

# User Instructions

## Activating your account

Follow these easy steps to activate your account.

Your user name will be the email you registered as a school contact for the Pupil Wellbeing Survey. You will create your own password: make sure you create something memorable.

### *How to activate your account and create login details:*

1. Go to Pupilinform by typing in the following URL in your browser or clicking on this link:  
<https://pupilinform.org>
2. When the login screen appears click on '*Don't remember your password?*'
3. At the next screen, enter your email address and click '*Send email*'<sup>1</sup>
4. Open the email you receive and click '*Confirm*' to create your password.
5. Then go back to <https://pupilinform.org> and login with your email and the password you have created.

## Getting started

Once you have logged into Pupilinform you will see several tabs at the top of the screen under the Pupilinform logo. Two analysis tools are available in the 'Summary plot' and 'Custom plot' tabs. Each tool has a set of controls on the right to help you define the analysis you want to run. The 'Guidance' and 'Glossary' tabs provide useful information on using the tool and explanations of special terms. There are also two introductory training videos in the 'Webinars' tab.

## Summary plot

The Summary plot tab allows you to analyse sets of questions grouped into topics. The answers to these questions are summarised into percentages. If you are a school user, any analysis that you do

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<sup>1</sup> If you don't receive the email, 1. check your email Spam folder 2. check with your IT department that the email from 'no-reply@auth0user.net' has not been blocked by the IT system. If neither of these methods resolve the situation, please contact [pupilinform@rminsight.co.uk](mailto:pupilinform@rminsight.co.uk)

will compare your school against a chosen comparator group. Use the controls on the right-hand side to define what you want to analyse.

- The 'Pupil phase' control is used to select the phase of the pupils you want to examine. For many schools, only one phase is relevant (e.g. secondary). Where a school serves pupils from primary to secondary, or secondary to post 16, you can use this control to restrict the analysis to one or the other. The comparison area will also be restricted to pupils of the selected phase.
- The 'Survey year' control is used to select the survey year you want to analyse (the most recent survey is the default setting). Selecting 'All' will incorporate data from all survey years in Pupilinform. If the analysis is being plotted *by* survey year, this control will automatically change to 'All'. Analysis by survey year may produce some blank cells where particular questions were not asked in certain years.
- The 'Topic' control is used to select the topic you want to analyse (e.g. 'Mental wellbeing').
- The 'Year group' control is used to select a specific year group that you want to examine. For example, if you select 'yr8', only pupils in that year group will be included in the analysis, both for your school and the comparator group.
- The 'Sex' control is used to select a specific sex of pupil (girl/boy) that you want to examine. For example, if you select 'girl', only pupils of that sex will be included in the analysis, both for your school and the comparator group.
- The 'Vulnerable group' control is used to select specific groups of pupils that have been identified as being vulnerable based on answers to certain questions in the survey. The groups that can be chosen include:
  - Disability
  - Free school lunches
  - Known to social care/Family support
  - Low mental wellbeing
  - Non-heterosexual/Trans
  - SEN/EHCP
  - Seriously bullied
  - Young carer

Run analysis

Pupil phase: Secondary ▼

Survey year: 2020 ▼

Topic: Demographics ▼

Year group: All ▼

Sex: All ▼

Vulnerable group: (no filter) ▼

Plot by: All ▼

Comparator: County ▼

For example, if you select 'Disability', only pupils who have responded that they have a disability will be included in the analysis, both for your school and the comparator group.

- The 'Plot by' control is used to specify a variable by which to cross-tabulate the analysis. The default setting is 'All' but you can choose from 'Sex', 'Phase', 'Year group' or 'Survey year'.
- Finally, use the 'Comparator' control to select which area or group you want to compare your data against (e.g. county, district or StatNeighbour [statistical neighbour]). County is the default setting. If you are a school user and choose district, the system will automatically compare your school to the district it is within (e.g. Stroud). Likewise, if you are a school user and choose StatNeighbour, the system will compare your data to schools of a similar level of deprivation. It is important to note that a specific phase must be selected when the comparator is set to StatNeighbour (see the Glossary tab for more information on statistical neighbours).

For non-school users (e.g. Partner and GCC) there are additional options and controls to allow you to specify the analysis.

#### Geography

The image shows two stacked dropdown menus. The top one is labeled 'County' and has a downward arrow on the right. The bottom one is labeled 'Gloucestershire' and also has a downward arrow on the right.

