57%	56%	58%	57%	55%	57%
Low engagement in lessons	23%	22%	23%	25%	26%	21%	22%	23%	25%	23%
Low aspirations	42%	42%	45%	29%	47%	41%	48%	43%	45%	49%
Low confidence	30%	28%	29%	30%	20%	30%	32%	31%	29%	29%
None of the above	4%	4%	5%	6%	7%	3%	3%	4%	4%	3%
Cannot answer/not relevant	4%	4%	2%	5%	5%	6%	4%	5%	2%	2%
Respondents (unweighted)	3,335	297	442	536	121	428	566	353	283	309
Respondents (weighted)	3,339	282	437	553	131	463	558	329	259	325
Maximum margin of error	2%	6%	5%	4%	9%	5%	4%	5%	6%	5%

- (a) the total number of responses from the relevant population of validated teachers in England
- (b) the number of weighted responses, which adjusts for respondent's gender, age, seniority, region, school phase and funding
- (c) the maximum margin of error, a radius of the 95% confidence interval where 50% of respondents chose a response, to reflect the amount of random variation underlying any survey's results



	All	Te	eacher s	seniorit	У	Teacher subject								
	All	Classroom teacher	Middle leader	SLT excluding head	Headteacher	Primary	English	Maths	Science	Humanities	Languages	Arts incl D&T	Other subject incl PE	
Poor social engagement	16%	16%	16%	18%	24%	15%	13%	17%	15%	14%	12%	22%	20%	
Poor language skills	30%	26%	29%	43%	40%	41%	25%	9%	19%	22%	13%	15%	20%	
Low attainment	37%	38%	37%	35%	30%	39%	34%	34%	33%	37%	30%	35%	40%	
Low attendance	32%	32%	31%	32%	34%	29%	38%	38%	32%	40%	37%	22%	35%	
Low parental engagement	57%	54%	59%	63%	61%	61%	52%	55%	48%	53%	56%	57%	59%	
Low engagement in lessons	23%	27%	23%	15%	4%	15%	34%	36%	36%	27%	27%	36%	22%	
Low aspirations	42%	40%	45%	42%	45%	33%	55%	50%	53%	51%	62%	49%	59%	
Low confidence	30%	34%	26%	27%	22%	28%	36%	26%	36%	31%	34%	36%	26%	
None of the above	4%	4%	4%	5%	5%	6%	1%	2%	3%	4%	4%	1%	4%	
Cannot answer/not relevant	4%	4%	4%	1%	2%	3%	5%	6%	5%	4%	3%	5%	6%	
Respondents (unweighted)	3,335	1,028	1,264	714	209	946	422	486	443	472	131	113	122	
Respondents (weighted)	3,339	1,319	1,383	365	130	1,573	289	360	318	312	94	87	91	
Maximum margin of error	2%	3%	3%	5%	9%	2%	6%	5%	5%	6%	10%	11%	10%	

- (a) the total number of responses from the relevant population of validated teachers in England
- (b) the number of weighted responses, which adjusts for respondent's gender, age, seniority, region, school phase and funding
- (c) the maximum margin of error, a radius of the 95% confidence interval where 50% of respondents chose a response, to reflect the amount of random variation underlying any survey's results



	All	Teacher	gender		Teache	rage		Teacher experience			
	All	Female	Male	Age in 20s	Age in 30s	Age in 40s	Age in 50s+	Less than 5 years	5 - 10 years	10 - 20 years	Over 20 years
Poor social engagement	16%	16%	18%	16%	17%	18%	12%	17%	15%	17%	15%
Poor language skills	30%	33%	19%	28%	29%	30%	33%	27%	31%	28%	35%
Low attainment	37%	37%	37%	39%	38%	37%	32%	39%	38%	36%	33%
Low attendance	32%	33%	31%	38%	32%	32%	25%	36%	34%	31%	26%
Low parental engagement	57%	58%	54%	59%	58%	57%	52%	57%	60%	54%	59%
Low engagement in lessons	23%	22%	27%	27%	24%	21%	20%	27%	24%	21%	19%
Low aspirations	42%	40%	50%	41%	45%	42%	39%	41%	44%	44%	40%
Low confidence	30%	31%	27%	30%	32%	26%	30%	31%	31%	31%	25%
None of the above	4%	4%	5%	3%	4%	4%	8%	4%	4%	3%	7%
Cannot answer/not relevant	4%	4%	5%	3%	4%	4%	5%	4%	3%	5%	3%
Respondents (unweighted)	3,335	2,288	1,024	734	1,281	932	359	720	817	1,086	557
Respondents (weighted)	3,339	2,470	846	749	1,162	849	545	810	856	926	592
Maximum margin of error	2%	2%	3%	4%	3%	3%	4%	3%	3%	3%	4%

- (a) the total number of responses from the relevant population of validated teachers in England
- (b) the number of weighted responses, which adjusts for respondent's gender, age, seniority, region, school phase and funding
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