

A.N.D

A new direction for arts,
culture and young london

Cultural Capital Quantitative Survey

Final report

November 2014



Supported using public funding by

**ARTS COUNCIL
ENGLAND**

Our Method and Sample

Method

- A total of 1,689 young people between the ages of 13-19 were surveyed online across two waves of research ; wave 1 took place in December 2013 and Wave 2 took place in April 2014
- Fieldwork was conducted by ResearchBods on behalf of A New Direction

Economic Disadvantage

- For the purposes of the research young people are classified as 'disadvantaged' largely coincide with those who report receiving Free School Meals. The definition of disadvantaged also includes those who do not report receiving FSM but who have one or both parents who are currently out of work. The rationale behind this is to ensure that this group includes as many young people who are likely to be in poverty because both parents are out of work.
- Our 'disadvantaged' group of young people (receive FSM or both parents out of work) makes up 38% (n=636) of the total sample. The 'non-disadvantaged' group (do not receive FSM and one or more parents in work) makes up 56% (n=940) of the sample. The remaining 6% (n=113) of the sample have been excluded from our classification of disadvantaged/non-disadvantaged due to not providing information on their FSM or parental working status.
- The sample for both waves of the research were recruited using two methods. The majority of the sample (n=1,099) were recruited directly from schools in disadvantaged areas of London. The remaining 590 young people were existing members of Researchbods' young people's panel. As such it is likely that these young people were from more affluent areas of London. The rationale for this was to ensure that we were comparing two groups of young people who were far enough apart on the disadvantage spectrum for any significant differences to emerge

Capturing Economic Disadvantage

- Although FSM has proved a useful method for identifying our target group of young people within the survey, it is important to acknowledge the limitations.
- FSM status also depends on whether parents are receiving benefits or not. However, we know from Government data that in work poverty is growing particularly in urban areas like London. As such, many families who may not qualify for FSM may still be poor.
- More generally, we know that, although disadvantage often goes hand in hand with financial poverty, it remains a complex and multi-faceted set of factors and circumstances which go beyond a young person's economic circumstances; these may include, for instance not being engaged in education, employment or training, low attainment, physical/emotional health problems, substance misuse; our survey has not tracked any of these variables.

Material deprivation

The survey also included a question devised by The Children's Society in the context of The Good Childhood Report measuring material deprivation. Young people in the survey are classified as materially deprived if they lack three or more items in the following list:

- Some pocket money each week to spend on yourself
- Some money that you can save each month, either in a bank or at home
- A garden at home, or somewhere nearby like a park where you can safely spend time with their friends
- A family car for transport when you need it
- At least one family holiday away from home each year
- Family trips or days out at least once a month
- The right kind of clothes to fit in with other people your age
- A pair of designer or brand name trainers
- An iPod or other personal music player
- Cable or satellite TV at home

Capturing Economic Disadvantage

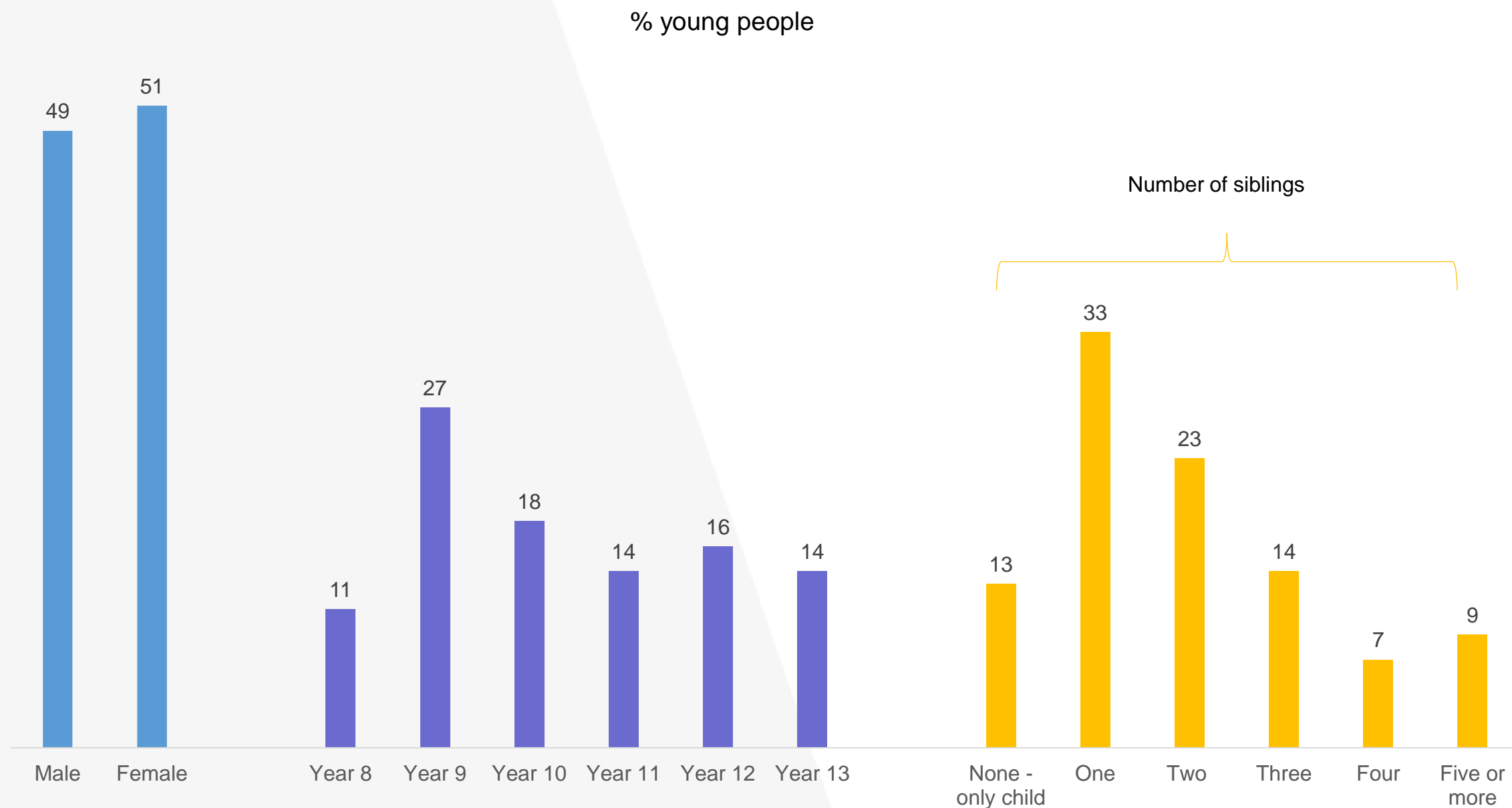
In our sample, just over one in three children can be classified as materially deprived (lacking three or more items on the list). Over one in ten are extremely materially deprived (lacking five items or more).

Although there is a correlation between material deprivation and other indicators of economic and financial disadvantage, there are still substantial proportions of young people who are materially deprived but would not classify as financially disadvantaged according to other indicators.

For example, there is a comparable proportion of materially deprived young people among those that are on FSM (40%) and those who aren't (30%). More than half of young people whose parents are both out of work are materially deprived but a substantial proportion of those whose parents are both in work also classify as such (26%). There are many potential reasons why material deprivation doesn't map neatly onto other indicators of economic disadvantage:

- Because the sample targets deprived areas in London, there may be less difference in terms of economic circumstances between young people who are on FSM and those who are not, or those whose parents are out of work and those whose parents are in work (as noted earlier, London has a high rate of in work poverty)
- The material deprivation list includes items which many children and young people in London don't have due to the nature of living in a city (e.g. a family car, a garden); in this sense, the question may be overstating the level of material deprivation among pupils in the sample
- For some of the items young people are asked to compare themselves to their peers (e.g. 'The right kind of clothes to fit in with other people your age'); with the sample targeting areas of disadvantage it may be that ~~the young people taking part in the survey don't feel as much of a divide between them and their peers~~

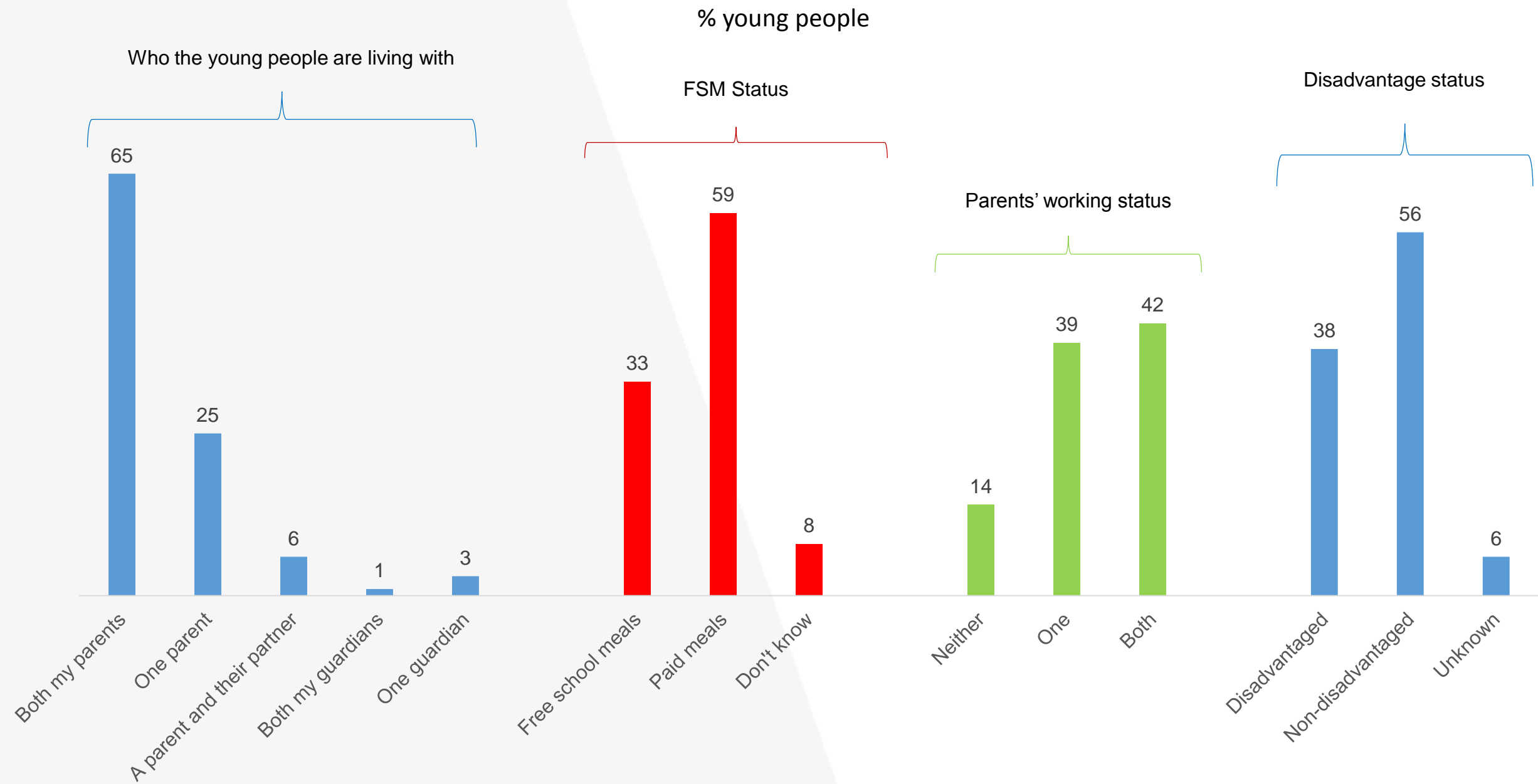
Our Sample



Source: ResearchBods

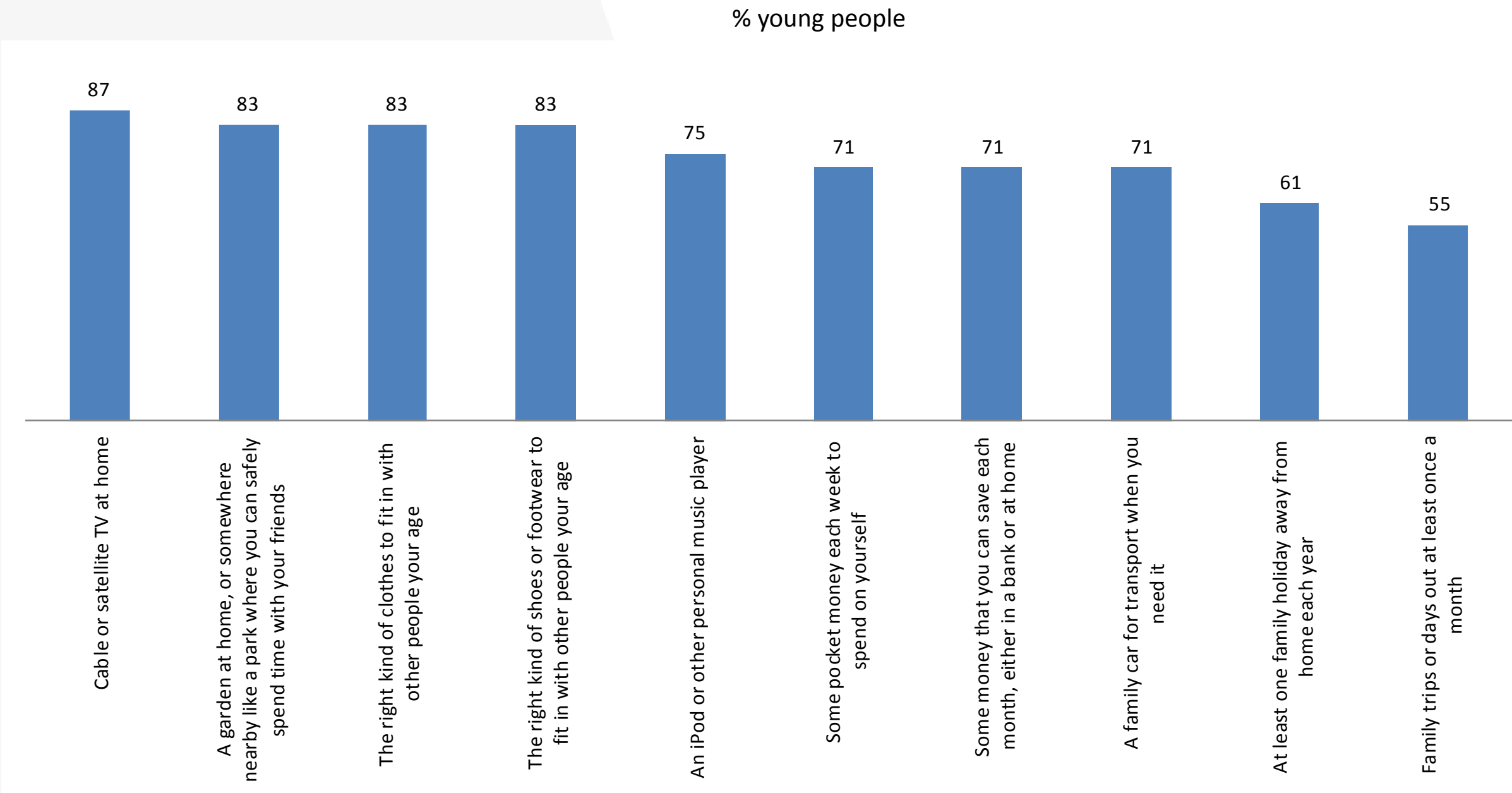
Base: All pupils (1689) aged 13-19 from a sample of schools in deprived areas of London

Our Sample



Source: ResearchBods
Base: All pupils (1689) aged 13-19 from a sample of schools in deprived areas of London

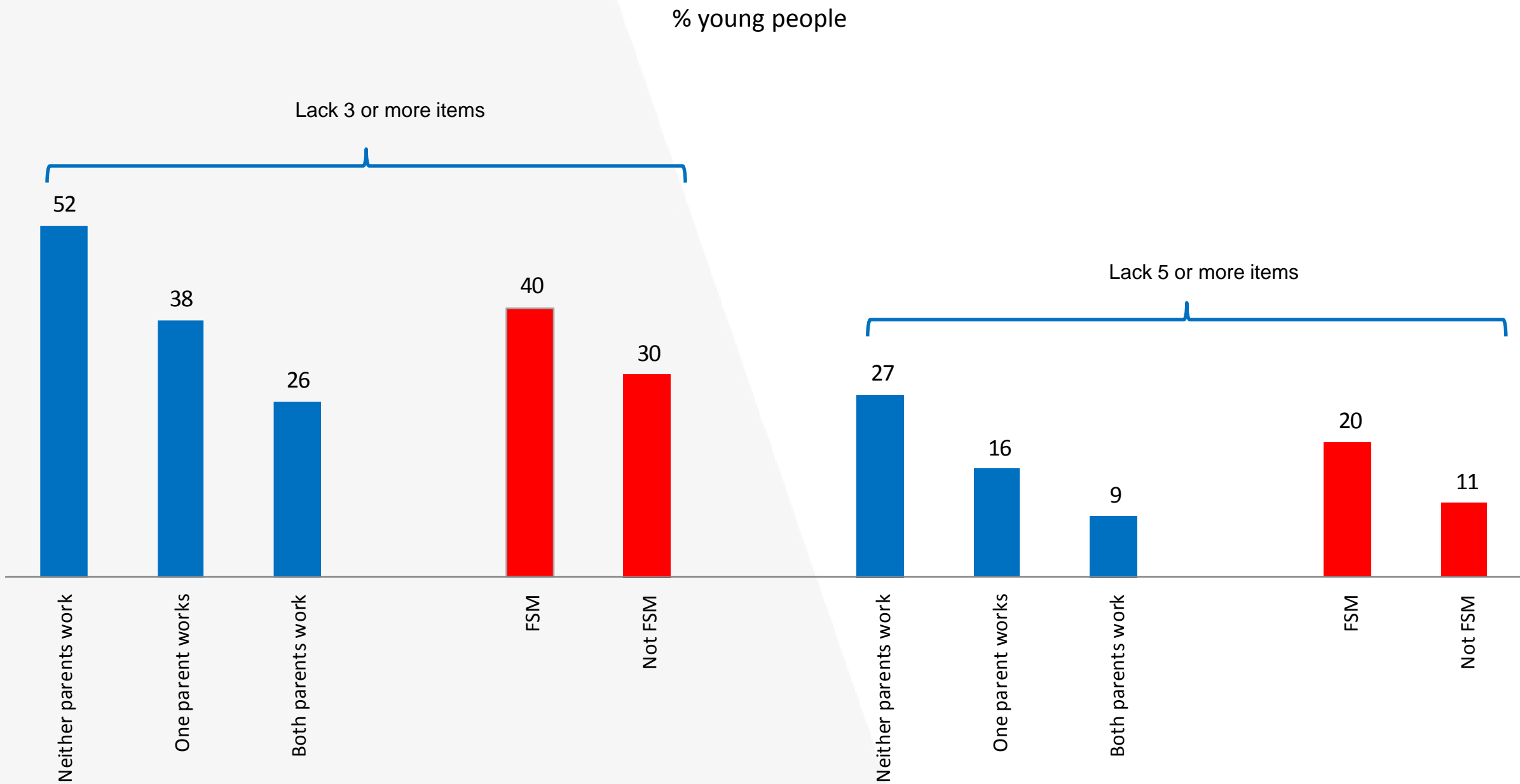
Material deprivation



Source: ResearchBods
 Base: All pupils (1689) aged 13-19 from a sample of schools in deprived areas of London
 Q: Here is a list of items that some young people of your age have. please tell us whether you have each item on the list. **I have this**

Economic Disadvantage

Relationship between material deprivation, FSM status and parents working status



Source: ResearchBods
Base: All pupils (1689) aged 13-19 from a sample of schools in deprived areas of London

What is art and culture to young people? - Summary

- The strongest spontaneous associations with 'art' are visual arts (painting, drawing), performing arts (dance, music and drama).
- Girls are more likely to *spontaneously* mention dance (34% vs. 20%), painting (45% vs. 36%), singing (18% vs. 7%) and an art gallery (17% vs. 9%). Boys are more likely to mention football (11% vs. 2%),
- The strongest *spontaneous* associations with 'culture' are food and drink (28%), religion/religious events/days (21%), music (15%) and clothing/shoes (14%). Girls are more likely to mention festivals/carnivals (18% vs. 8%), clothing/shoes (19% vs. 8%), museums (13% vs. 7%) and dance (16% vs. 8%).
- Young people's *prompted* understanding of arts and culture also shows some distinct differences between girls and boys. Girls are much more likely to report the following as arts and cultural activities compared to boys - going to the theatre (78% vs. 60%), writing stories/poems/plays (69% vs. 57%), singing in a religious place (64% vs. 51%), going to a music festival (78% vs. 65%), and taking part in a dance competition.
- As in the case of spontaneous associations, boys are more likely than girls to associate sports activities with the idea of culture - watching a sports competition (48% vs. 28%) and taking part in a sports competition (48% vs 33%)
- Disadvantaged young people are less likely to be able to spontaneously name activities that are to do with both arts and culture; in relation to arts, they are less likely to use words related to traditional art forms such as 'Drama' (17% vs 22%), Singing (11% vs 14%), Theatre (11% vs 16%), Art Gallery (9% vs 16%), Concerts (3% vs 5%) among others; in relation to culture, they are less likely to use words such as '

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- Similarly, when prompted with a list of activities, disadvantaged young people are less likely to classify most of the them as arts and culture; this is with the exception of sharing pictures on social media, which 42% of disadvantaged young people consider to be part of arts and culture compared to 36% of their peers

Understanding of Arts and Culture (spontaneous)

The strongest spontaneous associations with 'art' are painting (41%), drawing (31%), dance (27%), music (26%) and drama (20%). Other associations are..

