Children's Wellbeing in a Digital World

Year Two
Index Report 2023 – Appendix Charts

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Developed with:

REVEALING REALITY

How to read this report

This data pack supports the Childrens Wellbeing in a Digital World Year Two Index report released in early 2023. It contains additional visualisation of the full data sets referenced within the report as well as new profiles and segments of our audience of parents and children.

How to read the charts:
Comparing wave 1 and wave 2 index scores

This year's (wave 2) Index outlines positive or negative movements in children's wellbeing compared with last year (wave 1). The charts we use illustrate this.

The wave 2 scores are 'indexed' to the scores from wave 1, so an index score of 1.0 would mean there was no change from last year. A wave 2 index score *below* 1.0 represents a *decrease* in that score compared with last year. That is to say, overall, children thought that a given statement had *less* of an effect on their digital experience than the previous year. The statements themselves may indicate a 'positive' or a 'negative' experience or impact on their wellbeing.

A wave 2 score *above* 1.0 represents an *increase* in that score compared with last year, i.e., overall, children thought that a given statement had *more* of an effect on their digital experience than the previous year. As above, the statements themselves may indicate a 'positive' or a 'negative' experience or impact on their wellbeing.

For example, the chart below shows the positive and negative index scores for each dimension for all children in wave 2 indexed to wave 1.

The wave 2 scores are 'indexed' to the scores from wave 1, so an index score of 1.0 would mean there was no change from last year.

A **downward movement** in the **positive score** means that participants have reported a decrease in the benefits from technology use on this aspect of wellbeing this wave compared to the last. A **downward movement** for the **negative score** means that they are reporting fewer negative effects.

Conversely, an **upward movement** in the **positive score** means that participants are experiencing more benefits, and an **upward movement** for the **negative score** shows that more of the damaging effects of technology use are occurring this wave compared to the last.

Children's wellbeing

Comparing W2 to W1 Index

| | 0.50 | 1.00 | 1.50 |

Developmental
- ⊕ 0.91 ↓
- ⊖ 1.01 ⇧

Emotional
- ⊕ 0.97 ⇩
- ⊖ 0.90 ↓

Physical
- ⊕ 1.06 ⇧
- ⊖ 1.14 ↑

Social
- ⊕ 0.91 ↓
- ⊖ 1.03 ⇧

When these changes from wave 1 to wave 2 are statistically significant*, they are illustrated with a solid directional arrow. Other movements are illustrated by an outline directional arrow.

* Statistical significance

For this report, we set the confidence interval at 95%, a level of confidence which is widely accepted as a high level of confidence. A confidence interval of 95% indicates that 95 times out of 100, any relationship or differences observed between two groups is the result of a real effect rather than chance.

* **Statistical significance**. The point at which a movement become significant with 95% confidence varies by the sample size and the number of items/statements that are used to calculate an individual score and will therefore vary across the following charts.

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How to read this report

How to read the charts:
Wave 2-only indexing

As well as comparing this year's survey results with last year's, we also report on the answers to questions that we added into the wave 2 survey for the first time. In these cases, we can't report on trends year-on-year, but there is nonetheless value in considering and comparing how different demographic groups have answered these questions.

In these cases, the charts we use to illustrate the findings use the dimension score for the wave 2 sample of 9-15-year-olds as the baseline of 1.0 and the scores for different demographic groups are indexed to this baseline. When scores for a group are above 1.0 this indicates that this particular group of children reported that a given statement is having a greater effect on their experience than the rest of the 9-15 sample. The dimension scores themselves are comprised of exactly the same 'items' as the previous year.

A score of 1.50 means that particular subgroup's average dimension score is 1.50 times higher than the wave 2 sample's average.

