

## **Analysis Report**

This report is structured as follows.

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SAMPLE REPORT - Rafael Data Analysis Portfolio

## **Descriptive Statistics**

The table below shows some descriptive statistics of the variables of interest.

*Descriptive Statistics*

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Median
COVID-19 has exacerbated digital inequality for secondary schools in England.	53	2	3	5	4.321	0.510	4.000
The attainment gap between poorer and richer students has widened due to digital inequalities since the start of the pandemic.	53	2	3	5	4.151	0.411	4.000
Secondary schools in the most deprived areas of England have considerably struggled to provide digital resources for students amidst the pandemic.	53	3	2	5	4.038	0.649	4.000
Learning loss from COVID-19 will exacerbate inequalities in the medium-to long-term.	53	2	3	5	4.170	0.509	4.000
Pupils in deprived schools are further behind than pupils in more affluent schools due to learning loss from COVID-19.	53	3	2	5	4.038	0.517	4.000
Students from socioeconomic poorer backgrounds were less likely to take part in online lessons.	52	3	2	5	3.942	0.502	4.000
Students from poorer socioeconomic backgrounds had less parental engagement with home learning than students from more affluent backgrounds.	53	3	2	5	3.981	0.537	4.000
Students attending state schools had less digital resources provided to them than those attending private schools.	53	2	3	5	4.094	0.405	4.000
Valid N (listwise)	52						

## **Frequency Tables**

The table below shows the frequency of responses to each attitude statement included in the survey. The data shows that the majority of respondents agree with the statements. The statement with the highest proportion of strong agreement was that COVID-19 has

exacerbated digital inequality for secondary schools in England (33.96%) followed by 'Learning loss from COVID-19 will exacerbate inequalities in the medium-to long-term.' (22.64%). In terms of both agreement responses combined (agree or strongly disagree), the highest proportion is observed for the statements: 'COVID-19 has exacerbated digital inequality for secondary schools in England' (98.1%) and 'The attainment gap between poorer and richer students has widened due to digital inequalities since the start of the pandemic' (98.1%). The lowest rate of agreement (but still high) was observed for the statement 'Students from socioeconomic poorer backgrounds were less likely to take part in online lessons' (88.46% when combining agree and strongly agree). All the information is displayed in the table below.