14% mentioned the theatre

13% mentioned:

- visiting a museum
- art gallery
- singing

Other 'unprompted' associations with art included

- visiting a museum (11%)
- acting (9%)
- colours (7%)
- football (6%)
- photography (5%)
- crafts/crafting/making things (5%)

Understanding of Arts and Culture (unprompted)

The strongest spontaneous associations with 'culture' are food and drink (28%), religion/religious events/days (21%), music (15%) and clothing/shoes (14%). Other associations are...

12% mentioned different cultures/backgrounds that make you what you are. 12% also mentioned dance

10% mentioned art

Other 'unprompted' associations with culture included

- race/ethnicity (8%)
- holiday/travel/tips (8%)
- party celebrations (7%)
- family (7%)
- holy places/temples/mosques (6%)

Source: ResearchBods

Base: All pupils (1689) aged 13-19 from a sample of schools in deprived areas of London

Q: 'Tell us the first five activities that spring to mind when you think of the arts? These can include activities that you do on your own, with other people or events that you can attend and places that you can visit.' **Unprompted**

Understanding of Arts and Culture (unprompted)

Young people from disadvantaged backgrounds are less likely to be able to spontaneously define arts and culture; they are less likely to use terms such as ‘Drama’, ‘Singing’, ‘Theatre’ and ‘Art Gallery’ to describe what is meant by ‘Art’; they are also less likely to use terms such as ‘Food and Drink’, ‘Festivals & Carnivals’ and ‘Museums’ to describe ‘Culture’

‘Art’

	Disadvantaged	Not disadvantaged
Drama	17%	22%
Singing	11%	14%
Theatre	11%	16%
Art Gallery	9%	16%
Graffiti	3%	5%
Concerts	3%	5%
Playing a musical instrument	2%	4%
Plays	2%	3%
Reading	1%	2%
Opera	1%	2%
Poetry/Literature	1%	3%
Architecture	0%	1%
Skateboarding	-	1%
Don't know/nothing	8%	5%

‘Culture’

	Disadvantaged	Not disadvantaged
Food & Drink	25%	30%
Festivals/Carnivals	11%	15%
Traditions	5%	9%
Holidays/Travel/Trips	5%	9%
Museums	7%	13%
Architecture	0%	1%
Popular Cultural Stuff	3%	6%
Galleries	2%	5%
TV	0%	1%
Learning from new experiences	0%	2%
Park/Walking/Outdoors	0%	2%
Don't know/nothing	12%	9%

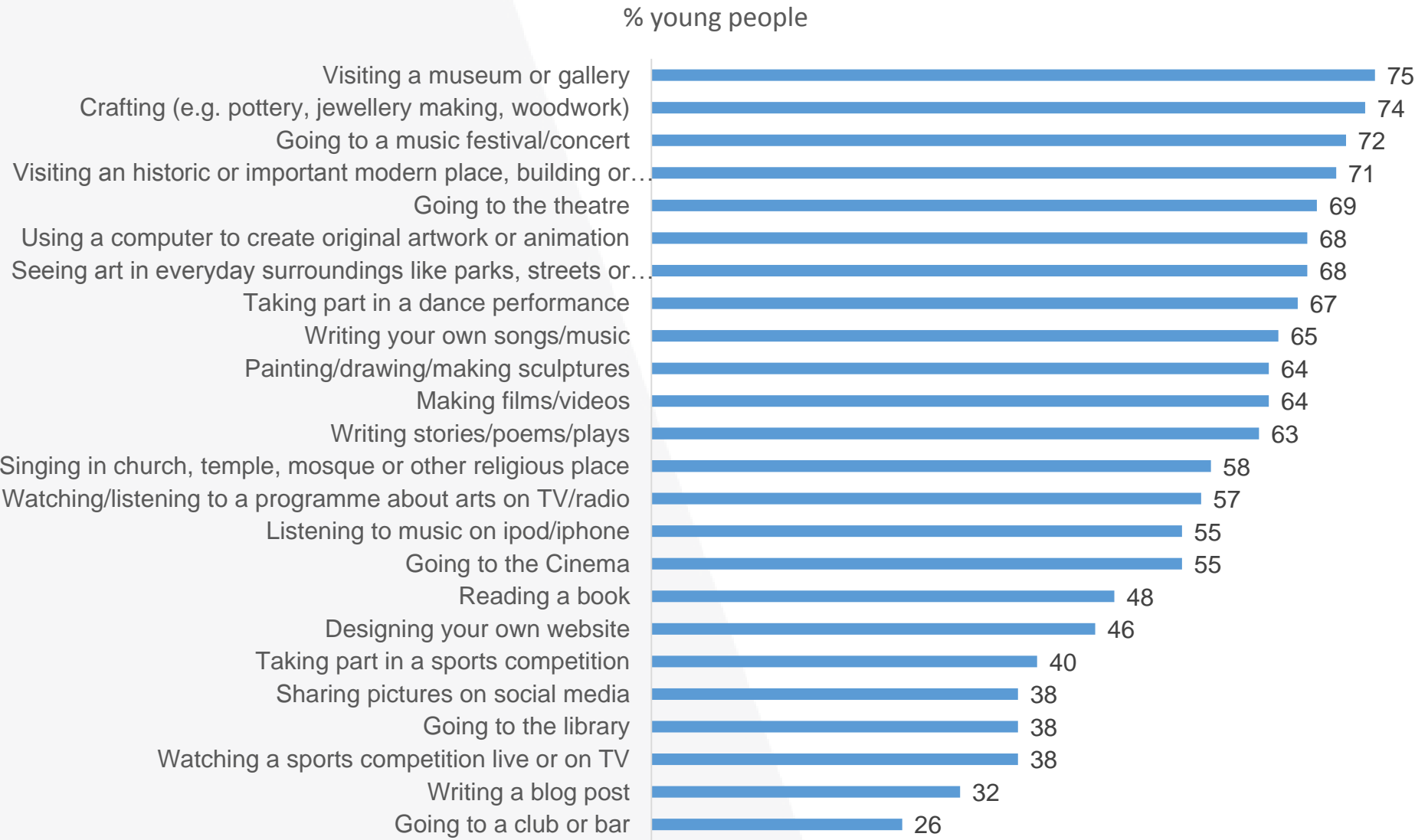
Source: ResearchBods

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Q: ‘Tell us the first five activities that spring to mind when you think of the arts? These can include activities that you do on your own, with other people or events that you can attend and places that you can visit.’ **Unprompted**

Understanding of Arts and Culture (prompted)

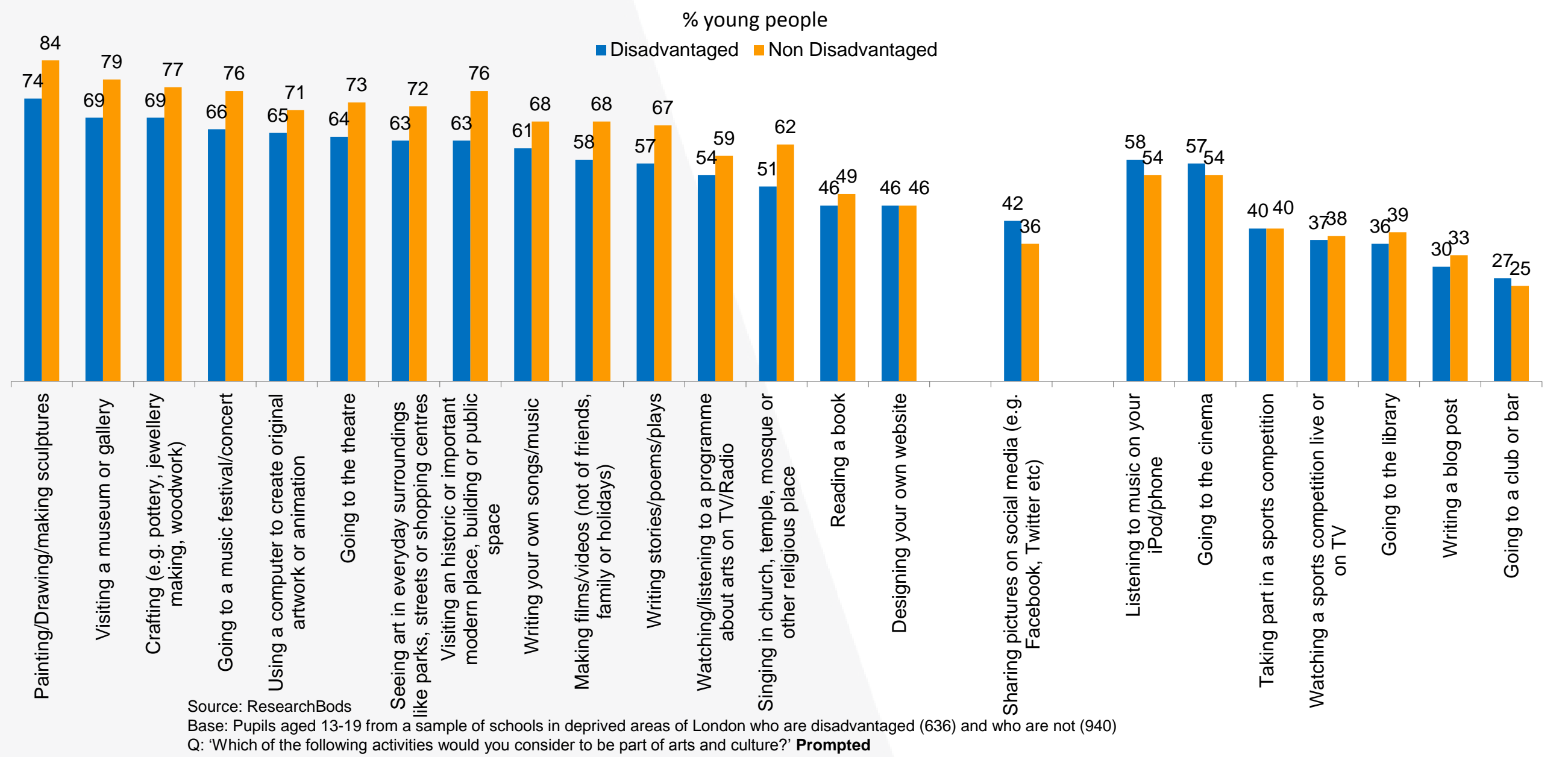
Young people classify a broad range of activities as arts and culture. When prompted this is most commonly visiting a museum/gallery; crafting; music festivals/concerts and visiting historic/modern places.



Source: ResearchBods
 Base: All pupils (1689) aged 13-19 from a sample of schools in deprived areas of London
 Q: 'Which of the following activities would you consider to be part of arts and culture?' **Prompted**

Understanding of Arts and Culture (prompted)

Young people from disadvantaged backgrounds are less likely to classify many of the activities prompted as ‘arts and culture’; the only exception is sharing pictures on social media which is more likely to be considered part of arts and culture by this group compared to their peers; other activities such as going to the cinema, listening to music on iPod/iPhone and going to the library are as likely to be classified as arts and culture by both groups



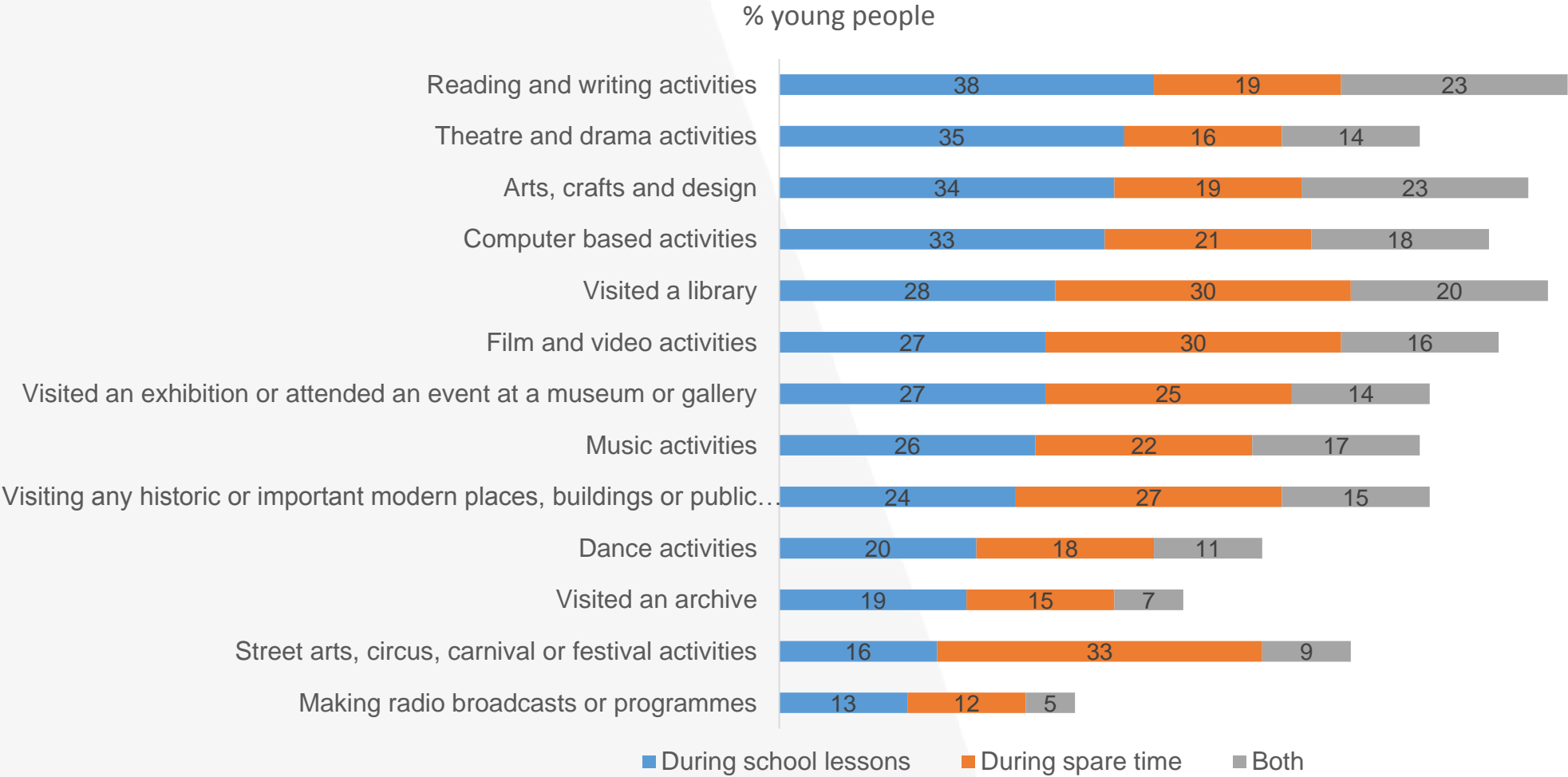
Engagement in arts and culture

Engagement in Arts and Culture - Summary

- Overall, the activities that young people tend to engage the most tend to be those where school is likely to play an important role – e.g. reading and writing activities (80% of young people engaging through school, in the spare time or both), visiting libraries (78%), Arts/craft and design (76%)
- In general, economically disadvantaged young people are much less likely to engage in more formal arts and culture activities such as visiting an exhibition or attending an event at a museum/gallery (62% vs 70%). They are also less likely to take part in music (61% vs 69%) and visit historic or important modern places (61% vs 71%).
- On average, girls are more likely to be participating in arts and cultural activities than boys. In particular they are more likely in the last year to have taken part in dance activities (37% vs. 20%), music activities (46% vs. 30%), and have visited a library (56% vs. 44%).
- During spare time, young people's engagement with arts and culture mainly involves visiting libraries and taking part in film and video activities (which includes going to the cinema). Young people are least likely to be making radio broadcasts/programmes (71% have not done this in the last year)
- Although many activities still happen through school, when engaging in arts and culture outside of school, young people are predominately doing so independently, rather than through structured clubs or classes; the extent to which this is true varies with the nature of the activity (e.g. young people are more likely to visit a library on their own than attend a theatre performance by themselves) but, overall, this was the most common answer across all activities that young people engage in during their spare time

Young people’s engagement in arts and culture

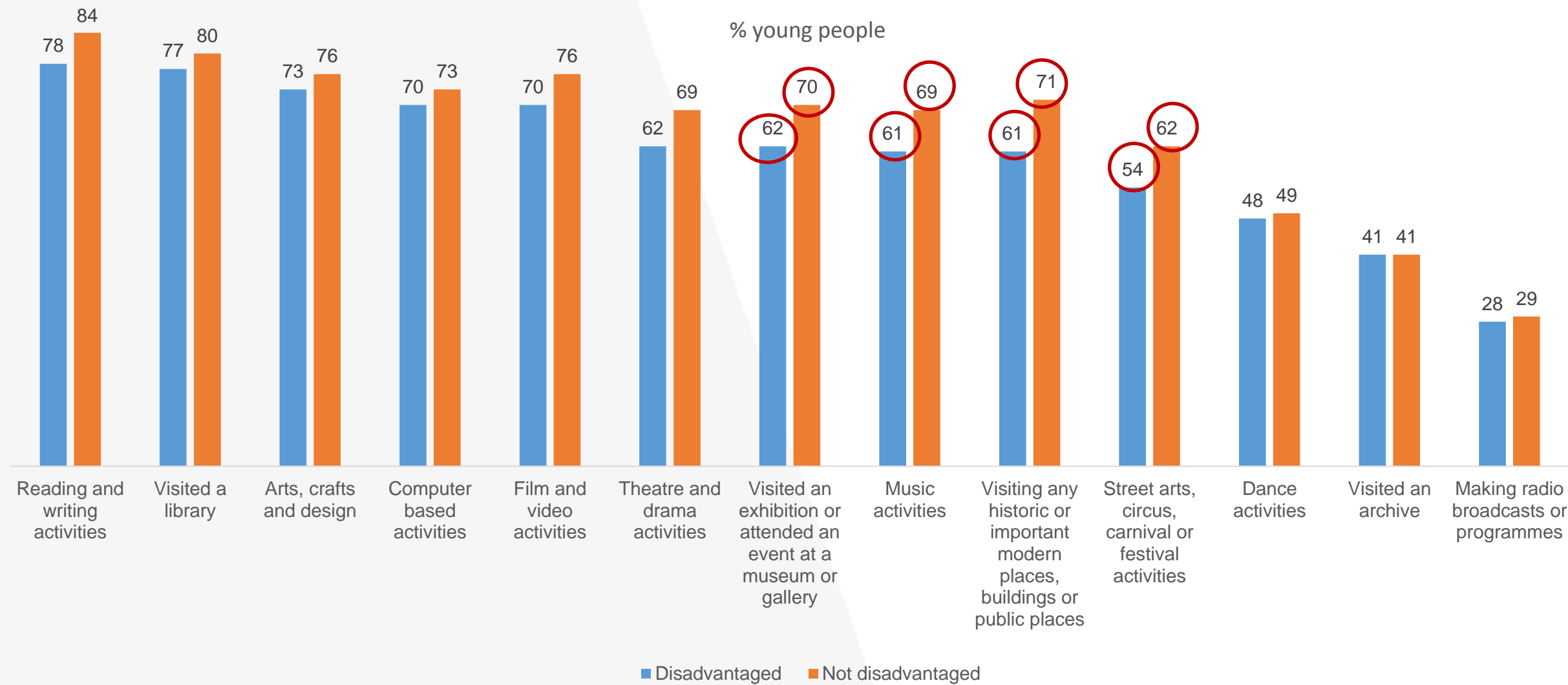
Young people’s engagement in activities in their spare time primarily involves visiting libraries (50% do this during their spare time) and film and video activities (46% do this during their spare time).