- The 'Geography' control allows the user to choose the area/group they would like the main analysis to show. Partner and GCC users can analyse the County, Districts or Statistical Neighbour groups. The dropdown box below this choice automatically shows the districts or statistical neighbour groups that can be selected.
- As with school users, the 'Comparator' control allows you to set which type of area you would like to compare your main analysis to. Partners and GCC users can analyse the County, Districts or Statistical Neighbour groups. The dropdown box below this comparator choice will automatically show Gloucestershire, the districts or the statistical neighbour groups that can be selected.
- The 'Plot by' control also includes 'District' and 'StatNeighbour' (as well as 'Sex', 'Phase', 'Year group' and 'Survey year'). This means that the analysis can be crosstabulated by districts or statistical neighbour groups, allowing them to be compared on one plot.

Once you have made your selections, click the 'Run analysis' button at the top of the control panel. It is important to note that:

- Apart from the 'Geography' and 'Comparator' controls, selected control values are additive. This means that if you select 'Secondary' in the 'Pupil phase' control and 'yr4' in the 'Year group' control, no data will be returned (because year 4 is a primary phase year group). Likewise, if you select '2018' in the 'Survey year' control and 'Survey year' in the 'Plot by' control, only data from 2018 will be returned, even though you have asked to cross-tabulate by survey year (i.e. you need to select 'All' in the 'Survey year' control).

- If you use a control to select 'All' this essentially renders that control inactive. For example, if your school only has Secondary and Post 16 phase pupils and you have selected 'All' in the 'Pupil phase' control, pupils from all phases in your school will be compared to pupils from all phases in the comparator area (i.e. Primary, Secondary and Post 16). This functionality is also the case for the 'Survey year', 'Year group' and 'Sex' controls.

### Understanding your results

Typically, the analysis produced is displayed in two panels. The left panel represents your main analysis. If you are a school user this will be your school. The right panel represents what the comparator area or group (e.g. Gloucestershire if you have chosen 'County'). You will notice the cells in the left panel can be coloured in various ways. The appearance of green, orange, dark blue or light blue indicates that the result is statistically significant. This means that the difference between the main analysis and comparator on that question would be unlikely (i.e. the samples would have less than a 5% probability of being so different if they had originally come from identical groups). Hence, we assume that there must be a real difference between the groups, and the result is termed 'statistically significant'.

	2012	2014	2016	2018	2020
% that usually eat breakfast	75.4	82.7	73.1	77.0	66.5
% that are often awake due to worry		19.8	16.4	19.0	29.1
% woke up 7am or earlier this morning				92.3	97.0
% with free school meals	4.4	3.0	3.8	4.0	3.9

- **Green cells** mean the school/main result is better than the comparator result.
- **Orange cells** mean the main result is worse than the comparator result.
- **Dark blue cells** mean that the main result is higher than the comparator result (but this is not necessarily better or worse).
- **Light blue cells** mean that the main result is lower than the comparator result (but this is not necessarily better or worse).
- **Grey cells** mean that the main result is NOT significantly different to the comparator result.

Selecting the same values in the 'Geography' and 'Comparator' controls will return a single panel of analysis for that area/group, and so no statistical tests are conducted.

### Custom plot

The Summary plot tab provides useful high-level analysis by providing simple percentage estimates based on splitting answers into two groups (e.g. children who went to bed after 11pm and children

who went to bed before 11pm). But you may want more detailed results on a specific question. The Custom plot tab allows you to plot all response categories for a question.

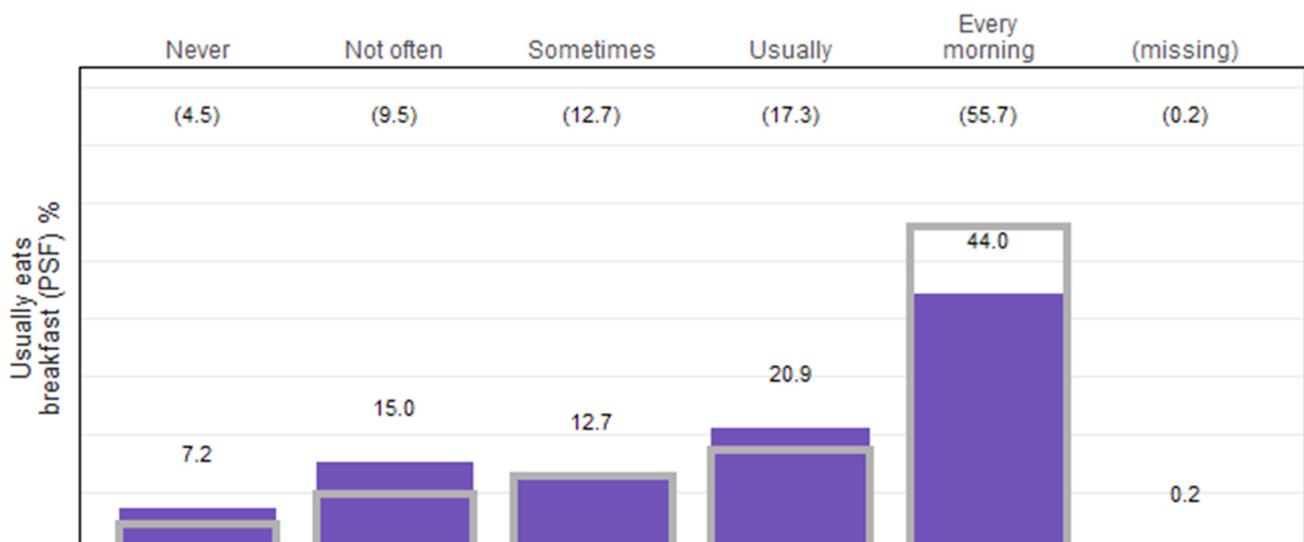
Choose or type a word to find a question...