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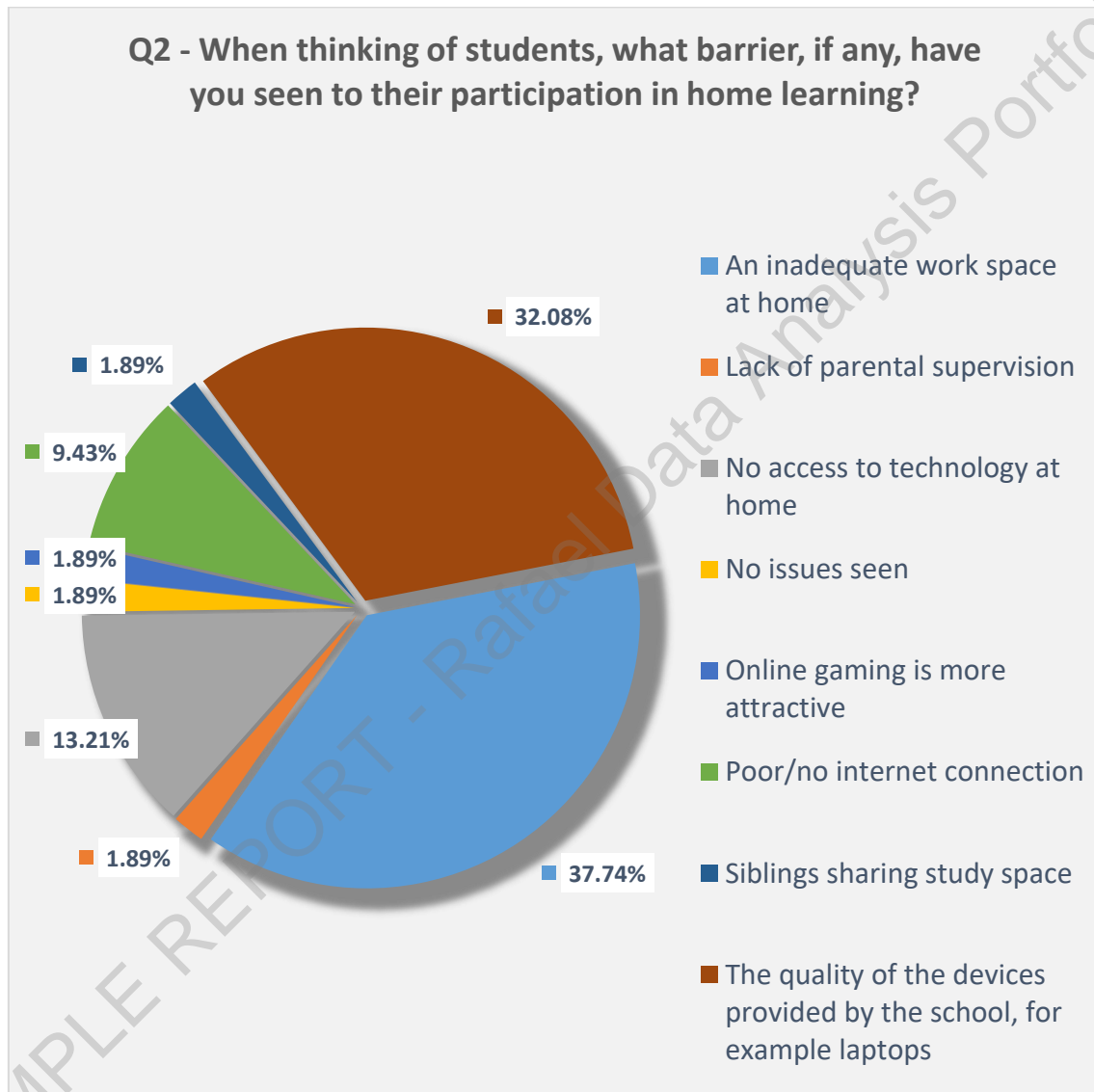
Statement	Strongly Disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
COVID-19 has exacerbated digital inequality for secondary schools in England.	0	0.00%	0	0.00%	1	1.89%	34	64.15%	18	33.96%
The attainment gap between poorer and richer students has widened due to digital inequalities since the start of the pandemic.	0	0.00%	0	0.00%	1	1.89%	43	81.13%	9	16.98%
Secondary schools in the most deprived areas of England have considerably struggled to provide digital resources for students amidst the pandemic.	0	0.00%	2	3.77%	4	7.55%	37	69.81%	10	18.87%
Learning loss from COVID-19 will exacerbate inequalities in the medium-to long-term.	0	0.00%	0	0.00%	3	5.66%	38	71.70%	12	22.64%
Pupils in deprived schools are further behind than pupils in more affluent schools due to learning loss from COVID-19.	0	0.00%	1	1.89%	3	5.66%	42	79.25%	7	13.21%
Students from socioeconomic poorer backgrounds were less likely to take part in online lessons.	0	0.00%	1	1.92%	5	9.62%	42	80.77%	4	7.69%
Students from poorer socioeconomic backgrounds had less parental engagement with home learning than students from more affluent backgrounds.	0	0.00%	1	1.89%	5	9.43%	41	77.36%	6	11.32%
Students attending state schools had less digital resources provided to them than those attending private schools.	0	0.00%	0	0.00%	2	3.77%	44	83.02%	7	13.21%

The next table shows the frequency of responses to a question which was not measured with a Likert-type agreement scale. It shows that 37.74% of respondents saw inadequate work space at home as the main barrier to participating in home learning, followed by the quality of the devices provided by the school (32.08%).

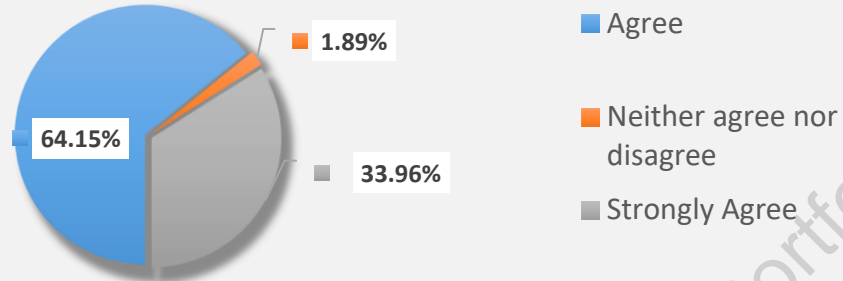
When thinking of students, what barrier, if any, have you seen to their participation in home learning?	Count	%
An inadequate work space at home	20	37.74%
Lack of parental supervision	1	1.89%
No access to technology at home	7	13.21%
No issues seen	1	1.89%
Online gaming is more attractive	1	1.89%
Poor/no internet connection	5	9.43%
Siblings sharing study space	1	1.89%
The quality of the devices provided by the school, for example laptops	17	32.08%

## Graphs

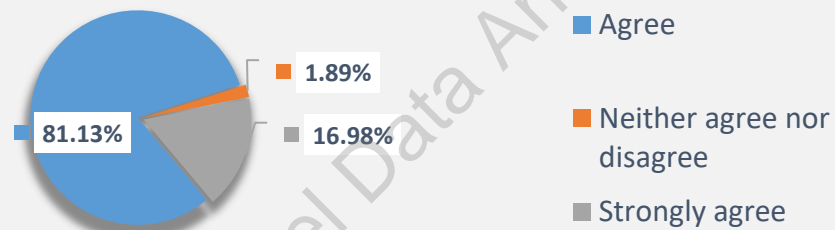
The excel file attached to the delivery contains all the descriptive graphs. They are also shown below.