Source: ResearchBods
 Base: All pupils (1689) aged 13-19 from a sample of schools in deprived areas of London
 Q: ‘Have you done any of the following over the last year? This could be during school lessons, in your spare time or both’ **Have done (at school/home/both)**

Young people's engagement in arts and culture

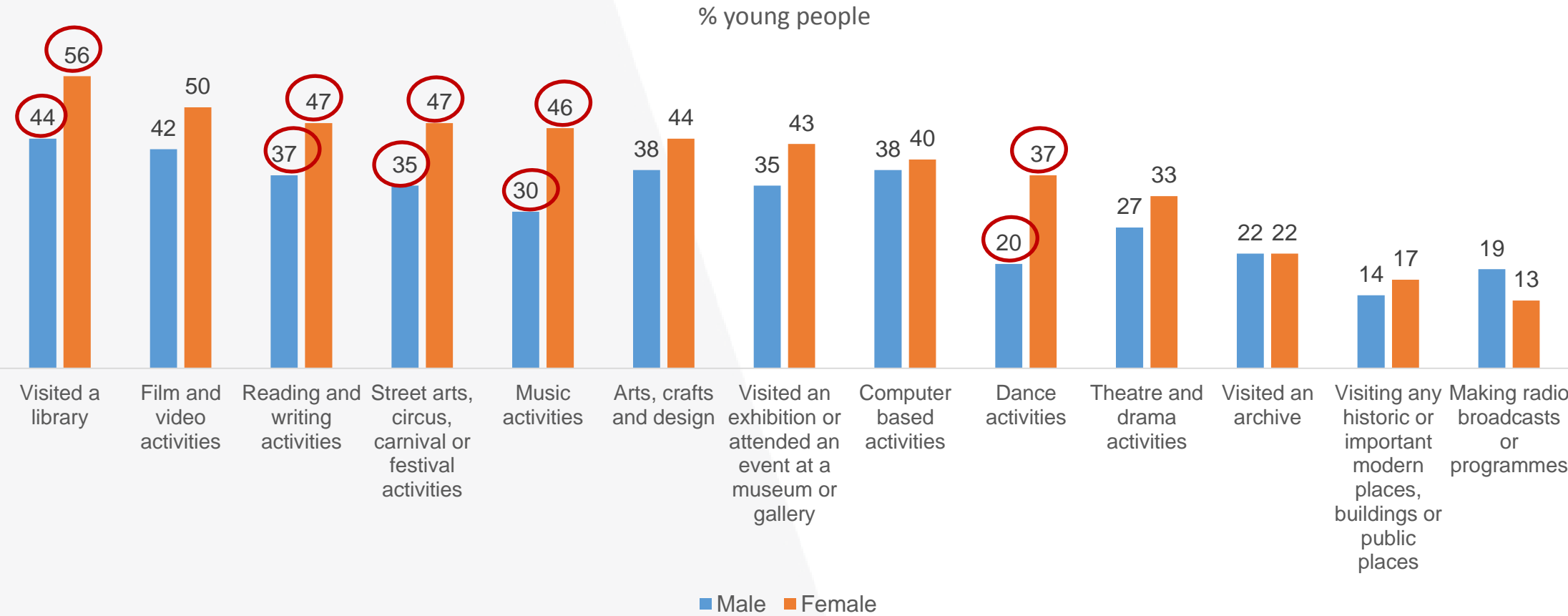
Economically disadvantaged young people are less likely to visit an exhibition or attend an event at a museum/gallery. They are also less likely to take part in music, street arts and visit historic or important modern places.



Source: ResearchBods
 Base: Pupils aged 13-19 from a sample of schools in deprived areas of London who are disadvantaged (636) and who are not (940)
 Q: 'Have you done any of the following over the last year? This could be during school lessons, in your spare time or both' **Have done (at school/home/both)**

Young people's engagement in arts and culture

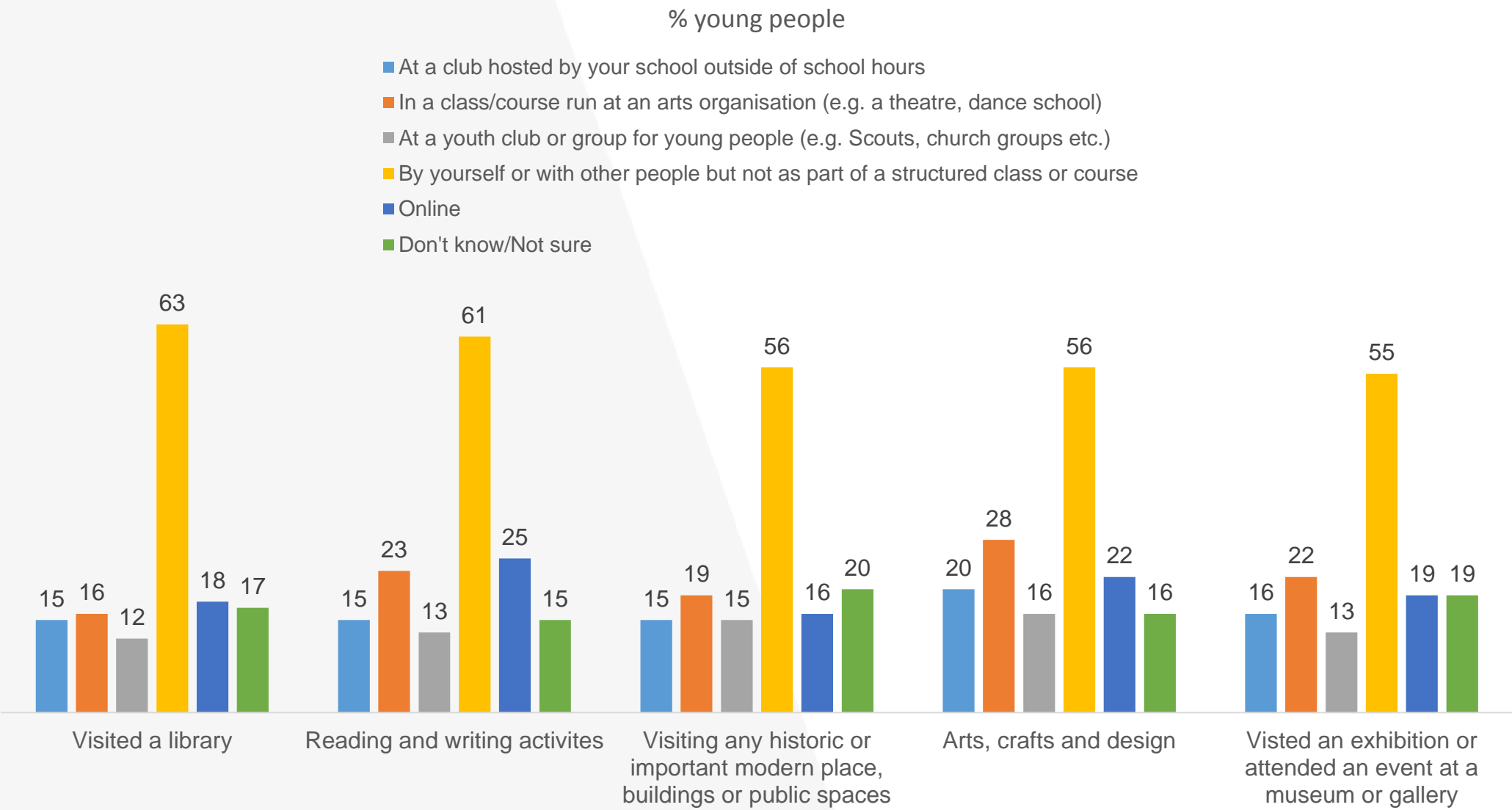
Girls on average are more likely to be participating in arts and culture activities than boys.



Source: ResearchBods
 Base: Pupils aged 13-19 from a sample of schools in deprived areas of London – males(821), females (868)
 Q: 'Have you done any of the following over the last year? This could be during school lessons, in your spare time or both' **Have done (at school/home/both)**

Engagement in spare time

Young people are primarily engaging in arts and culture activities independently, rather than through structured clubs or classes.

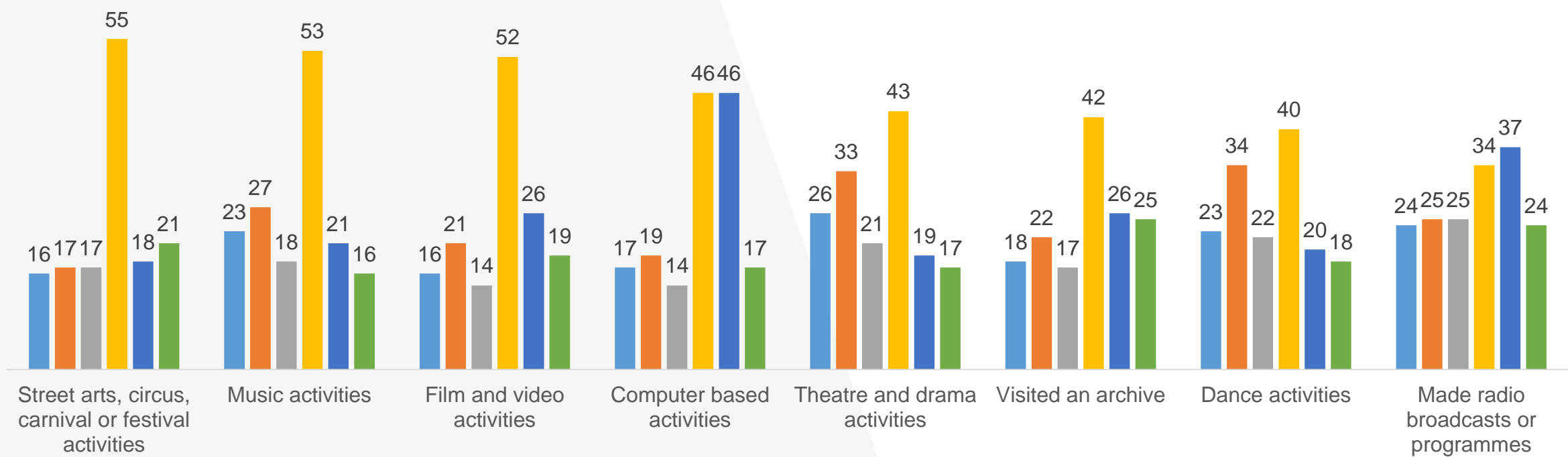


Source: ResearchBods
 Base: All pupils (1689) aged 13-19 from a sample of schools in deprived areas of London who engaged in each activity during their spare time
 Q: 'Thinking about the activities from your previous question that you got involved in during your free time, where did you do them?'

Engagement in spare time

% young people

- At a club hosted by your school outside of school hours
- In a class/course run at an arts organisation (e.g. a theatre, dance school)
- At a youth club or group for young people (e.g. Scouts, church groups etc.)
- By yourself or with other people but not as part of a structured class or course
- Online
- Don't know/Not sure



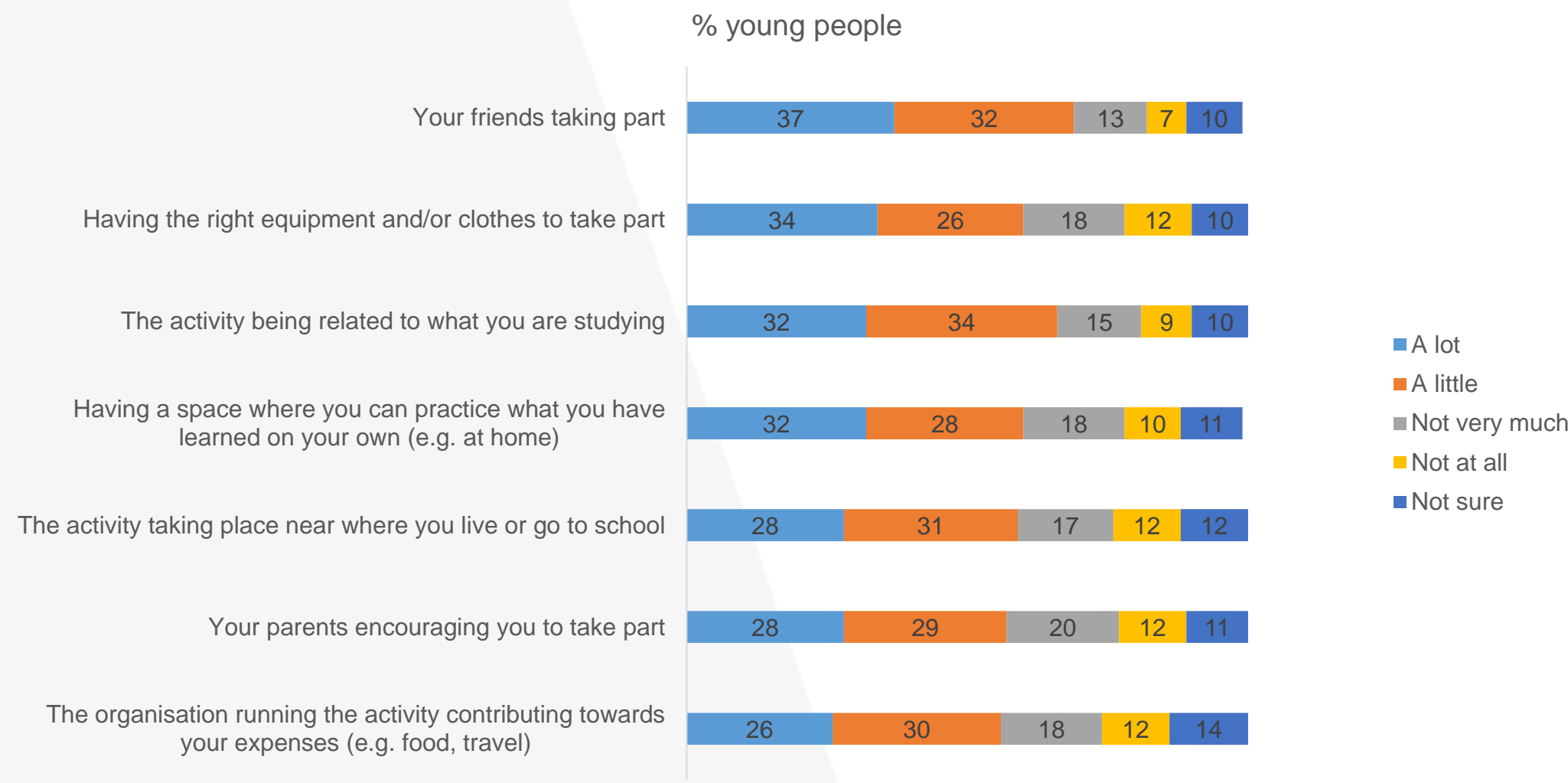
Source: ResearchBods
 Base: All pupils (1689) aged 13-19 from a sample of schools in deprived areas of London who engaged in each activity during their spare time
 Q: 'Thinking about the activities from your previous question that you got involved in during your free time, where did you do them?'

What might encourage young people to engage?

- Friends are the key motivator in young people engaging with arts and cultural activities. Over a third (37%) state that it would motivate them 'a lot' and 32% state that it would motivate them 'a little'.
- Having the right equipment/clothes also seems to be a strong motivating factor to young people's willingness to engage. 34% report that this would motivate them 'a lot'.
- An activity being linked to study is a motivator for young people, with around a third (32%) stating that this would motivate them 'a lot'. This is less of a motivator for disadvantaged young people, with 27% reporting that it would motivate them 'a lot', compared to 36% of non-disadvantaged young people.
- Parental influence is seen as less of a motivating factor by young people, particularly if compared to friends. Around a third (32%) report that their parents encouraging them to take part would 'not very much' or 'not at all' encourage them to participate.
- Girls are more influenced than boys by the proximity of activities to their home (64% vs. 54%) and an activity being related to what they were studying at school (60% vs. 71%). Friends taking part is also more important to girls (64% vs 72%).
- Young people from disadvantaged households less likely to state that most of the factors prompted would encourage them; generally, this is driven by a higher proportion of young people in these groups who indicate that they are not sure whether these would help (rather than stating that they don't think these factors would help)

What might encourage young people to take part?

Friends are a key driver in encouraging young people to engage (69% state it would motivate them a lot/somewhat). This is followed by the activity being related to study (66%).

