

magic breakfast

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[EMBARGOED UNTIL 00:01 17 July](#)

Magic Breakfast YouGov Teachers Survey Results - London

This poll was conducted by YouGov on behalf of Magic Breakfast. The survey was live between 20 June 2020 and 29 June 2020. 725 primary and secondary school teachers from England and Scotland responded. 84 teachers from London responded to the survey. 52 of the teachers from London who responded worked in schools with above average levels of disadvantage.

The survey assesses the impact of COVID-19 school closures on children's education and wellbeing. It also asks for teachers' views on how hunger has affected and will continue affect children's learning and assesses teachers' support for school breakfast provision.

For the purposes of reporting on the results 'schools with above average levels of disadvantage', are defined as schools which have one or more of the following characteristics (as reported by the teacher responding to the survey): over 20% of pupils eligible for FSM or over 10% of pupils unable to access online learning. Based on the latest statistics from the Department for Education, 15.4% of pupils are eligible for FSM in England. According to the Sutton Trust approximately 5% of children nationally do not have access to appropriate devices for online learning.

Please email alysa.remtulla@magicbreakfast.com for further information.

Part 1: Impact of school closures

In this section teachers were asked what effect COVID-19 school closures have had on their pupil's educational attainment, mental and emotional wellbeing and physical health and wellbeing.

Responses from all London teachers								
Impact of school closures	A very positive effect	A fairly positive effect	Net: Positive	A fairly negative effect	A very negative effect	Net: Negative	Don't know	No difference
My pupil's educational attainment (e.g. assessment grades, progression in subjects, etc.)	0%	4%	4%	51%	32%	83%	5%	8%
My pupil's mental and emotional wellbeing	0%	2%	2%	64%	21%	86%	2%	10%
My pupil's physical health and wellbeing	1%	0%	1%	58%	13%	71%	7%	20%

Key statistics

- **83%** of London teachers surveyed think COVID-19 has negatively affected their pupils' educational attainment.
- **86%** of London teachers surveyed think COVID-19 has negatively affected their pupils' mental and emotional wellbeing
- **71%** of London teachers surveyed think COVID-19 has negatively affected their pupils' physical health and wellbeing

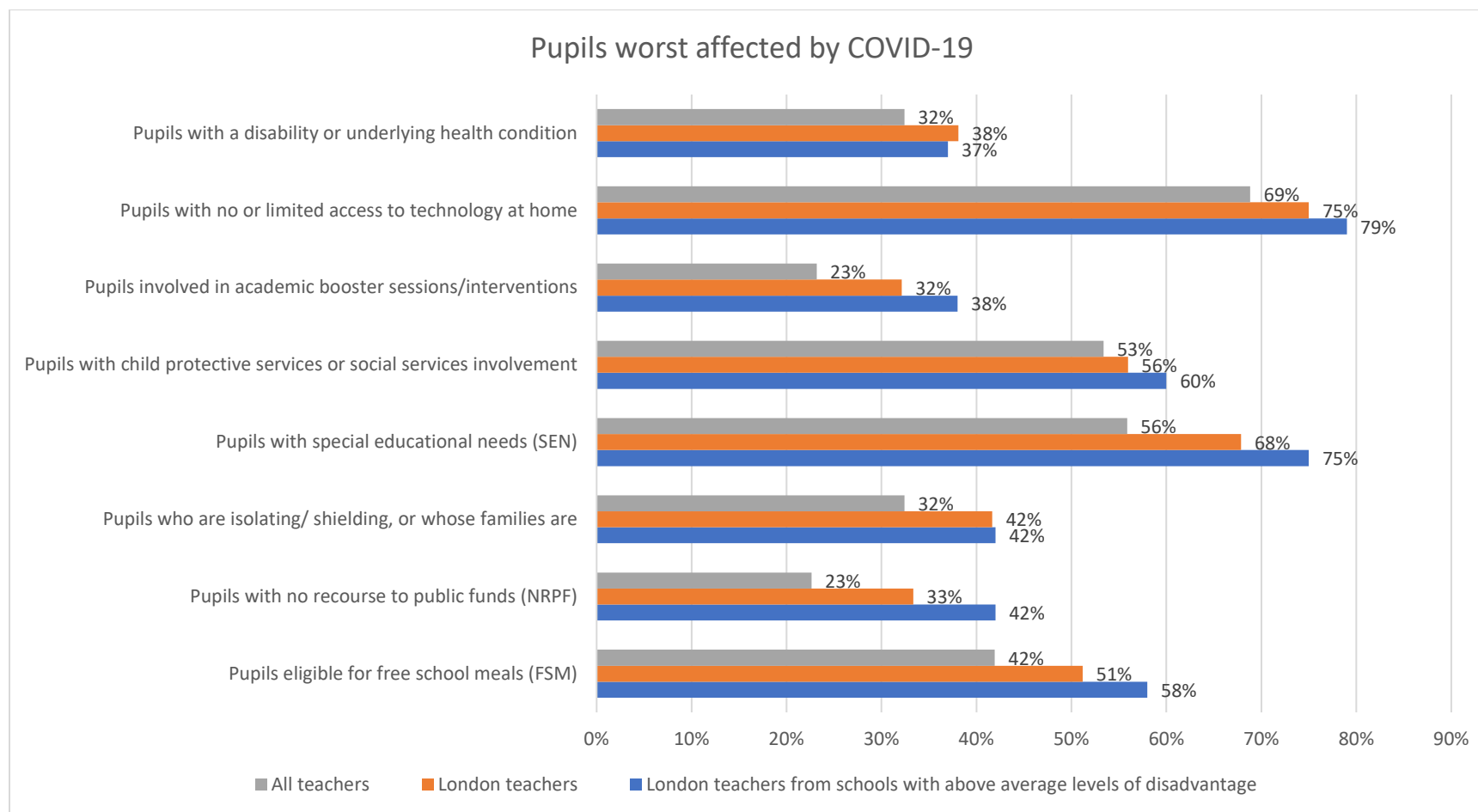
Response from London teachers from schools with above average levels of disadvantage								
Impact of school closures	A very positive effect	A fairly positive effect	Net: Positive	A fairly negative effect	A very negative effect	Net: Negative	Don't know	No difference
My pupil's educational attainment (e.g. assessment grades, progression in subjects, etc.)	0%	4%	4%	50%	42%	92%	2%	2%
My pupil's mental and emotional wellbeing	0%	4%	4%	62%	27%	88%	2%	6%
My pupil's physical health and wellbeing	2%	0%	2%	67%	15%	83%	6%	10%