For example, the chart below shows the dimension-level scores for children who receive free school meals

Comparing to total 9-15 Wave 2 sample

Developmental
+ 1.02
− ★ 1.27

Emotional
+ 1.04
− ★ 1.41

Statistically significant differences for wave 2-only data are illustrated with a black star

Physical
+ 1.09
− ★ 1.19

Social
+ 1.01
− ★ 1.32

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Children's Wellbeing in a Digital World
Year Two Index Report 2023 – Appendix Charts

Comparing Wave 1 (2022) to Wave 2 (2023) Index results

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Wave-on-wave index score changes:
Children age and gender (child)

Girls

Boys

	9-10 Girls	11-12 Girls	13-14 Girls	15 Girls	9-10 Boys	11-12 Boys	13-14 Boys	15 Boys

Developmental

	9-10 Girls	11-12 Girls	13-14 Girls	15 Girls	9-10 Boys	11-12 Boys	13-14 Boys	15 Boys
⊕	0.93 ⇩	0.91 ⬇	0.92 ⬇	1.01 ⇧	0.93 ⬇	0.91 ⬇	0.91 ⬇	0.92 ⇩
⊖	1.12 ⇧	0.88 ⇩	1.29 ⬆	0.91 ⇩	1.12 ⇧	1.08 ⇧	1.05 ⇧	0.89 ⇩

Emotional

	9-10 Girls	11-12 Girls	13-14 Girls	15 Girls	9-10 Boys	11-12 Boys	13-14 Boys	15 Boys
⊕	0.95 ⇩	0.97 ⇩	1.01 ⇧	0.96 ⇩	0.94 ⇩	0.97 ⇩	0.98 ⇩	0.99 ⇩
⊖	0.97 ⇩	0.93 ⇩	1.07 ⇧	0.83 ⇩	0.82 ⇩	0.92 ⇩	0.95 ⇩	0.57 ⬇

Physical

	9-10 Girls	11-12 Girls	13-14 Girls	15 Girls	9-10 Boys	11-12 Boys	13-14 Boys	15 Boys
⊕	1.08 ⇧	0.93 ⇩	1.28 ⬆	0.88 ⇩	1.06 ⇧	1.13 ⇧	1.01 ⇧	1.15 ⇧
⊖	1.31 ⬆	0.98 ⇩	1.20 ⇧	1.01 ⇧	1.23 ⇧	1.17 ⇧	1.21 ⬆	0.96 ⇩

Social

	9-10 Girls	11-12 Girls	13-14 Girls	15 Girls	9-10 Boys	11-12 Boys	13-14 Boys	15 Boys
⊕	0.85 ⬇	1.02 ⇧	0.92 ⬇	0.89 ⬇	0.83 ⬇	0.96 ⇩	0.90 ⬇	0.91 ⇩
⊖	1.47 ⬆	0.90 ⇩	1.23 ⇧	0.83 ⇩	0.89 ⇩	0.95 ⇩	1.15 ⇧	0.77 ⇩

⬆ *A solid arrow denotes statistically significant movement in the direction of the arrow*
Base: average per wave; 9-10 Girls N-140, 11-12 Girls N-144, 13-14 Girls N-140, 15 Girls N-72, 9-10 Boys N-143, 11-12 Boys N-144, 13-14 Boys N-144, 15 Boys N-72

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Wave-on-wave index score changes:
Children age and gender (parent)
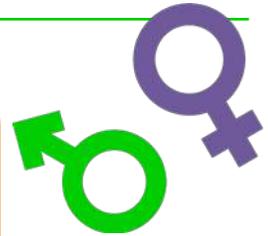
Girls

	9-10 Girls	11-12 Girls	13-14 Girls	15 Girls
Developmental				
⊕	0.91 ↓	0.97 ⇩	0.95 ⇩	0.97 ⇩
⊖	1.11 ⇧	0.96 ⇩	1.20 ⇧	0.89 ⇩
Emotional				
⊕	1.03 ⇧	0.91 ⇩	1.07 ⇧	0.94 ⇩
⊖	1.12 ⇧	0.93 ⇩	1.40 ↑	1.11 ⇧
Physical				
⊕	0.85 ↓	0.91 ⇩	1.01 ⇧	0.91 ⇩
⊖	1.16 ⇧	0.81 ⇩	1.26 ⇧	1.23 ⇧
Social				
⊕	0.90 ⇩	0.98 ⇩	0.95 ⇩	0.94 ⇩
⊖	0.85 ⇩	0.78 ↓	1.02 ⇧	0.74 ⇩