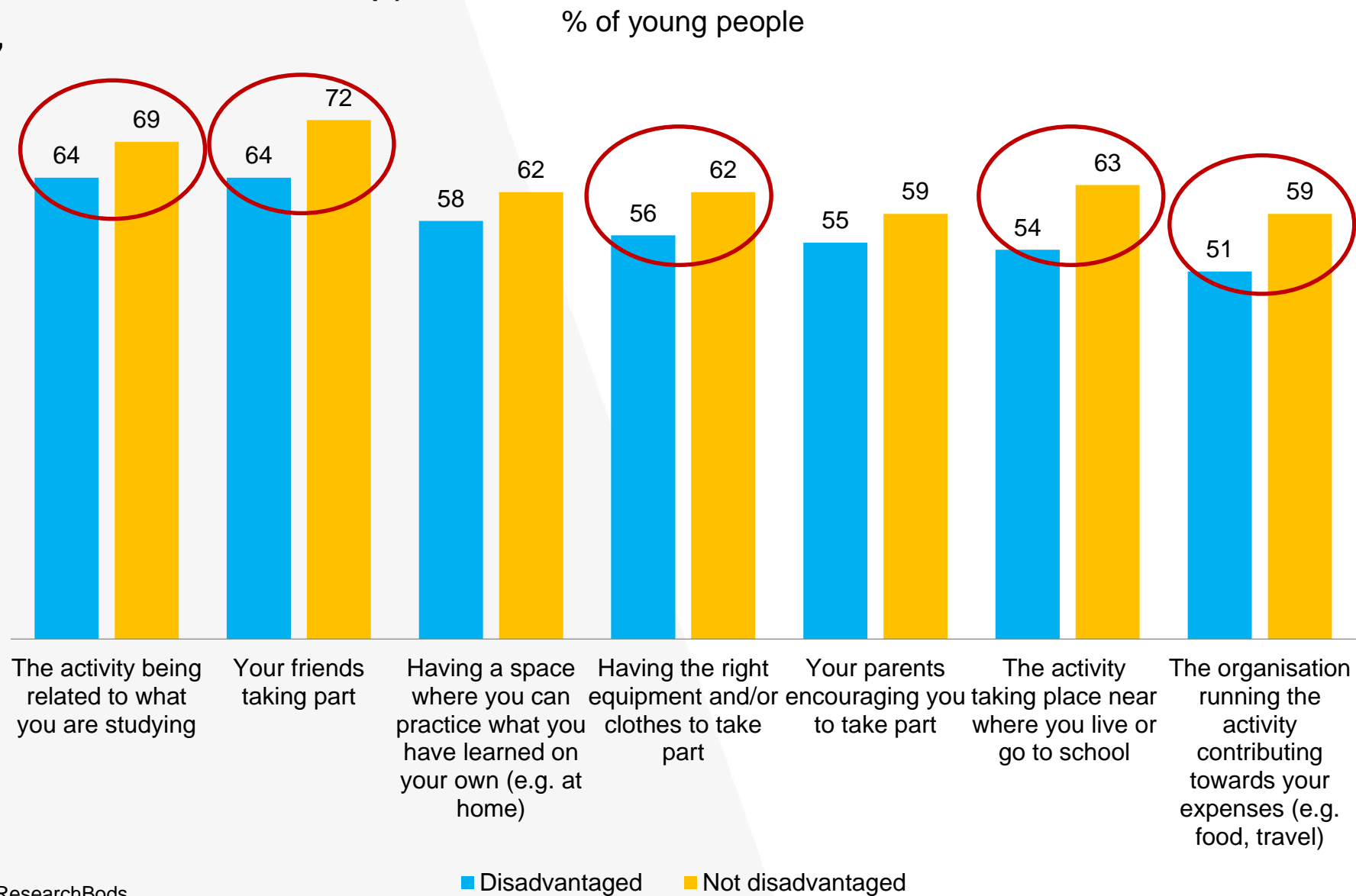


Source: ResearchBods
 Base: All pupils (1457) aged 13-19 from a sample of schools in deprived areas of London
 Q: 'Thinking about cultural activities from the previous question that you have not done in the past year, would any of the following have encouraged you to take part?'

What might encourage young people to take part?

Young people from disadvantaged households less likely to state that most of the factors prompted would encourage them; generally, this is driven by a higher proportion of young people in these groups who indicate that they are not sure whether these would help (rather than stating that they don't think these factors would help)

Ratings of 'a lot'/'a little'



Source: ResearchBods

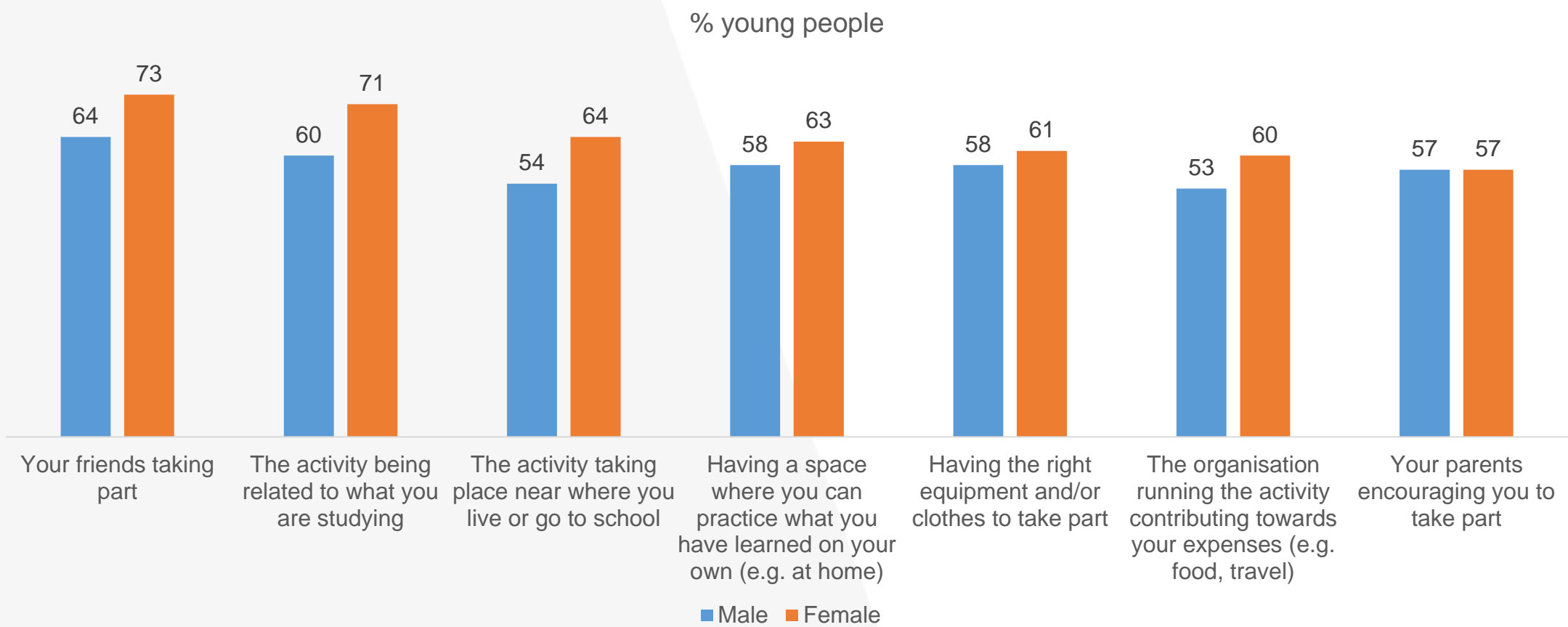
Base: All pupils (1457) aged 13-19 from a sample of schools in deprived areas of London

Q: 'Thinking about cultural activities from the previous question that you have not done in the past year, would any of the following have encouraged you to take part?' A lot/A little

What might encourage young people to take part

Girls appear to be more influenced in their decisions around participation by the proximity of activities to their home and an activity being related to study. Friends taking part is also more important to girls.

Ratings of 'a lot'/'a little'



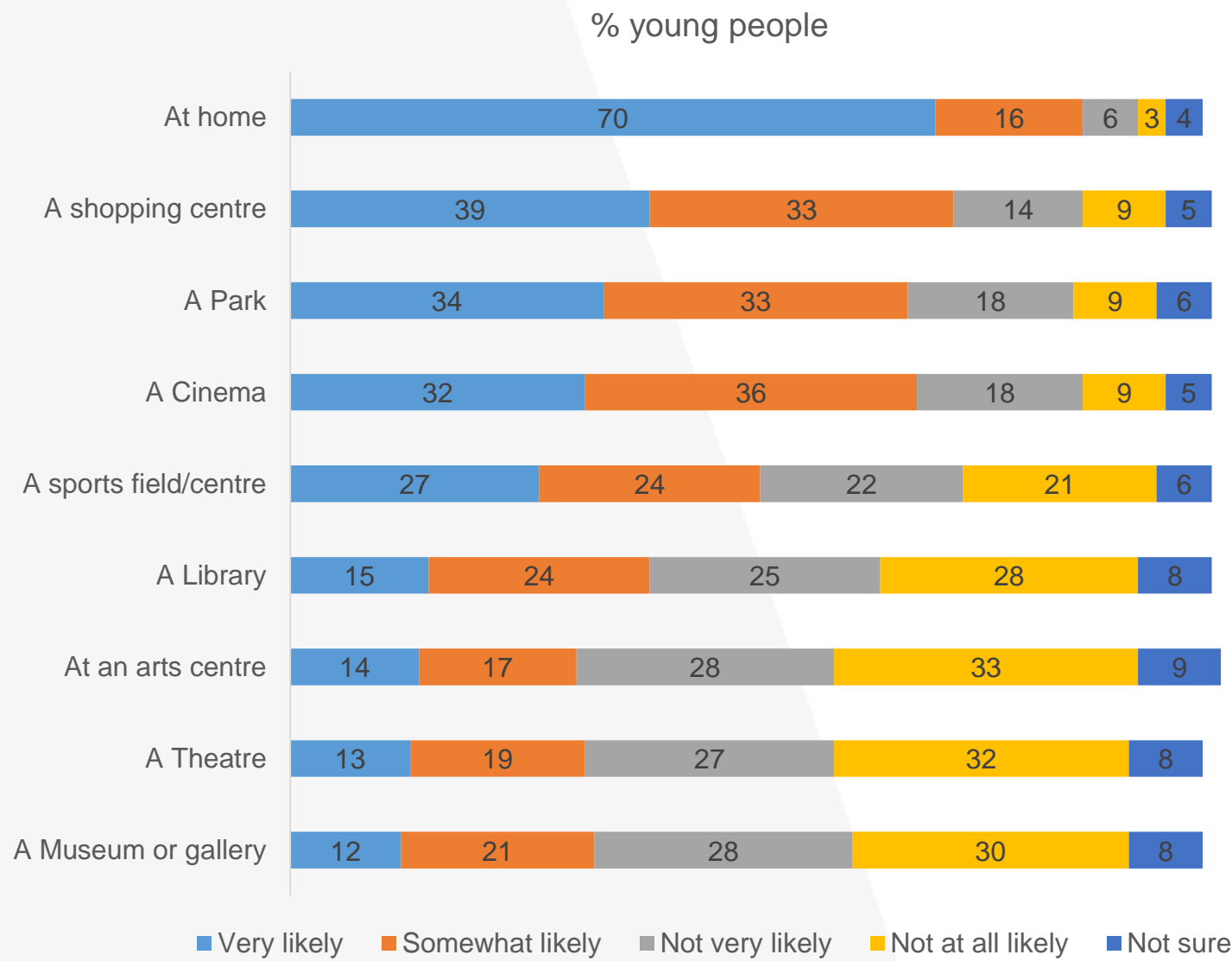
Source: ResearchBods
 Base: All pupils (1457) aged 13-19 from a sample of schools in deprived areas of London
 Q: 'Thinking about cultural activities from the previous question that you have not done in the past year, would any of the following have encouraged you to take part?' A lot/A little

Where do young people spend time? - Summary

- Young people are most likely to spend time at home (70% are very likely).
- Shopping centres, parks and cinemas are also common places where young people spend time. Between 32%-39% state that they would be 'very likely' to spend time at these places.
- Arts and culture places and institutions are the least likely to be places where young people regularly report spending time - library (15%), arts centre (14%) museum/gallery (13%), theatre (13%).
- This is particularly true for disadvantaged young people who are less likely to report (ratings of 'not at all likely') spending time at arts centres (37% vs. 31%) and a museum/gallery (33% vs. 29%) compared to their peers.

Where young people spend time

Young people are most likely to report spending time at home. Shopping centres, parks and the cinema are also commonly visited places. Arts and culture institutions are much less common institutions to visit



Source: ResearchBods
Base: All pupils (1689) aged 13-19 from a sample of schools in deprived areas of London
Q: 'How likely are likely to regularly spend your free time in the following places?

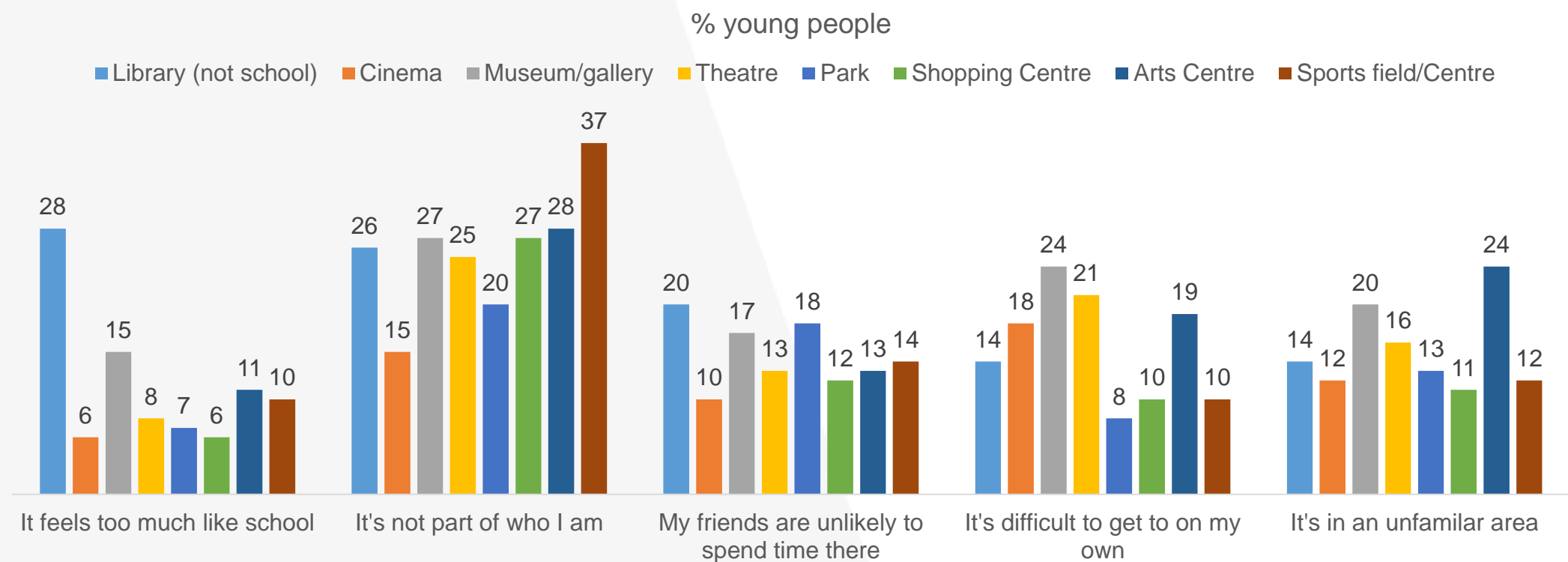
Barriers to engagement - Summary

- Not feeling that a place is ‘part of who I am’ appears to have a big impact on young people’s willingness to spend time there. This is the strongest barrier to young people engaging with a number of spaces, particularly sports fields/centres (37%), arts centres (27%) museum/galleries (27%), and shopping centres (27%).
- The influence that friends play in engagement with cultural institutions (see previous) is reinforced, with 20% stating that there are not likely to spend time at the library because their friends wouldn’t. 17% wouldn’t spend time at a museum/gallery for the same reason.
- Concerns about accessibility and the familiarity of an area are also influencing young people’s willingness to engage with cultural institutions, arts centres and museum/galleries in particular. Being ‘too much like school’, on the other hand, is a concern for young people in relation to libraries (28%)
- Practical barriers also appear to play a role. Cost is a significant barrier to young people accessing the cinema (38%), theatre (35%) and shopping centres (34%). However, it’s also interesting to notice that more than half young people are unable to estimate the cost of a theatre ticket.

Barriers to engagement

Young people feeling that certain places were ‘not part of who I am’ is the most prevalent barrier to engagement. Sports fields, arts centres, museum/galleries and libraries are most associated with this.

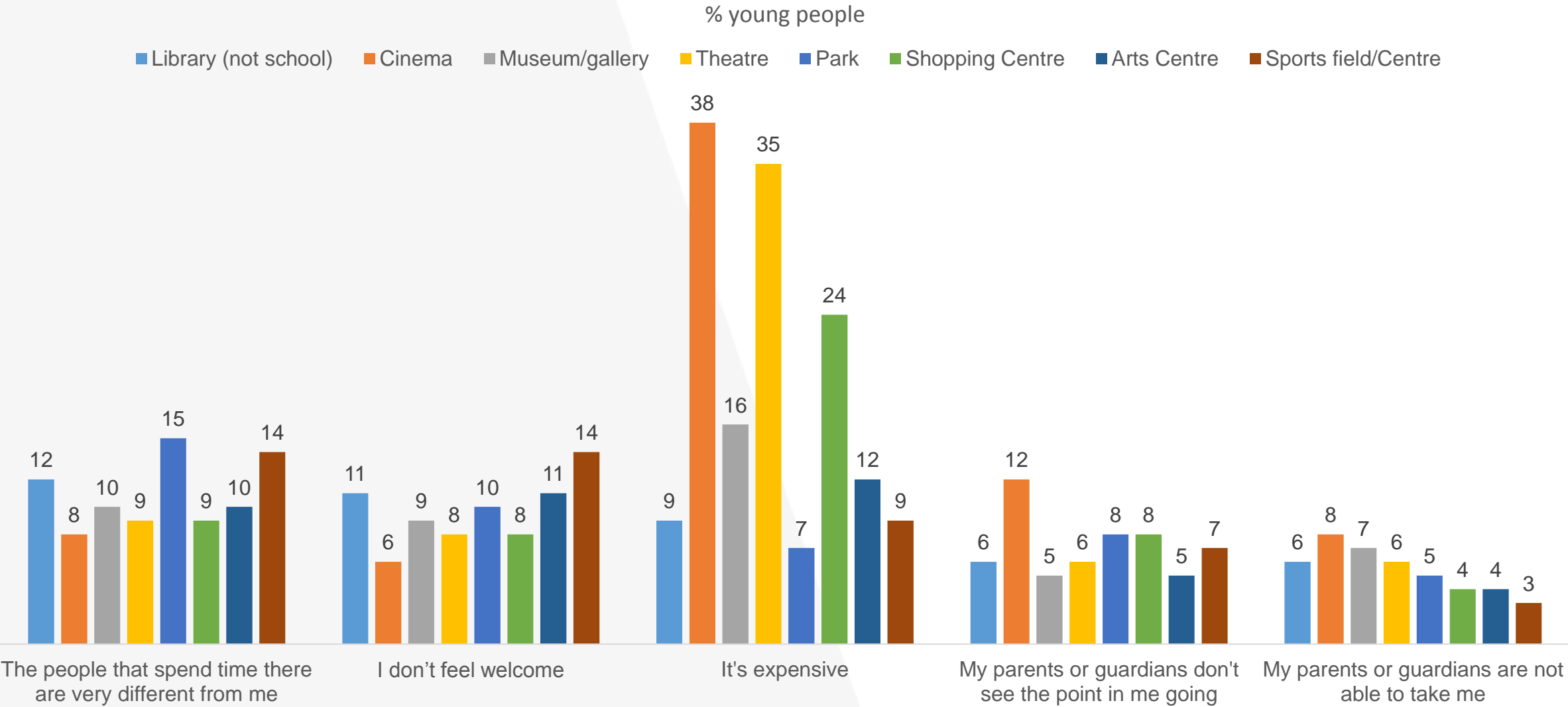
‘Top 5’



Source: ResearchBods
 Base: All pupils (1689) aged 13-19 from a sample of schools in deprived areas of London who indicated they are unlikely to spend time at each place
 Q: Which of the following best describes the reason(s) why you ARE NOT likely to spend time at this place?