- You can simply select the question you want to analyse from the dropdown bar at the top.
- Alternatively, you can type a key word or theme into the drop-down bar. For example, if you are interested in mental wellbeing type in 'ment' and relevant questions will appear below.
- To change your entry, simply press backspace on your keyboard and start typing again.
- Once you have selected your question, further define your data by using the controls on the right as you did for a Summary plot.
- Choose a suitable comparator to compare your results against.

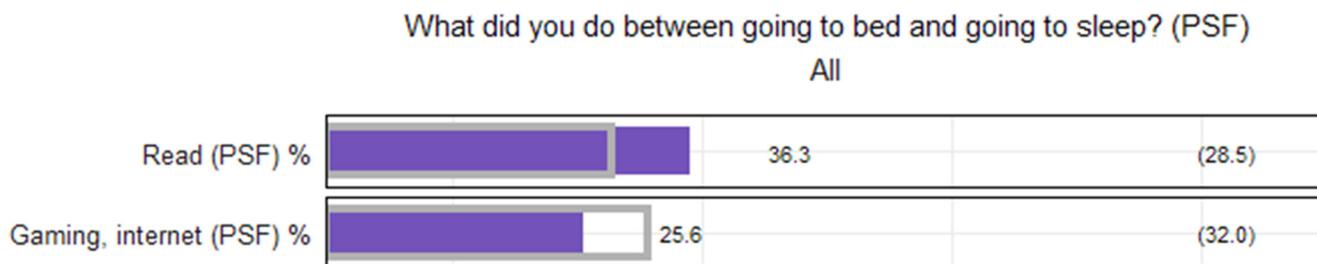
Once you have made your selections, click the 'Run analysis' button at the top of the control panel.

### Understanding your results

The results are displayed differently to those in the Summary plot tab. The Custom plot tab produces a bar chart where the answers in each category can be compared to those of the comparator group. The main results are the purple filled bars and the comparator results are the grey outline bars. The bars are overlaid on top of each other. The figure just next to each filled bar (e.g. '30.5') is the percentage for the main result. The percentage for the comparator is shown in brackets near the border of the plot (e.g. '(29.6)').



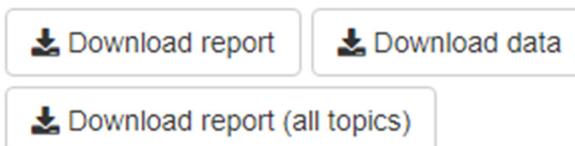
If you plot questions which have only 'Yes'/'No' answers (such as groups of checklist questions) the plot will automatically re-orientate to horizontal bars, showing the percentage of pupils that answered 'Yes'.



### Additional info

**Report download** - Pupilinform allows you to download a range of different reports as well as any analysis you have produced yourself. To produce a Theme

report e.g. on Mental health in the Summary plot tab, select the theme required in the Topic control and the other desired controls, and click on 'Run analysis' to generate the analysis. As with any analysis displayed, the 'Download report' button then allows you to download the analysis in a Word document (.docx) fitted onto a single page. You can also download Summary plot results for all topics - an overall summary report - by clicking on 'Download report (all topics)'. This works as a shortcut to downloading a comprehensive report of results for all topics based on the settings in the last analysis run without the need to produce analyses on each theme. Please note that the 'Download report (all topics)' command can take up to a minute to process and download from the server. Single page reports can also be produced from analyses run on the Custom plot tab.