Key statistics

- **92%** of teachers surveyed from London schools with above average levels of disadvantage think COVID-19 has negatively affected their pupils' educational attainment, compared to 80% of all teachers surveyed nationally.
- **88%** of teachers surveyed from London schools with above average levels of disadvantage think COVID-19 has negatively affected their pupils' mental and emotional wellbeing, compared to 79% of all teachers surveyed nationally.
- **83%** of teachers surveyed from London schools with above average levels of disadvantage think COVID-19 has negatively affected their pupils' physical health and wellbeing, compared to 63% of all teachers surveyed nationally.

Part 2: Pupils Worst Affected by COVID

In this section, teachers were asked which of their pupils had been worst affected by COVID-19. Teachers could select an unlimited amount of groups.



Key Statistics

- **42%** of teachers surveyed think children eligible for FSM have been worse affected by Covid-19 school closures. This rises to 51% amongst teachers surveyed from London schools and 58% amongst teachers from schools in London with above average levels of disadvantage.
- **69%** of teachers surveyed think that children with no or limited access to technology at home have been worst affected by COVID-19 school closures.

Part 3: Hunger, COVID-19 school closures, and school breakfast provision

In this section, teachers were asked whether they agreed or disagreed with the following statements.

Responses from all London teachers								
Statements	Strongly agree	Tend to agree	Net: Agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	Net: Disagree	Don't know
"Hunger affected some of my pupils' ability to learn/ concentrate prior to the Coronavirus pandemic"	23%	40%	63%	12%	11%	5%	15%	10%
"Hunger has affected some of my pupil's ability to learn/ concentrate when learning at home during school closures"	19%	33%	52%	10%	7%	4%	11%	27%
"I anticipate hunger will continue to affect some of my pupils' ability to catch up on any potential learning lost during school closures"	21%	46%	68%	15%	11%	2%	13%	4%
"There will be an increase in children arriving at school hungry in September 2020, compared to September 2019"	26%	40%	67%	13%	6%	4%	10%	11%

"I have noticed disadvantaged pupils falling behind academically after previous summer holidays (e.g. in September 2019)"	21%	38%	60%	25%	7%	0%	7%	8%
"School breakfasts would generally help my pupils concentrate on lessons and catch up on any learning they have missed out on during school closures"	29%	48%	76%	14%	5%	2%	7%	2%
"We need a nationwide programme to ensure children at risk of hunger have access to a free breakfast during the school term"	56%	32%	88%	7%	4%	1%	5%	0%
"We need a nationwide programme to ensure children at risk of hunger have access to a free breakfast during the holidays"	44%	36%	80%	11%	7%	1%	8%	1%
"In general, the Government aren't doing enough to support pupils at risk of hunger"	44%	26%	70%	15%	10%	4%	13%	1%

Teachers from schools with above average levels of deprivation were more likely to identify hunger as an issue affecting pupils and were more likely to support school breakfast provision.

Responses from London teachers from schools with above average levels of disadvantage								
Statements	Strongly agree	Tend to agree	Net: Agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	Net: Disagree	Don't know
"Hunger affected some of my pupils' ability to learn/ concentrate prior to the Coronavirus pandemic"	37%	42%	79%	2%	8%	0%	8%	12%
"Hunger has affected some of my pupil's ability to learn/ concentrate when learning at home during school closures"	29%	38%	67%	6%	4%	0%	4%	23%
"I anticipate hunger will continue to affect some of my pupils' ability to catch up on any potential learning lost during school closures"	31%	54%	85%	4%	10%	0%	10%	2%
"There will be an increase in children arriving at school hungry in September 2020, compared to September 2019"	31%	40%	71%	13%	6%	2%	8%	8%

"I have noticed disadvantaged pupils falling behind academically after previous summer holidays (e.g. in September 2019)"	29%	46%	75%	15%	6%	0%	6%	4%
"School breakfasts would generally help my pupils concentrate on lessons and catch up on any learning they have missed out on during school closures"	38%	46%	85%	10%	2%	2%	4%	2%
"We need a nationwide programme to ensure children at risk of hunger have access to a free breakfast during the school term"	65%	29%	94%	0%	6%	0%	6%	0%
"We need a nationwide programme to ensure children at risk of hunger have access to a free breakfast during the holidays"	56%	31%	87%	6%	8%	0%	8%	0%
"In general, the Government aren't doing enough to support pupils at risk of hunger"	50%	27%	77%	6%	13%	2%	15%	2%

% of teachers who agree with the following statements