Barriers to engagement

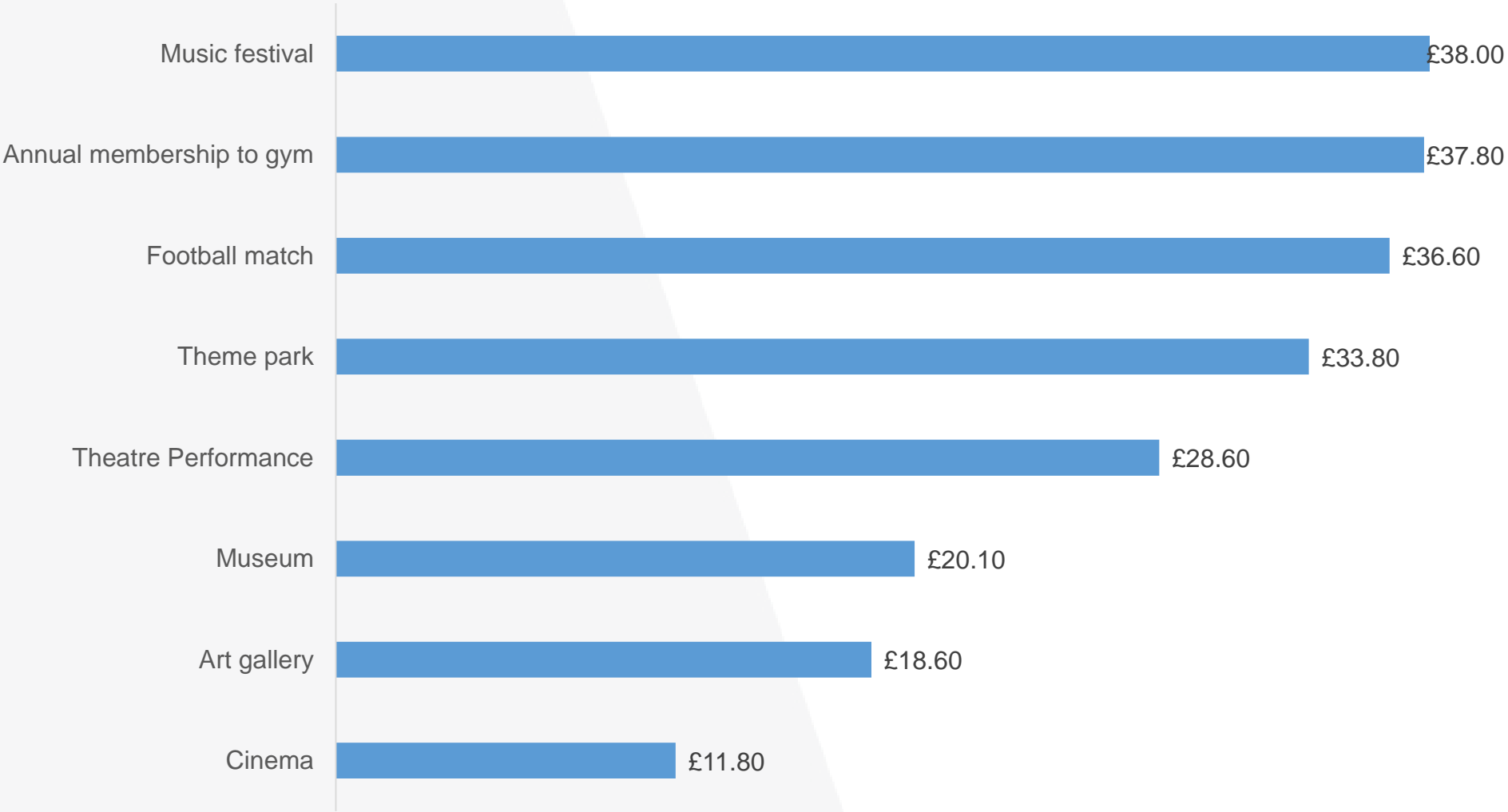
Cost is also a significant barrier to young people accessing the cinema and theatre.



Source: ResearchBods
 Base: All pupils (1689) aged 13-19 from a sample of schools in deprived areas of London who indicated they are unlikely to spend time at each place
 Q: Which of the following best describes the reason(s) why you ARE NOT likely to spend time at this place?

Costs

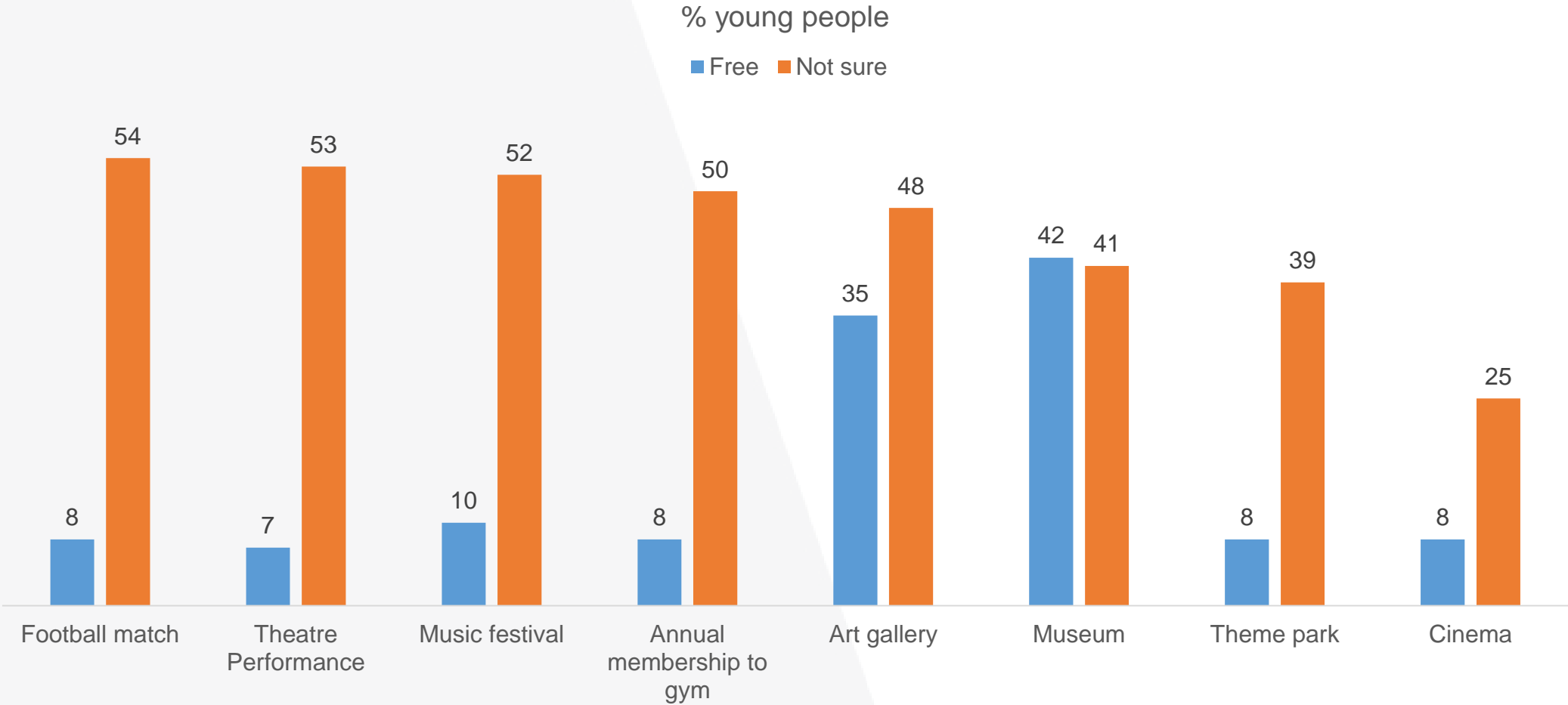
Music festivals and annual gym membership are perceived to be the most costly by young people.



Source: ResearchBods
Base: Average across all pupils (1689) aged 13-19 from a sample of schools in deprived areas of London who didn't think the activity is free and were able to estimate cost
Q: 'As far as you know, how much does a ticket/entrance to the following venue/events usually cost? You don't need to tell us the exact price but simply a rough guess' **Average amount estimated in £**

Costs

Young people are unsure about the cost of most activities; although a good proportion of young people stated that art galleries and museums are free to visit (35% and 42% respectively), there is still a large proportion who is unsure (48% and 41% respectively)



Source: ResearchBods
 Base: all pupils (1689) aged 13-19 from a sample of schools in deprived areas of London
 Q: 'As far as you know, how much does a ticket/entrance to the following venue/events usually cost? You don't need to tell us the exact price but simply a rough guess'

Motivations

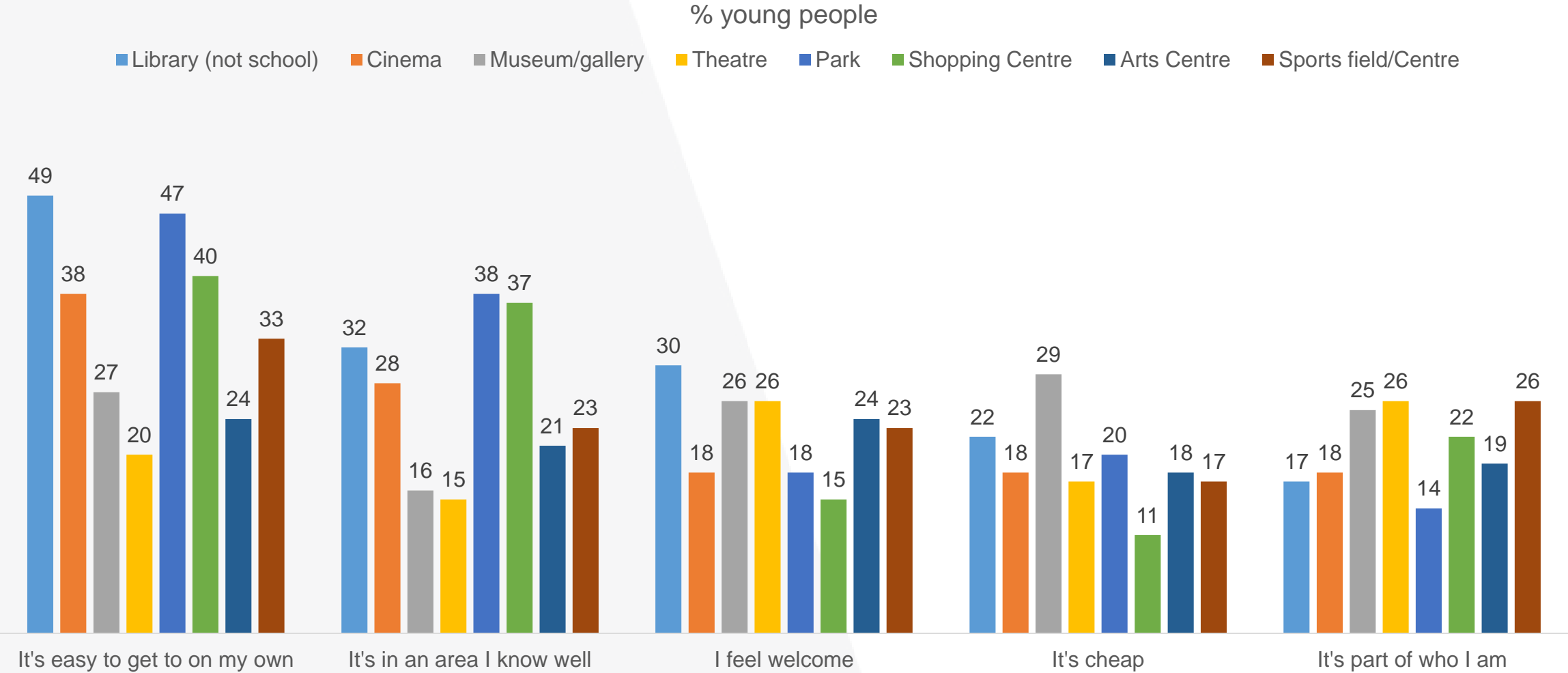
Motivations - Summary

- Ease of getting to and being familiar with a local area is the strongest motivation for young people to spend time in certain spaces, particularly libraries (49%), parks (47%), shopping centres (40%) and the cinema (30%). This is perhaps unsurprising as it reflects the local nature of these spaces
- Friends' influence is highest as a motivation to attend for the cinema (42%), park (32%) and shopping centres (32%)
- Feelings of being welcome appear to be most important for young people spending time in cultural institutions and spaces such as libraries (30%), museum/gallery (26%) and the theatre (26%); similarly, being part of who I am is important to those young people who do access the theatre (26%) and museum/galleries (25%); this echoes what we know from questions around barriers (see previous) and suggests that young people who do engage with these spaces develop a deep relationship with them.
- There are no noticeable differences in motivations to participate by gender and whether young people are disadvantaged or not.

Motivations for spending time in places

Accessibility and being in a familiar area is the strongest motivation for spending time in places, particularly for libraries and shopping centres.

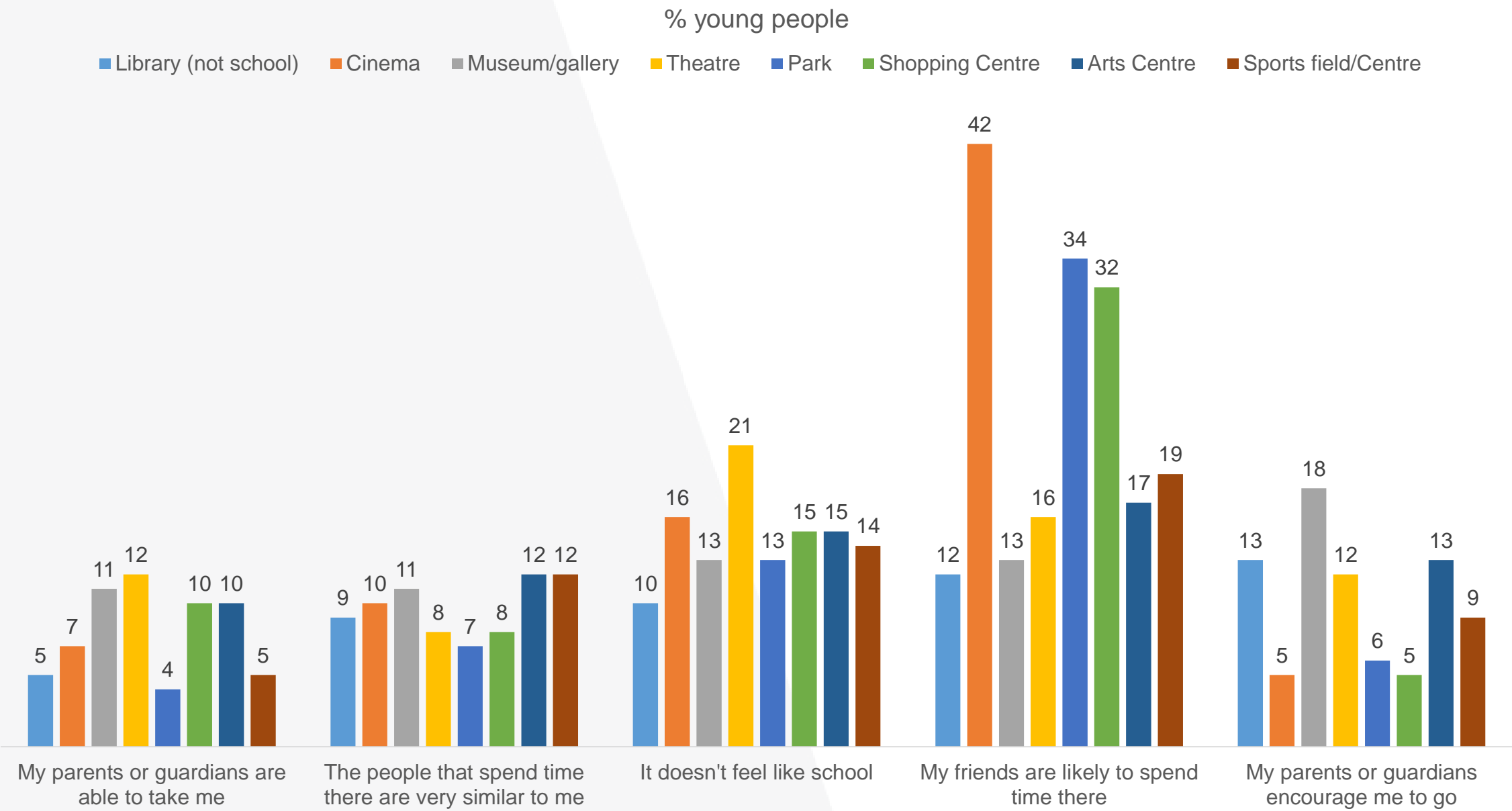
'Top 5'



Source: ResearchBods
 Base: All pupils (1689) aged 13-19 from a sample of schools in deprived areas of London who indicated they are likely to spend time at each place
 Q: Which of the following best describes the reason(s) why you ARE likely to spend time at this place?

Motivations for spending time in places

'Next 5'



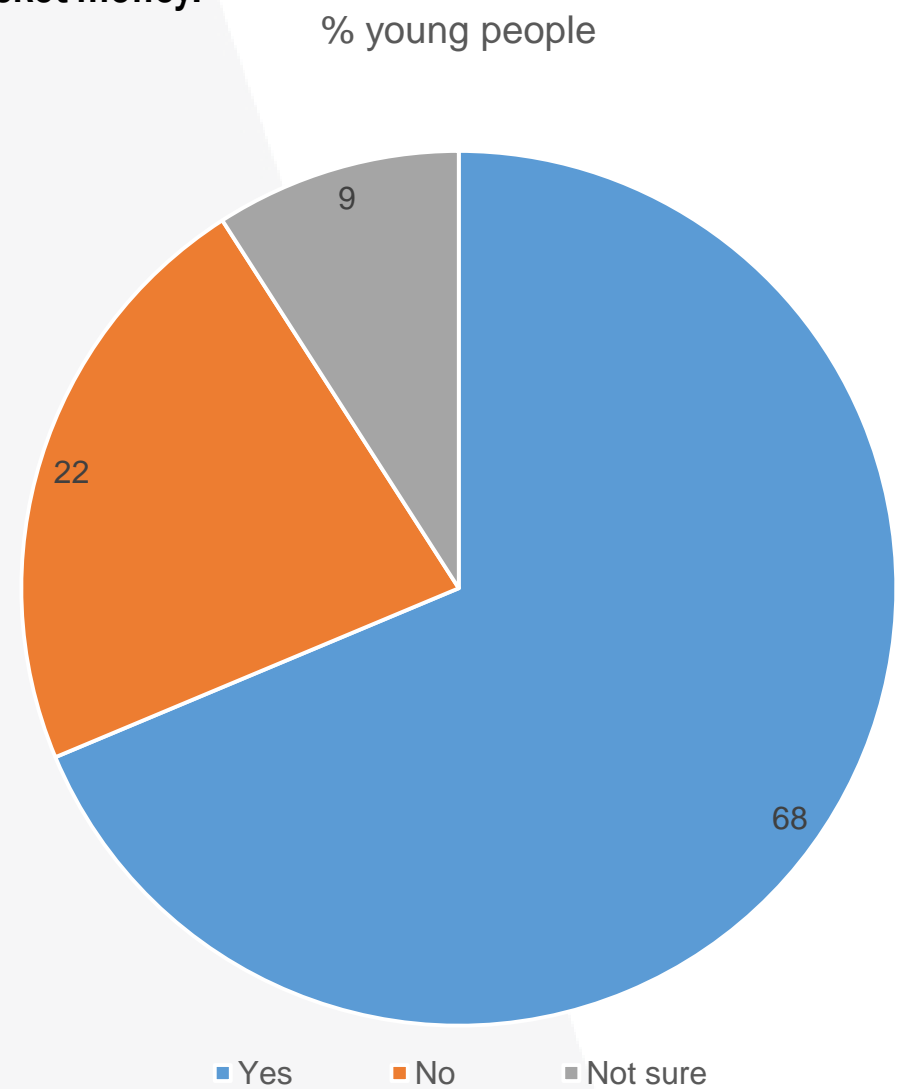
Source: ResearchBods
Base: All pupils (1689) aged 13-19 from a sample of schools in deprived areas of London who indicated they are likely to spend time at each place
Q: Which of the following best describes the reason(s) why you ARE likely to spend time at this place?