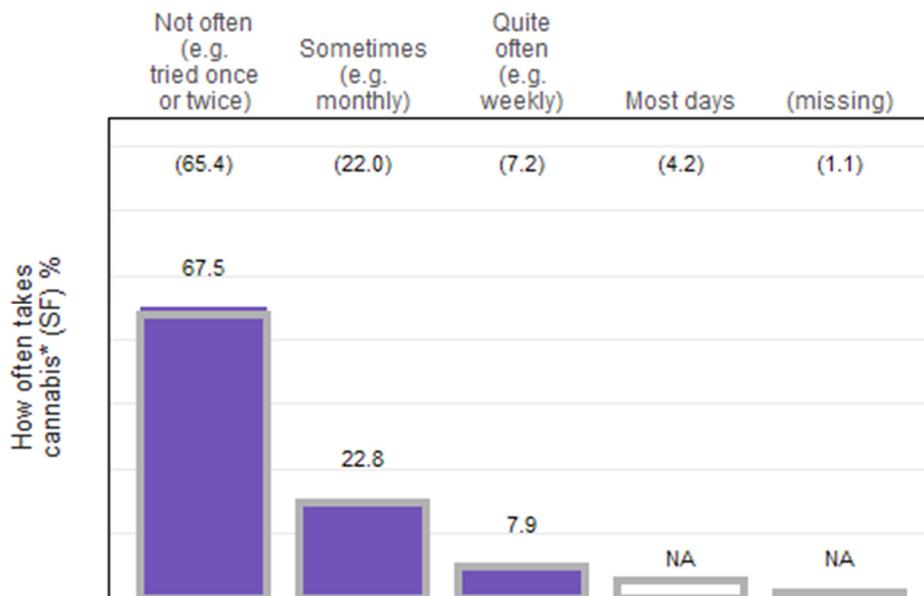
**Report download** – Pupilinform allows you to download a breakdown of any analysis in an Excel (.xlsx) file. The data will contain raw counts of pupils' answers as well as the percentages displayed in the plot.

**Suppression rules** - Some results may show 'NA' instead of a number. This occurs when the



results relate to a small number of pupils. To protect the privacy of pupils, these results are not displayed. In the Summary plot tab, if the percentage figure indicates that less than five pupils have responded in a certain way, 'NA' will be displayed.

In the Custom plot tab, if a particular response category contains fewer than five pupils, the relevant percentage will be replaced with 'NA'. Additionally, if only one category is suppressed, an additional category will be suppressed so that exact pupil responses cannot be deduced from the categories which remain uncensored.



In the Excel data downloads, the numbers of pupils answering in particular ways is available. Where fewer than five pupils answered a particular way, the number of pupils is replaced with '<5'. Again, if only one category is suppressed in this way, an additional category is then suppressed with 'NA'.

G	H	I	J	K
Group	Response	Numerator	Percent	BaseN
Demo School	Not often (e.g. tried once or twice)	167	59.9	279
Demo School	Sometimes (e.g. monthly)	70	25.1	279
Demo School	Quite often (e.g. weekly)	NA	NA	279
Demo School	Most days	<5	NA	279
Demo School	(missing)	23	8.2	279

- **(PSF)** - When questions are displayed in the analysis you will see some letters displayed in brackets, e.g. % that slept recommended hours last night (PSF). These letters indicate the phases of the pupils asked the question in the most recent survey. In this case, the question was asked of Primary (P), Secondary (S) and Post 16/Further education (F) pupils.
- **Routed questions** - Some questions displayed in the analysis have an asterisk (\*) at the end (e.g. 'Why do you miss school?\* (PSF)'). These questions are routed, which means they were

only asked of pupils who made a specific response to a previous question. For example, 'Why do you miss school?' was only asked of pupils who had missed school one or more days. The group of pupils answering this question is therefore NOT representative of all pupils who completed the survey in each phase (unmarked questions are representative). For further information on the specific conditions for routed questions, please see the 'Routing' tab.

- **Impossible plots** - There are some instances where a plot will not be created after the 'Run analysis' button has been clicked. For example, if you are a school user and select a year in which your school did not complete the survey, only comparator data will be returned. If you are a partner user and you are trying to analyse primary phase pupils whilst comparing to the Post 16 only StatNeighbour, then no plot will be returned, etc. There are several possible combinations of the controls that could produce no returned data.
- **Automatic logout** - If you are logged in but don't use Pupilinform for more than 30 minutes, your screen will go grey. This is an automatic logout. To continue using Pupilinform, you will need to refresh your browser and log in again.