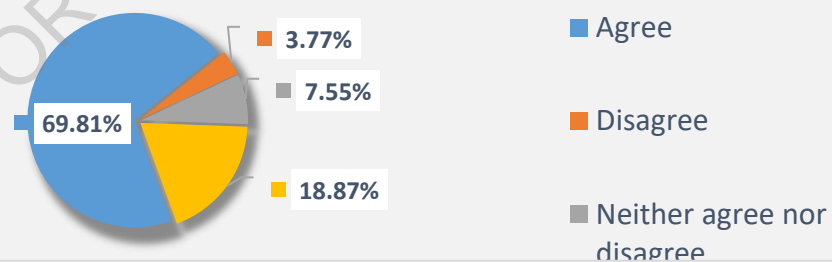
**Q1 - COVID-19 has exacerbated digital inequality for secondary schools in England.**



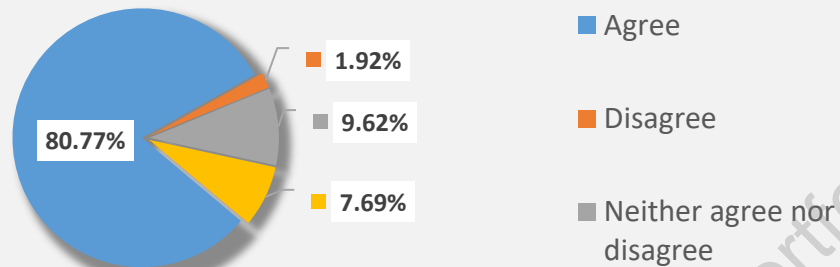
**Q3 - The attainment gap between poorer and richer students has widened due to digital inequalities since the start of the pandemic.**



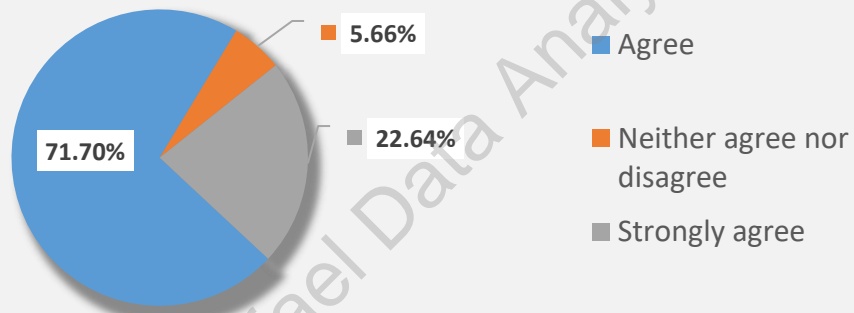
**Q4 - Secondary schools in the most deprived areas of England have considerably struggled to provide digital resources for students amidst the pandemic.**



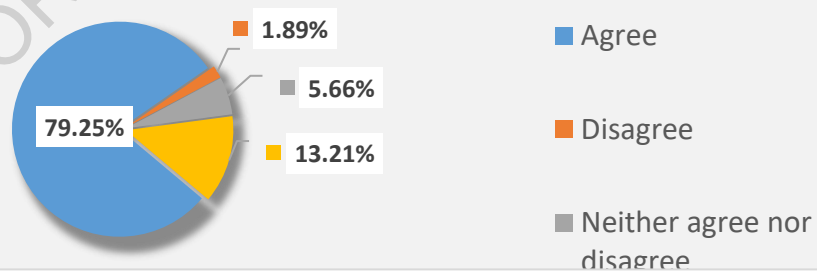
**Q7 - Students from socioeconomic poorer backgrounds were less likely to take part in online lessons.**



**Q5 - Learning loss from COVID-19 will exacerbate inequalities in the medium-to long-term.**

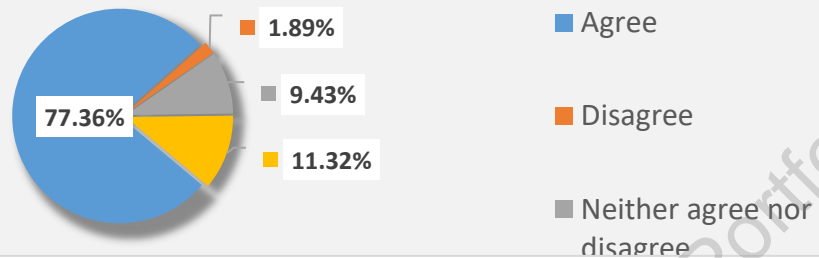


**Q6 - Pupils in deprived schools are further behind than pupils in more affluent schools due to learning loss from COVID-19.**





**Q8 - Students from poorer socioeconomic backgrounds had less parental engagement with home learning than students from more affluent backgrounds.**



**Q9 - Students attending state schools had less digital resources provided to them than those attending private schools.**