Money - Summary

- The majority of young people (68%) have money to spend on themselves and the things they like either from their parents or jobs.
- Disadvantaged young people , however, are less likely to have money to spend on themselves (61% vs. 76%).
- Young people overall are predominantly spending the money they do have on clothes (61%), the cinema (46%) and snacks (46%).
- Girls are more likely than boys to be spending their money on clothes (73% girls vs. 49% boys), meals out (44% girls vs. 34% boys), toiletries (38% girls vs. 7% boys) and tickets to live shows (19% vs. 8%). Boys are much more likely than girls to spend their money on computer/video games (51% vs. 11%).
- Disadvantaged young people are more likely to spending their money on mobile phone credit (27% vs. 15%) and less likely to spend it on buying music (13% vs 20%) or tickets to live shows (11% vs 15%)
- Although young people are generally positive about accessing money, there are differences in attitudes between disadvantaged young people and their peers
- Disadvantaged young people are slightly less likely to feel that they have enough money to spend on things they like (67% vs 74%) and are less happy to ask their parents for money (66% vs 72%).

Pocket money

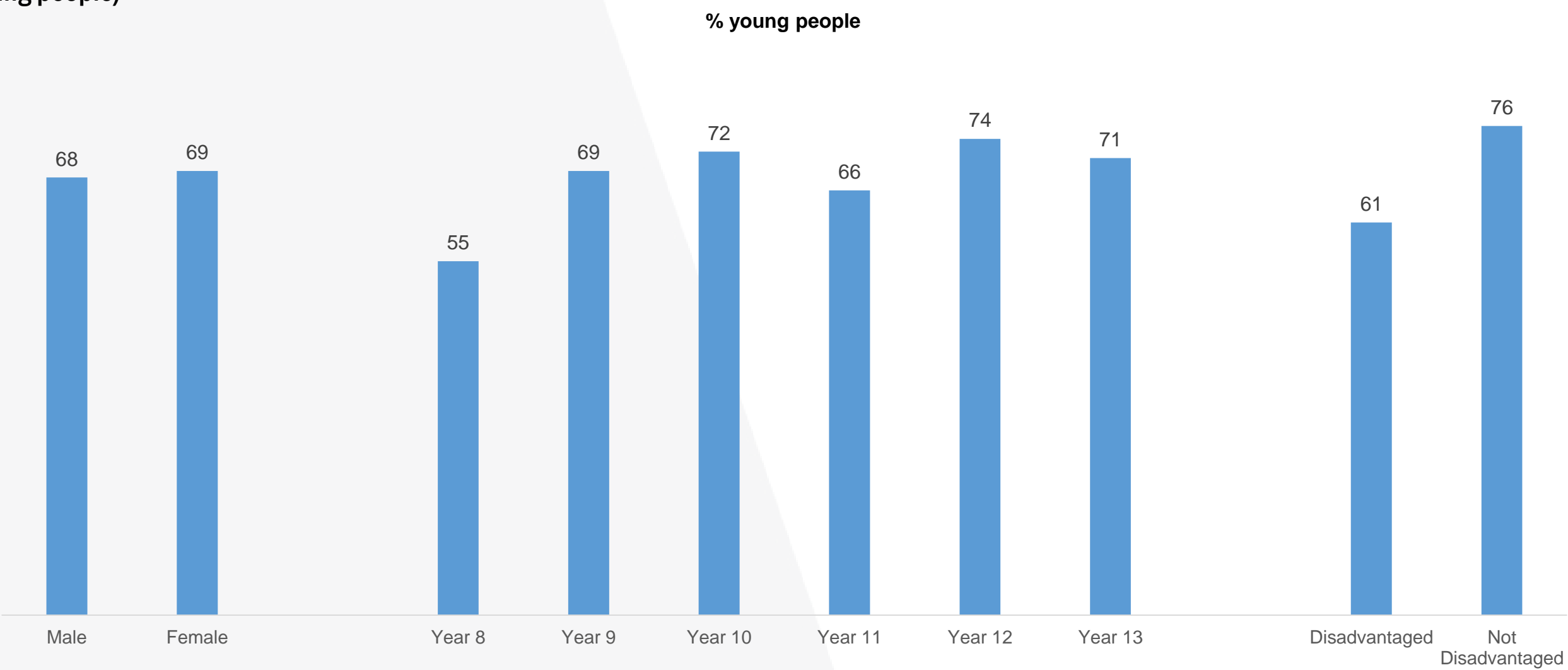
The majority of young people receive money to spend on themselves (68% state that this is true). However there are also around a fifth of young people (22%) who do not regularly receive pocket money.



Source: ResearchBods
Base: All pupils (1689) aged 13-19 from a sample of schools in deprived areas of London
Q: 'Do you regularly receive money to spend on what you wish? This could be either pocket money that your parents or guardians give you or money from part-time/weekend jobs'

Pocket money

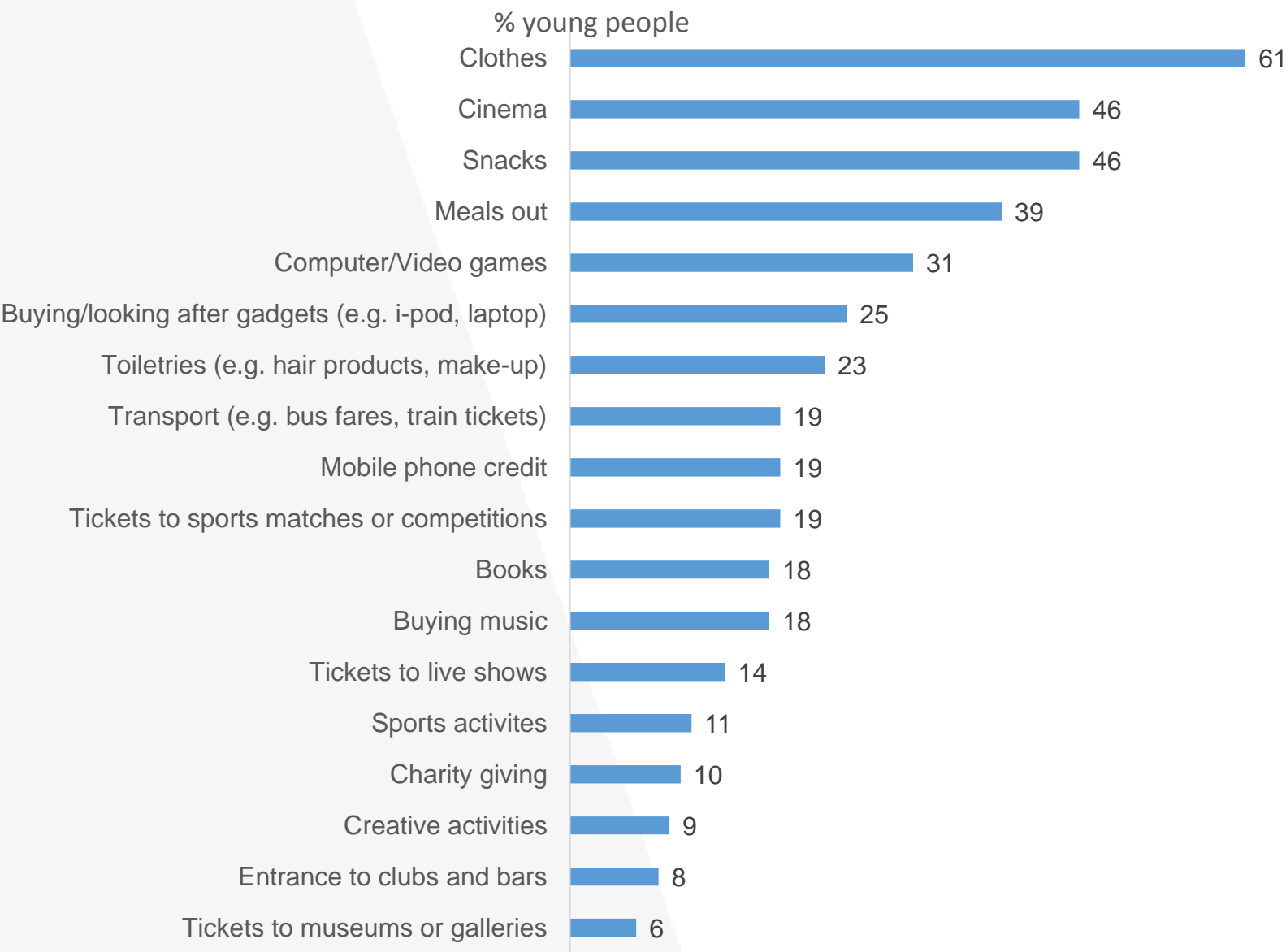
Disadvantaged young people are less likely to receive pocket money (61% of disadvantaged vs. 76% of non-disadvantaged young people)



Source: ResearchBods
 Base: All pupils (1689) aged 13-19 from a sample of schools in deprived areas of London
 Q: 'Do you regularly receive money to spend on what you wish? This could be either pocket money that your parents or guardians give you or money from part-time/weekend jobs'

Pocket money

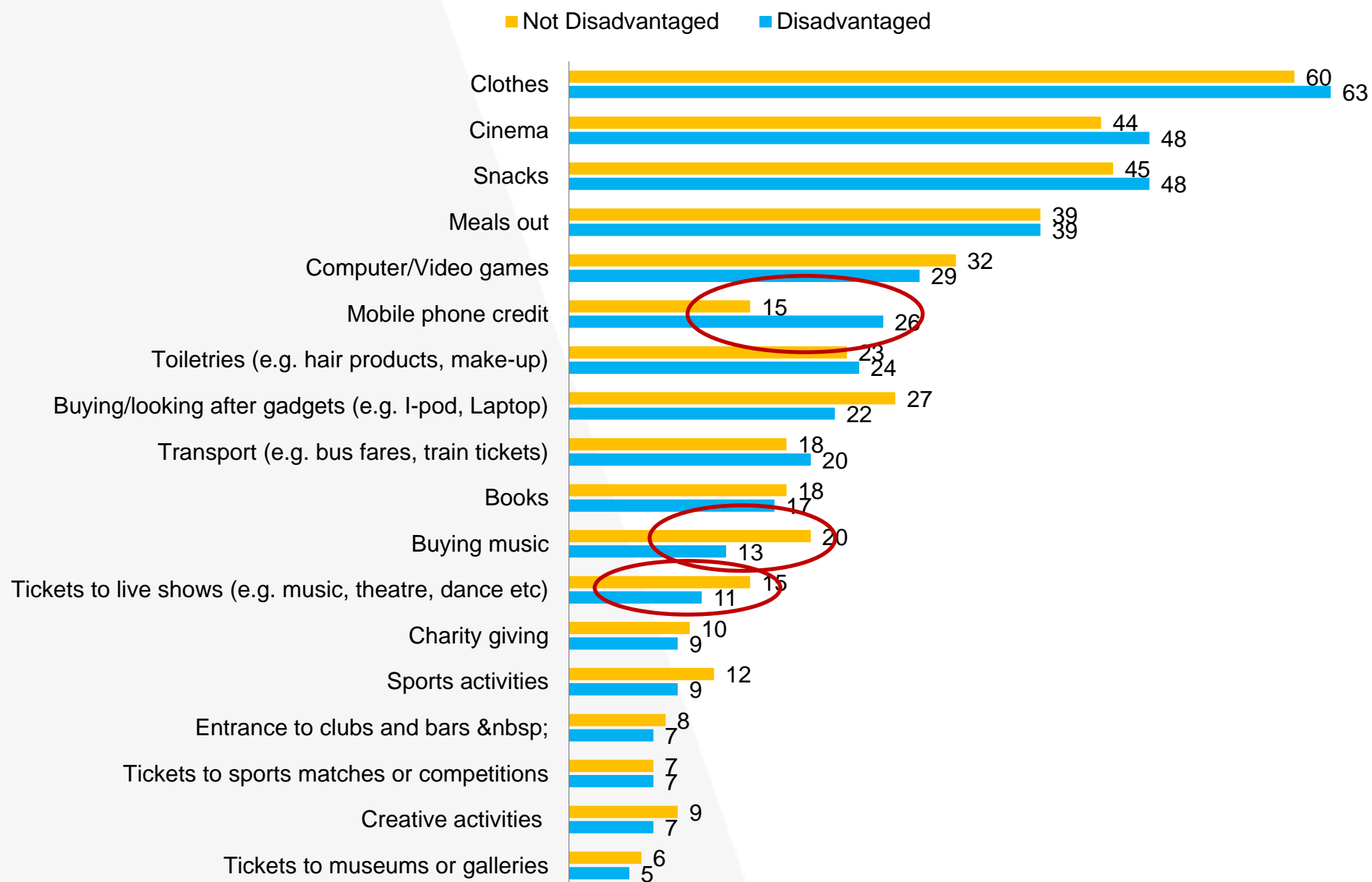
Young people are mainly spending their money on clothes (61%), the cinema (46%) and snacks (46%).



Source: ResearchBods
 Base: All pupils aged 13-19 from a sample of schools in deprived areas of London that receive pocket money (1156)
 Q: 'Which of the things or activities listed below are you most likely to spend your money on?'

Pocket money

Young people who come from disadvantaged households are less likely to spend their pocket money on buying music and tickets to live shows; they are, however, much more likely to spend it on mobile phone credit



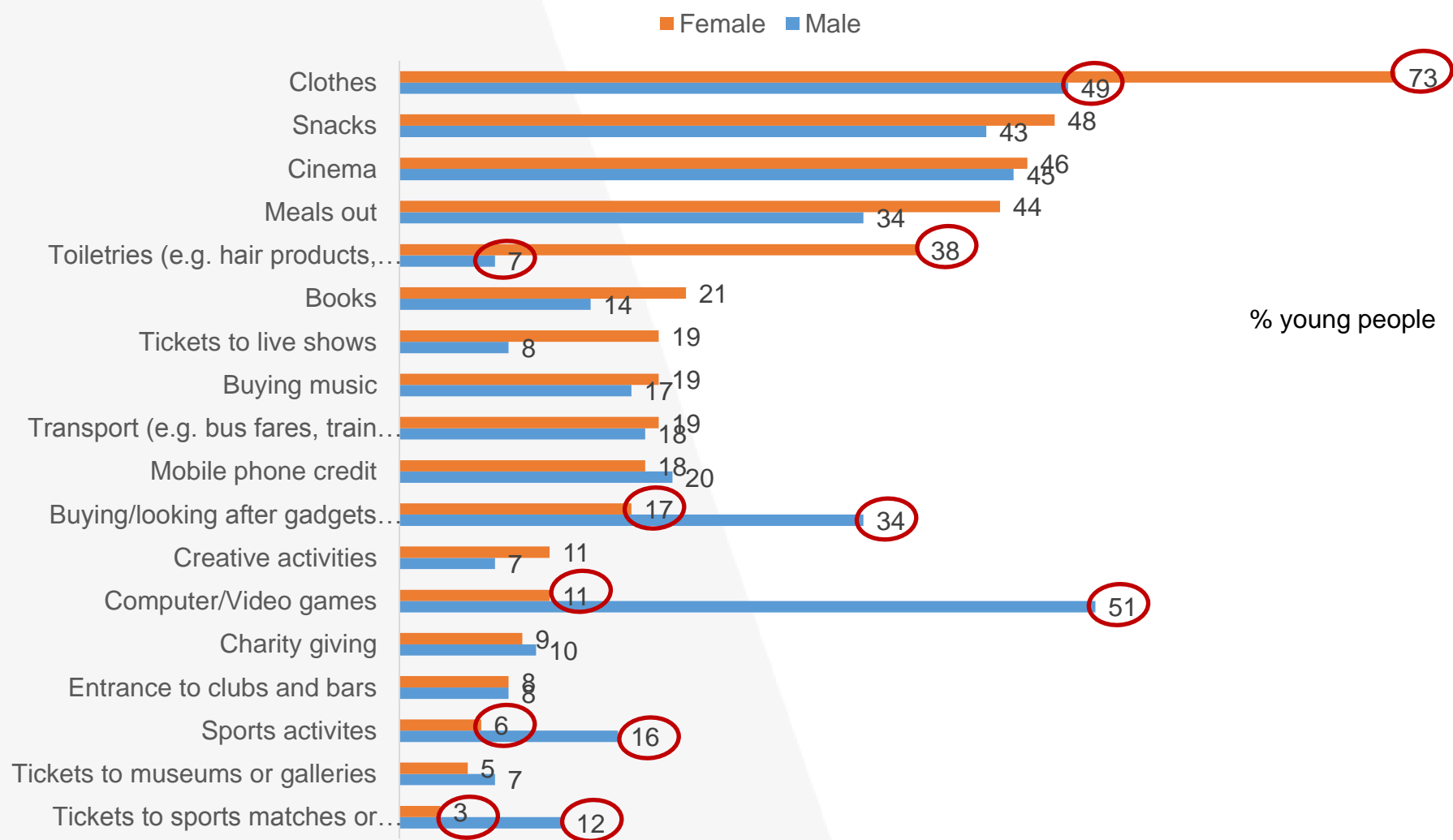
Source: ResearchBods

Base: Pupils aged 13-19 from a sample of schools in deprived areas of London who are disadvantaged (636) and who are not (940)

Q: 'Which of the things or activities listed below are you most likely to spend your money on?'

Pocket money

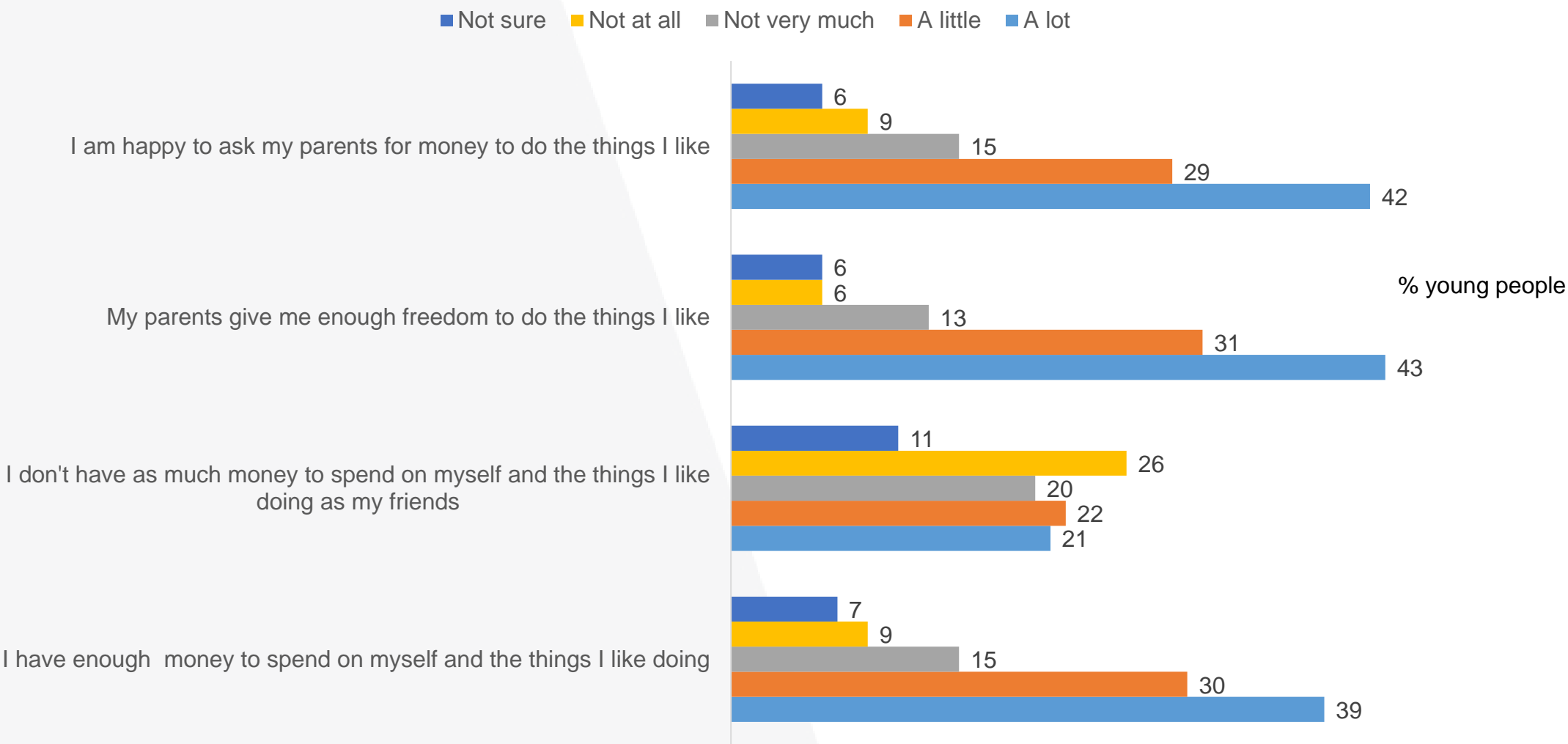
Differences by gender in what young people are spending their money on. Girls much more likely to spend on clothes and toiletries. Boys are much more likely to spend on computer/video games and gadgets.