## *Glossary*

### *Adverse Childhood Experiences (ACE)*

Adverse Childhood Experiences (ACEs) are stressful events occurring in childhood including: domestic violence, parental abandonment through separation or divorce, a parent with a mental health condition, being the victim of abuse (physical, sexual and/or emotional), being the victim of neglect (physical and emotional), a member of the household being in prison, growing up in a household in which there are adults experiencing alcohol and drug use problems, etc. Research suggests children who experience 4 or more ACEs are more likely to engage in health harming behaviours both as young people and into adulthood. The combination of multiple health harming behaviours sustained over time increases the likelihood of conditions such as obesity, diabetes, heart disease and cancer. Experiencing 4 or more ACEs can also significantly impact on a child's lifelong achievement, social and mental health outcomes. The tool identifies children with 4 or more ACEs in the Summary plot tab under the 'Mental wellbeing' topic.

### *Physical activity*

The [UK Chief Medical Officer \(CMO\)](#) recommends children and young people (5 to 18 years old) should be physically active an average of at least 60 minutes per day across the week. The tool identifies children being active 6 hours or more a week in the Summary plot tab under the 'Physical activity' topic.

## Sleeping

[NHS guidelines](#) highlight the recommended hours of sleep for children and young people. The recommended minimum hours per night are as follows:

- Primary school children: 10 hours
- Secondary school children: 9 hours
- Young adults (post 16): 7 hours

The tool identifies children getting the recommended hours of sleep last night in the Summary plot tab under the 'Health & relationships' topic. Calculated hours of sleep can be investigated in more detail in the Custom plot tab.

## Statistical Neighbour (StatNeighbour)

Using 'StatNeighbour' allows schools to compare their results against those from pupils with a similar social profile in the same type of school. We use Ministry of Housing, Communities and Local Government (MHCLG) Indices of Multiple Deprivation (IMD) to determine the relative deprivation of pupils at schools. The IMD based on the home postcode of pupils (collected in the School Census) is aggregated to give an overall IMD score for the school, reflecting the deprivation levels experienced by pupils. This is then split into quartiles. Quartile 1 (Main Q1) is the most deprived 25% and Quartile 4 (Main Q4) is the least deprived 25% in Gloucestershire. Using these quartiles, Pupilinform matches your school to results from similar schools with a comparable level of pupil deprivation.

For example, using the StatNeighbour comparator, School A, a maintained/academy secondary school with an IMD level within Quartile 1, would be compared against the average for all maintained/academy secondary schools also within Quartile 1. School Census data which allows the calculation of IMD scores is only collected for maintained schools, academies and free schools. Because of this, Statistical Neighbour groups operate slightly differently for certain types of schools and colleges:

- Grammar/selective schools are compared to other grammar/selective schools in their phase without reference to the IMD.
- Independent schools are compared to other independent schools in their phase without reference to the IMD.
- Post 16 only colleges are compared to all other post 16 only (FE) colleges without reference to the IMD.
- Special and alternative schools are compared to all other schools of this type in the same phase without reference to the IMD.

### *The Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS)*

The WEMWBS is a 14-item scale with each question having five response options. Pupils answers are summed (totalling between 14 and 70) and the result is split into three categories: 'High mental health', 'Average mental health', and 'Low mental health'. 'High mental health' indicates particularly good mental wellbeing, whereas 'Low mental health' indicates poor mental wellbeing. The categorisation of mental wellbeing using WEMWBS is a relative measure; it is calculated from the standard deviation using the whole cohort for each survey year. This means a pupil being categorised as having low mental wellbeing is only categorised as such in comparison with the other pupils in that cohort. It is possible, therefore, to compare the mental wellbeing of different pupil groups (vulnerable children, LGBTQ+, etc.) to the population within a single survey year. The measure is not designed however to provide 'backwards' comparability with previous iterations of the survey, as the exact categorisation cut-offs change across years. However, the proportion of the cohort categorised as experiencing low mental wellbeing over several survey years can be used with caution as a general comparative guide to the population's wellbeing.

The *mean* WEMWBS score is the overall average. A 2011 study found a mean WEMWBS score of 48.8 among UK teenagers aged 13 to 16. The most statistically sound way to compare WEMWBS scores between cohorts is to use the mean score. Pupil Inform calculates if a school's score is statistically different to the county score for each survey year (using a student t-Test). This will give an indication of the overall population mental wellbeing and how that compares with the county in that survey year. Looking at the mean score across survey years will allow for a comparison of the mental wellbeing of pupils through time; a lower mean score indicates lower overall mental wellbeing, however please view this in conjunction with the statistical significance test - a school's mean score may have reduced from a previous survey but may still be in-line with the county mean for that year.

More information is available from the [University of Warwick](#).