Source: ResearchBods
 Base: All pupils aged 13-19 from a sample of schools in deprived areas of London that receive pocket money (455)
 Q: 'Do you regularly receive money to spend on what you wish? This could be either pocket money that your parents or guardians give you or money from part-time/weekend jobs'

Money and freedom

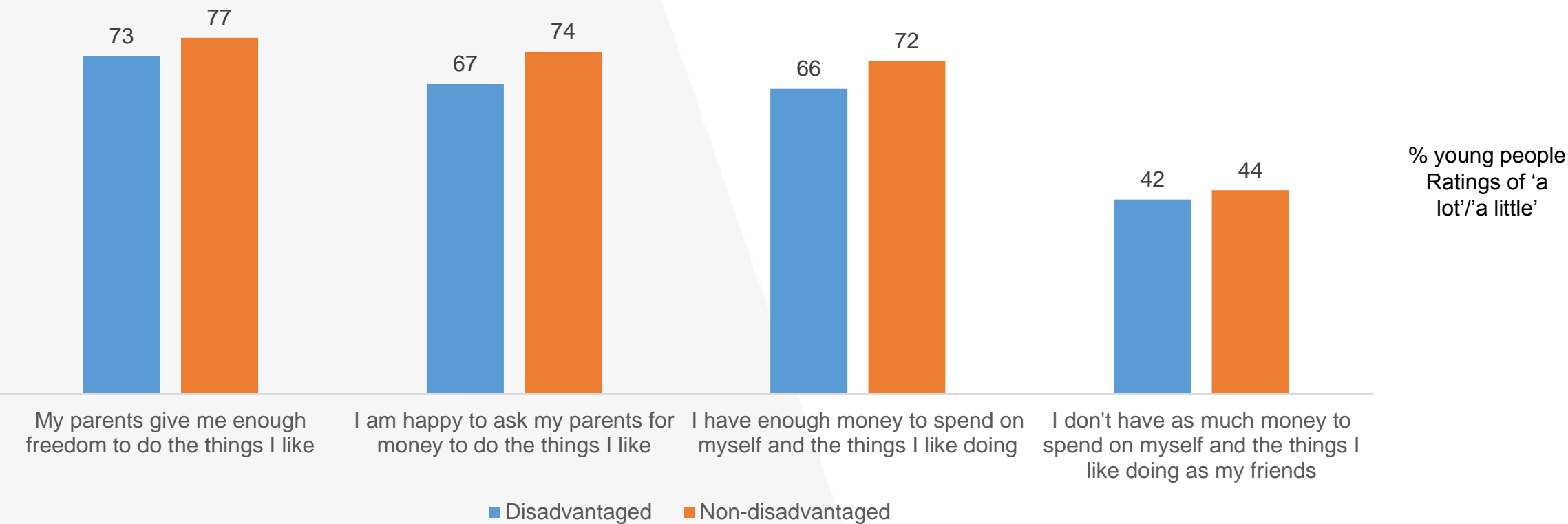
Young people are generally positive about the access they have to money. The majority are happy to ask their parents for money to do the things they like and feel their parents give them enough freedom.



Source: ResearchBods
 Base: All pupils (667) aged 13-19 from a sample of schools in deprived areas of London
 Q: 'How much do you agree with the statements below?'

Money and freedom

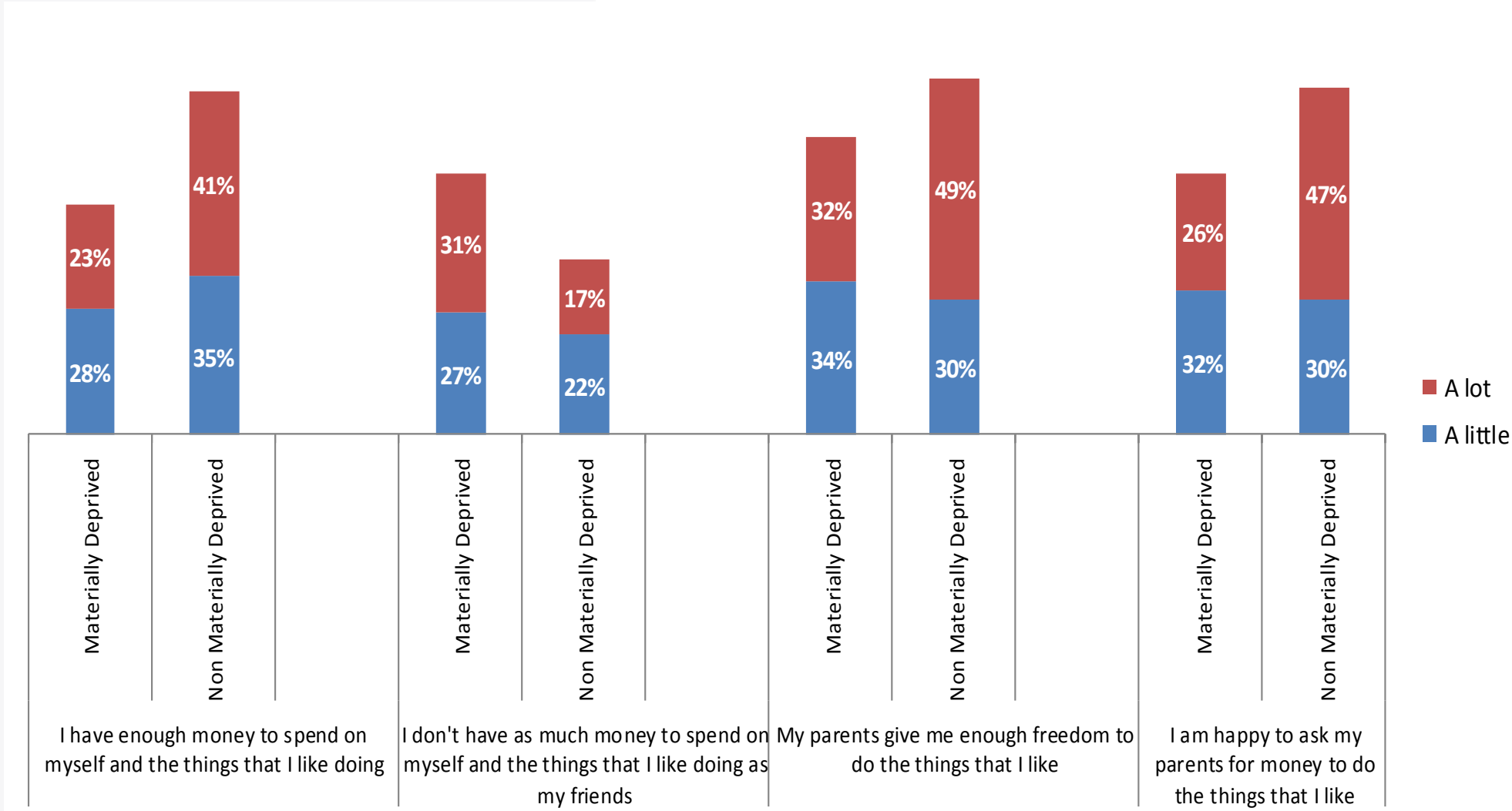
Disadvantaged young people are slightly less likely to feel that they have enough money to spend on things they like and are less happy to ask their parents for money.



Source: ResearchBods
Base: Pupils aged 13-19 from a sample of schools in deprived areas of London who are disadvantaged (636) and who are not (940)
Q: 'How much do you agree with the statements below?'

Money and freedom

Differences are even more starkly reflected between young people who are materially deprived and those who aren't



Source: ResearchBods
 Base: All pupils aged 13-19 from a sample of schools in deprived areas of London who are materially deprived (577) and those who aren't (627)
 Q: 'How much do you agree with the statements below?'

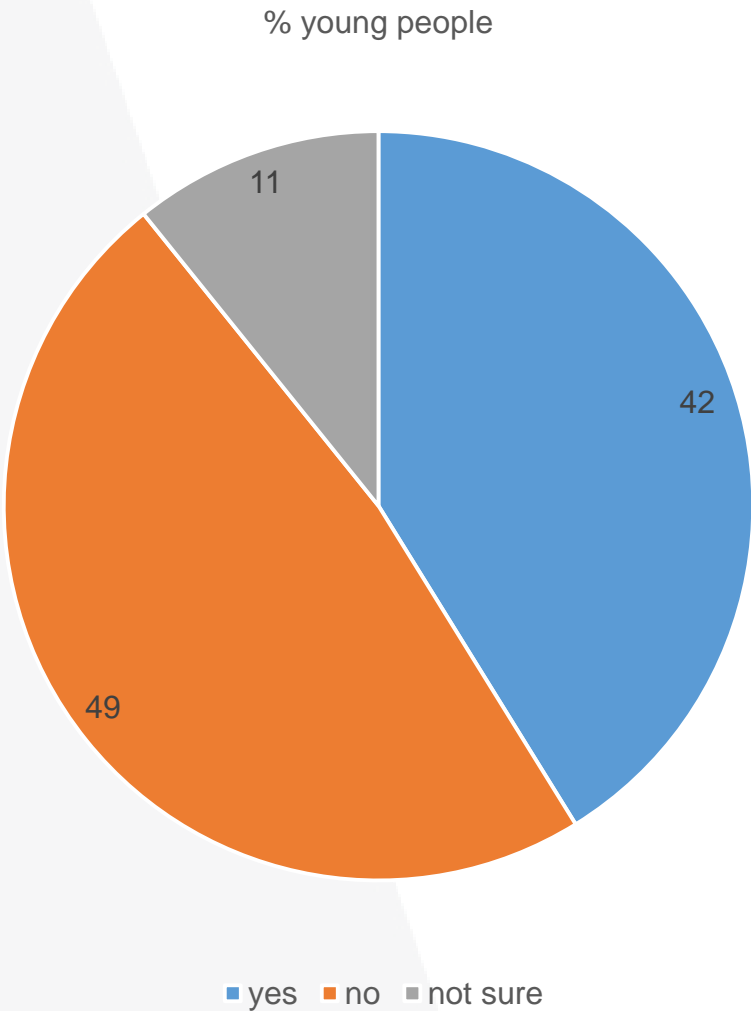
Being part of groups and clubs outside school

Being part of groups and clubs outside school - Summary

- Nearly half (49%) of young people are members of a club – defined as any club or group where young people can go to meet each other and take part in various activities (e.g. sports, games, arts etc.) outside of school. This is a broad definition that could include youth clubs, after school clubs, sport clubs, church groups etc. The majority tend to go 2-3 times a week (37%).
- Boys are slightly more likely to be members than girls (45% vs. 39%). Membership decreases by age - 48% of Y8 pupils surveyed attended, compared to a third (33%) of Y13 pupils.
- Young people from disadvantaged backgrounds are less likely to be part of a group or club outside of school (35% vs. 47%).
- Young people tend to be engaging in sports/games (49%) and music (29%) activities whilst at clubs. Boys are more likely to be engaging in sports and games activities. Girls tend to engage more in dance, drama, arts and crafts, discussion/debates and cookery.
- The opportunity to spend time with friends (44%), make new friends (35%) and to spend time out of the house (34%) are the top three reasons for attending clubs/groups. This echoes the key motivations to spend time in local spaces such as cinemas, parks and shopping centres (see previous)
- One in five also indicate having a safe space where to spend time as a reason; one in ten to have a quiet space where to do your homework.

Membership

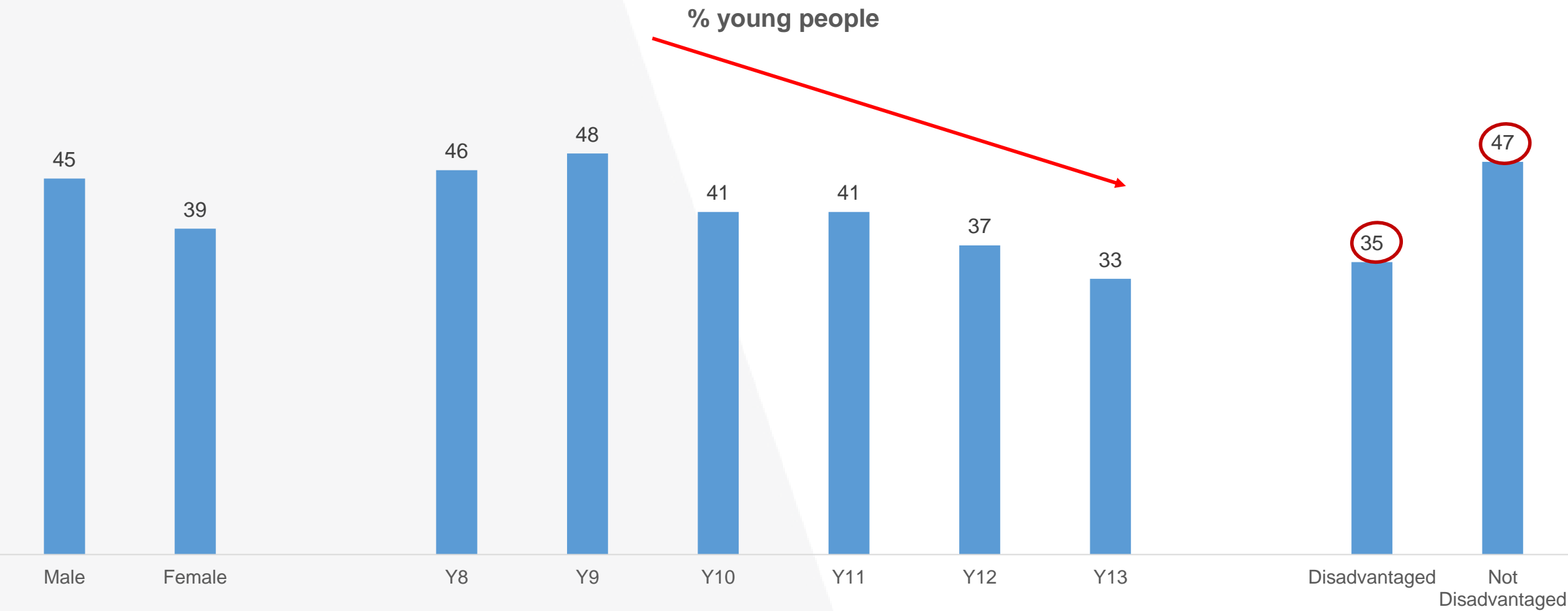
Around half (49%) of young people surveyed take part in a youth group/club.



Source: ResearchBods
Base: All pupils (1689) aged 13-19 from a sample of schools in deprived areas of London
Q: 'Are you a member of any clubs or groups where young people can go to meet each other and take part in various activities (e.g. sports, games, arts etc) outside of school? These could include youth clubs, sports groups, church groups, after school clubs, Scouts etc. **Yes**

Membership

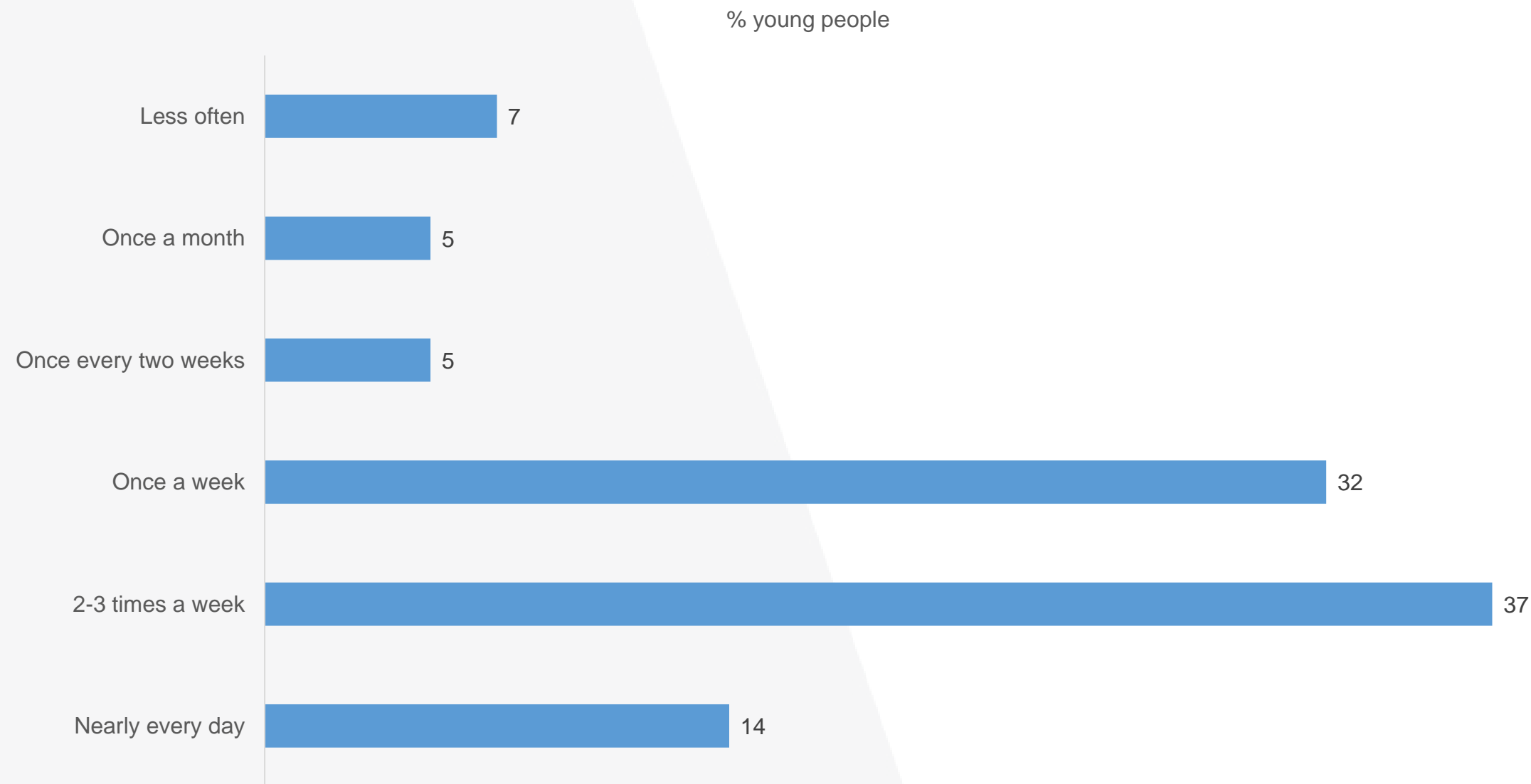
Disadvantaged young people are less likely to be a part of a youth group club. Attendance at youth clubs/groups also declines with age.



Source: ResearchBods
Base: All pupils (1689) aged 13-19 from a sample of schools in deprived areas of London
Q: 'Are you a member of any clubs or groups where young people can go to meet each other and take part in various activities (e.g. sports, games, arts etc) outside of school? These could include youth clubs, sports groups, church groups, after school clubs, Scouts etc. **Yes**

Frequency of attendance

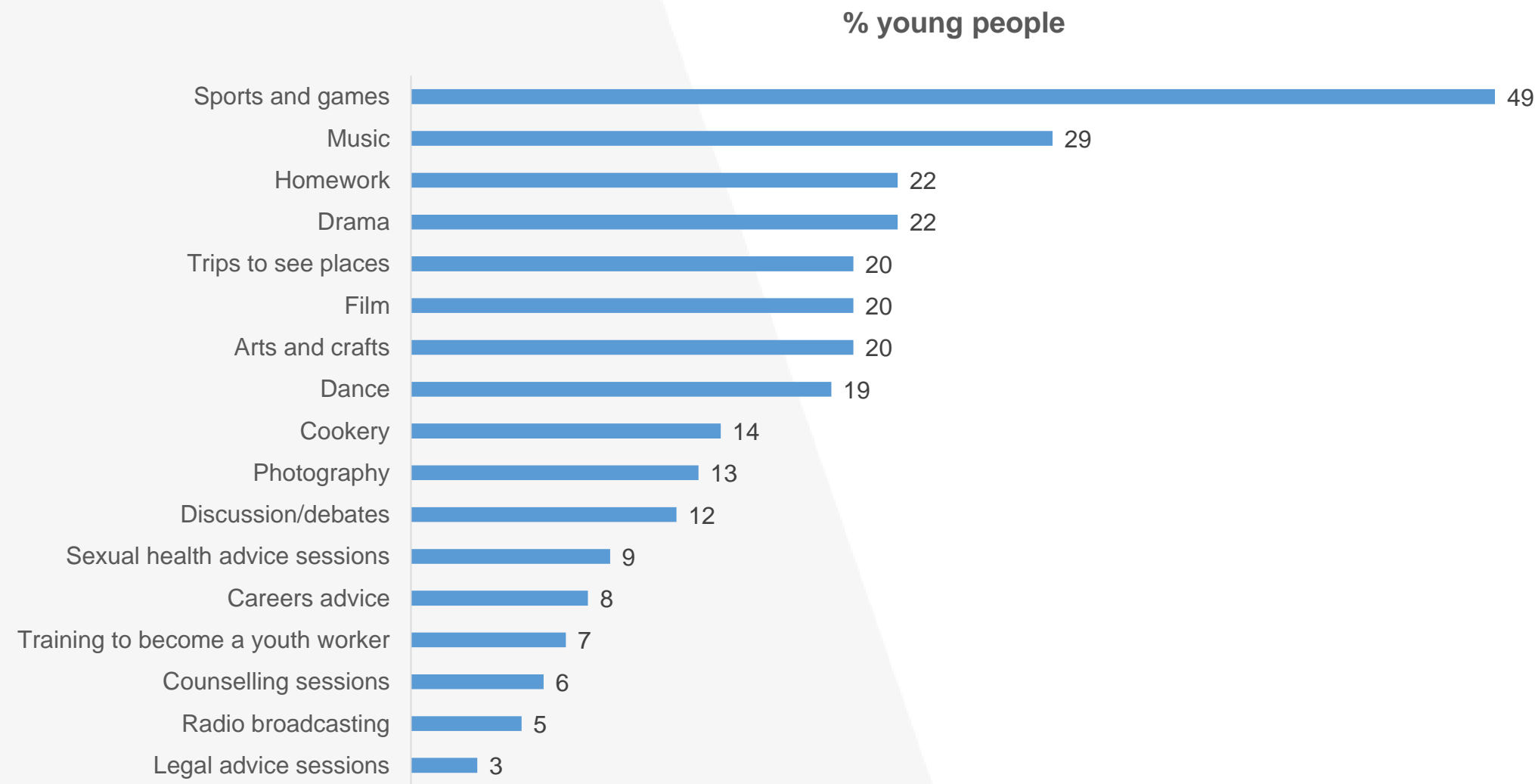
Young people who are attending groups/clubs outside of school are doing so frequently. Over half (51%) are attending 2-3 times a week or more. 84% are attending at least once a week.



Source: ResearchBods
Base: Pupils who attend a youth group/club (705) aged 13-19 from a sample of schools in deprived areas of London
Q: Thinking about the groups or clubs that you are a member of, usually how often do you go?

Activities at groups/clubs

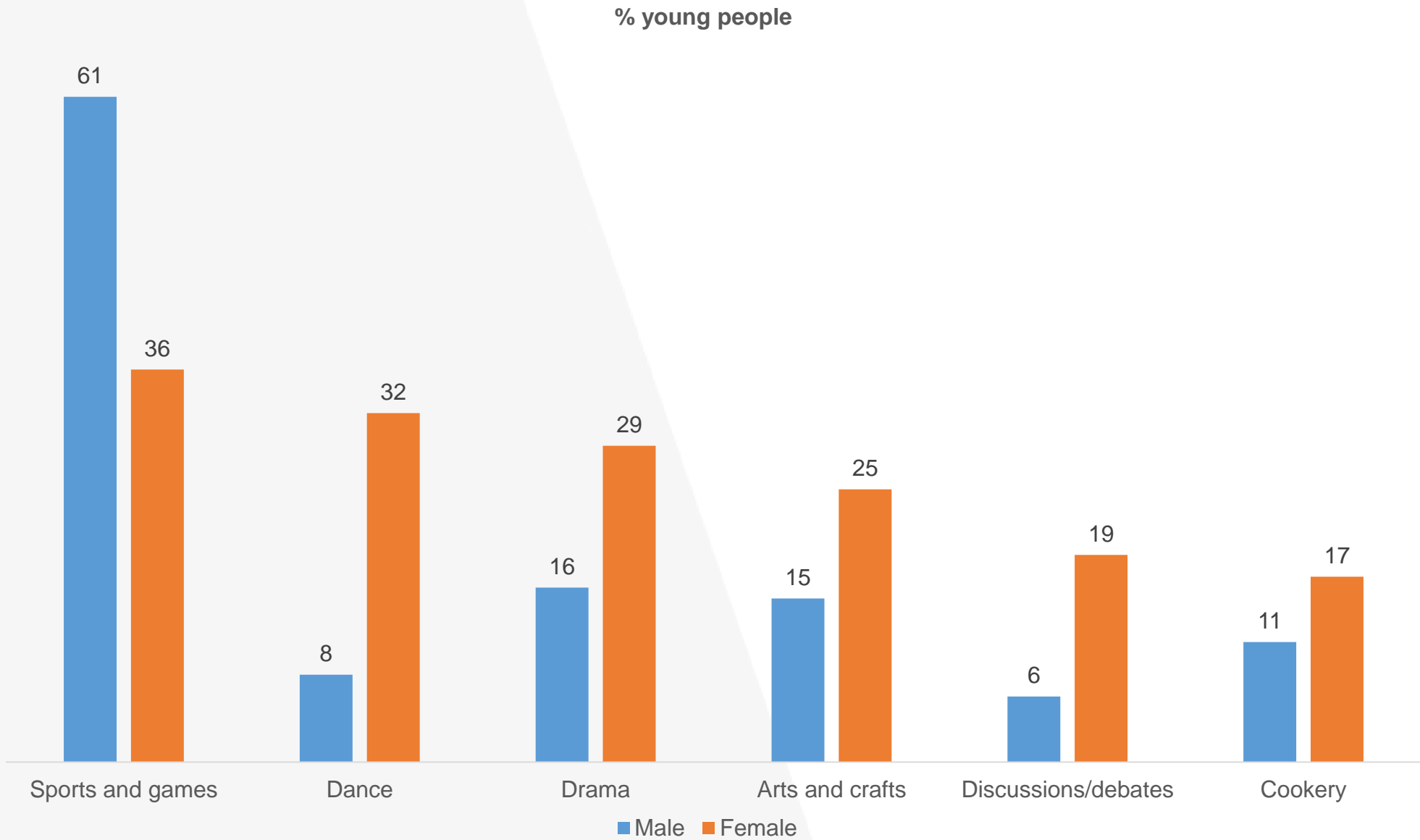
Club/group activities tend to mainly focus on sports/games (49%) and music (29%) activities.



Source: ResearchBods
 Base: All pupils who take part in a youth group/club (705) aged 13-19 from a sample of schools in deprived areas of London
 Q: 'Which of the following activities do you take part in your group(s)?' **Prompted**

Activities at groups/clubs

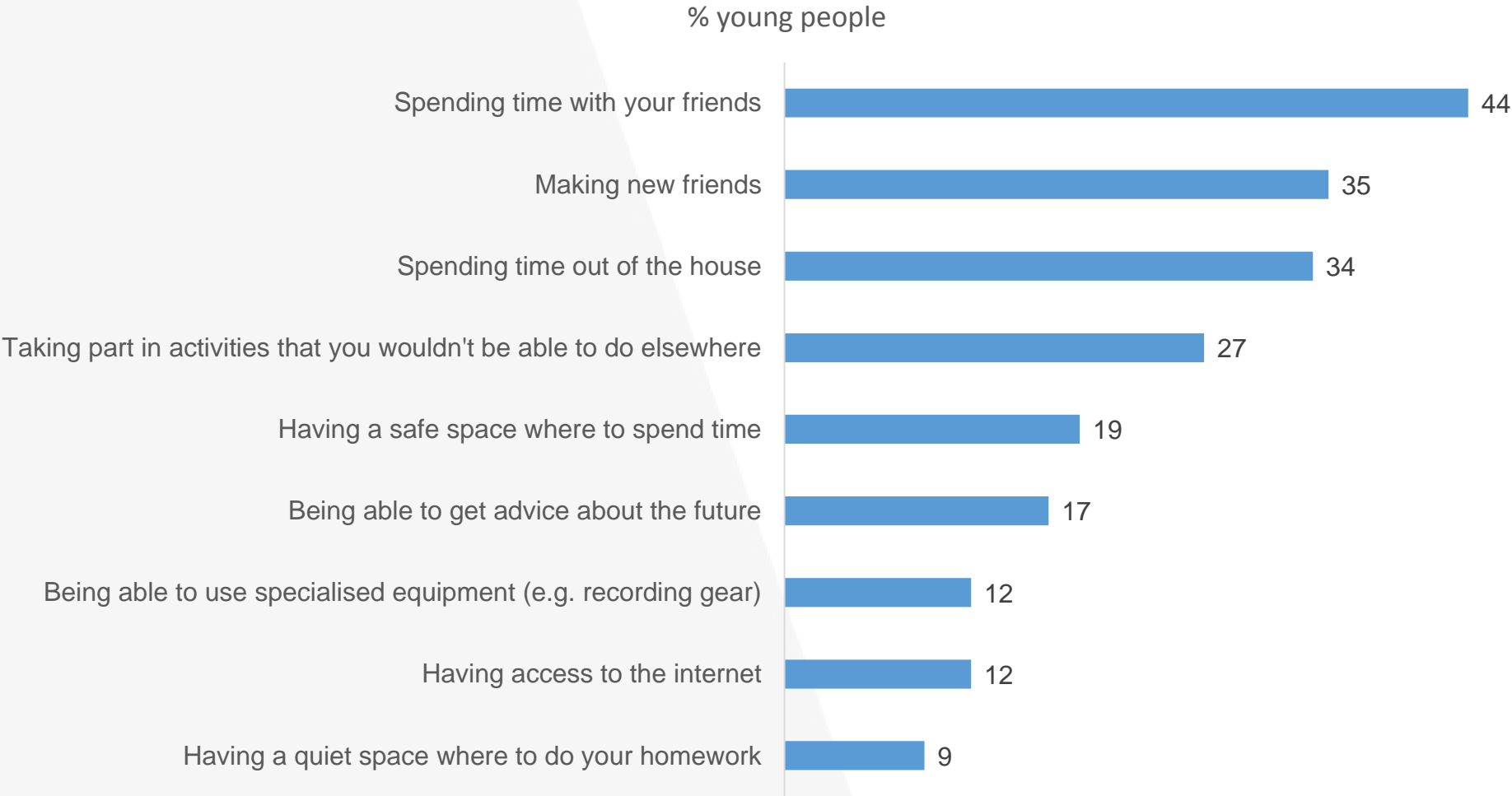
Boys are more likely to be engaging in sports and games activities at youth clubs. Girls tend to engage more in dance, drama, arts and crafts, discussion/debates and cookery.



Source: ResearchBods
Base: All pupils who take part in a youth group/club (705) aged 13-19 from a sample of schools in deprived areas of London
Q: 'Which of the following activities do you take part in your group(s)?' **Prompted**

Reasons for attending groups/clubs

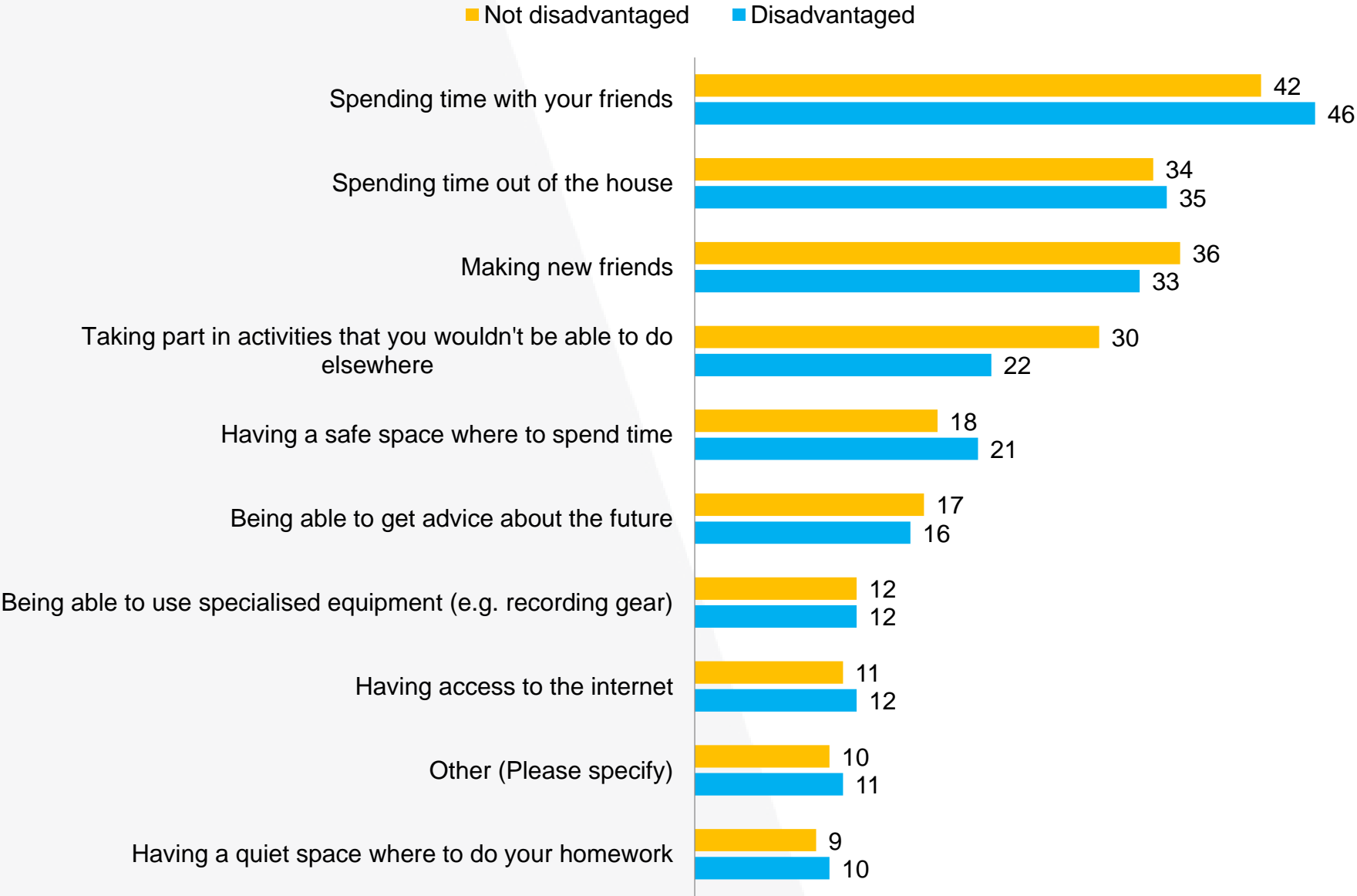
The opportunity to spend time with friends and make new friends is driving young people’s reasons for attending clubs/groups outside of school



Source: ResearchBods
Base: All pupils who take part in a youth group/club (705) aged 13-19 from a sample of schools in deprived areas of London
Q: Which of the below best describe why you attend your group(s)? **Prompted**

Reasons for attending groups/clubs

Little difference between young people from disadvantaged households and their peers when it comes to reasons for attending youth groups/clubs; however, those from less disadvantaged households are more likely to indicate that they are able to take part in activities that they wouldn't be able to do elsewhere



Source: ResearchBods
 Base: All pupils who take part in a youth group/club (705) aged 13-19 from a sample of schools in deprived areas of London
 Q: Which of the below best describe why you attend your group(s)? **Prompted**

Appendix

Engagement with arts and culture

List of activities prompted

1. Visited a library

2. Visited an exhibition or attended an event at a museum or gallery

3. Visited an archive -this is a collection of historical documents or records with information about a place, institution, or group of people are kept

4. Dance activities – these could include

- i) Taken part in a dance club
 - ii) Taken part in a dance performance
 - iii) Created a new dance routine
 - iv) Been an audience member at a dance event
 - v) Taken part in a dance lesson
- Do not include dancing at disco, club or party

5. Music activities – these could include

- i) Sang to an audience or rehearsed for a performance
- ii) Practiced and rehearsed a musical instrument
- iii) Played a musical instrument to an audience
- iv) Written music (includes writing lyrics or music)
- v) Been an audience member at a live event
- vi) Taken part in a music lesson

6. Theatre and drama activities - these could include

- i) Rehearsed or performed in a play/drama or drama club
- ii) Taken part in a drama lesson
- iii) Been an audience member of theatre performances such as: plays, pantomime, opera, musicals, comedy

Engagement with arts and culture

List of activities prompted

7. Reading and writing activities:

- i) Written stories, plays or poetry
 - ii) Read books for pleasure
 - iii) Taken part in a reading club (where people meet up to discuss and share books)
 - iv) Listened to authors talk about their work
 - v) Taken part in an English Literature lesson
- Do not include reading textbooks required for school (except those for English Literature lessons)

8. Arts, craft and design

- i) Painting, drawing, printmaking, sculpture or model making
- ii) Photography as an artistic activity
- iii) Crafts such as pottery or jewellery making
- iv) Attended exhibition of arts, photography or other craftwork
- v) Taken part in an arts, crafts, design or photography lesson

Do not include photography of family or holiday snaps etc

9. Film and video activities:

- i) Made or appeared in films or videos for artistic purposes
 - ii) Watched and discussed film or videos in a lesson or film club (to know more about how films are made as well as the stories they tell)
 - iii) Attended the cinema or an outdoor film screening
- Do not include watching films on TV, DVD or internet or talking about films with friends/family

Engagement with arts and culture

List of activities prompted

10. Computer based activities such as:

- i) Made, revised or wrote their own blog, website or podcast
 - ii) Made or revised their own computer game
 - iii) Used a computer to create original artworks or animation
- Do not include playing computer games, surfing the net

11. Made radio broadcasts or programmes

Do not include listening to the radio

12. Street arts, circus, carnival or festival activities:

Street arts (art in everyday surroundings like parks, streets or shopping centres)

- ii) Outdoor sculptures and art works
- iii) Circus
- iv) Carnival
- v) Festivals

13. Visiting any historic or important modern places, buildings or public spaces:

- i) Visited a historic building, garden or landscape open to the public
- ii) Visited historical monuments or sites of archaeological interest
- iii) Visited a city or town with historic character
- iv) Visited important modern places or public spaces