Boys

|	9-10 Boys	11-12 Boys	13-14 Boys	15 Boys
Developmental				
⊕	0.95 ⇩	0.99 ⇩	0.89 ↓	0.98 ⇩
⊖	0.85 ⇩	1.10 ⇧	1.04 ⇧	0.81 ⇩
Emotional				
⊕	0.87 ⇩	0.98 ⇩	0.93 ⇩	0.86 ⇩
⊖	0.88 ⇩	1.10 ⇧	1.16 ⇧	0.84 ⇩
Physical				
⊕	0.90 ⇩	0.91 ⇩	0.93 ⇩	0.89 ⇩
⊖	0.98 ⇩	1.20 ⇧	1.12 ⇧	0.76 ⇩
Social				
⊕	0.83 ↓	0.95 ⇩	0.91 ↓	0.93 ⇩
⊖	0.70 ↓	0.96 ⇩	0.98 ⇩	0.57 ↓

↑ *A solid arrow denotes statistically significant movement in the direction of the arrow*
Base: average per wave; 9-10 Girls N-140, 11-12 Girls N-144, 13-14 Girls N-140, 15 Girls N-72, 9-10 Boys N-143, 11-12 Boys N-144, 13-14 Boys N-144, 15 Boys N-72

Wave-on-wave index score changes:
Children social media usage (by quartiles)
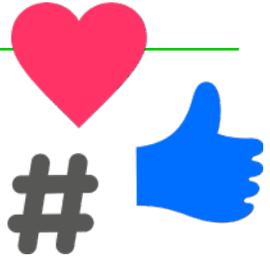
Child

	1st quartile *least time*	2nd quartile	3rd quartile	4th quartile *most time*
Developmental				
⊕	0.91 ↓	0.91 ↓	0.88 ↓	0.95 ⇩
⊖	0.99 ⇩	0.92 ⇩	0.98 ⇩	1.18 ⇧
Emotional				
⊕	0.98 ⇩	0.95 ⇩	0.94 ⇩	0.98 ⇩
⊖	0.90 ⇩	0.80 ↓	0.81 ↓	1.13 ⇧
Physical				
⊕	0.98 ⇧	1.05 ⇧	0.97 ⇩	1.20 ↑
⊖	1.15 ⇧	1.10 ⇧	1.03 ⇧	1.17 ↑
Social				
⊕	0.87 ↓	0.91 ↓	0.89 ↓	0.95 ⇩
⊖	1.15 ⇧	0.89 ⇩	0.91 ⇩	1.21 ⇧

Parent

	1st quartile *least time*	2nd quartile	3rd quartile	4th quartile *most time*
Developmental				
⊕	0.93 ↓	0.97 ⇩	0.95 ⇩	0.92 ↓
⊖	0.92 ⇩	0.98 ⇩	1.00 ⇧	1.15 ⇧
Emotional				
⊕	0.89 ↓	0.95 ⇩	0.94 ⇩	1.01 ⇧
⊖	1.07 ⇧	0.99 ⇩	0.97 ⇩	1.26 ↑
Physical				
⊕	0.89 ↓	0.88 ↓	0.89 ↓	1.03 ⇧
⊖	1.03 ⇧	0.96 ⇩	0.99 ⇩	1.43 ↑
Social				
⊕	0.87 ↓	0.93 ↓	0.92 ⇩	0.94 ⇩
⊖	0.76 ↓	0.82 ↓	0.78 ↓	1.03 ⇧

⬆ *A solid arrow denotes statistically significant movement in the direction of the arrow*
Base: average per wave; 1st quartile (least time) N-307, 2nd quartile N-339, 3rd quartile N-202, 4th quartile (most time) N-152.

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Wave-on-wave index score changes:
Children total time spent online/on digital devices (by quartiles)
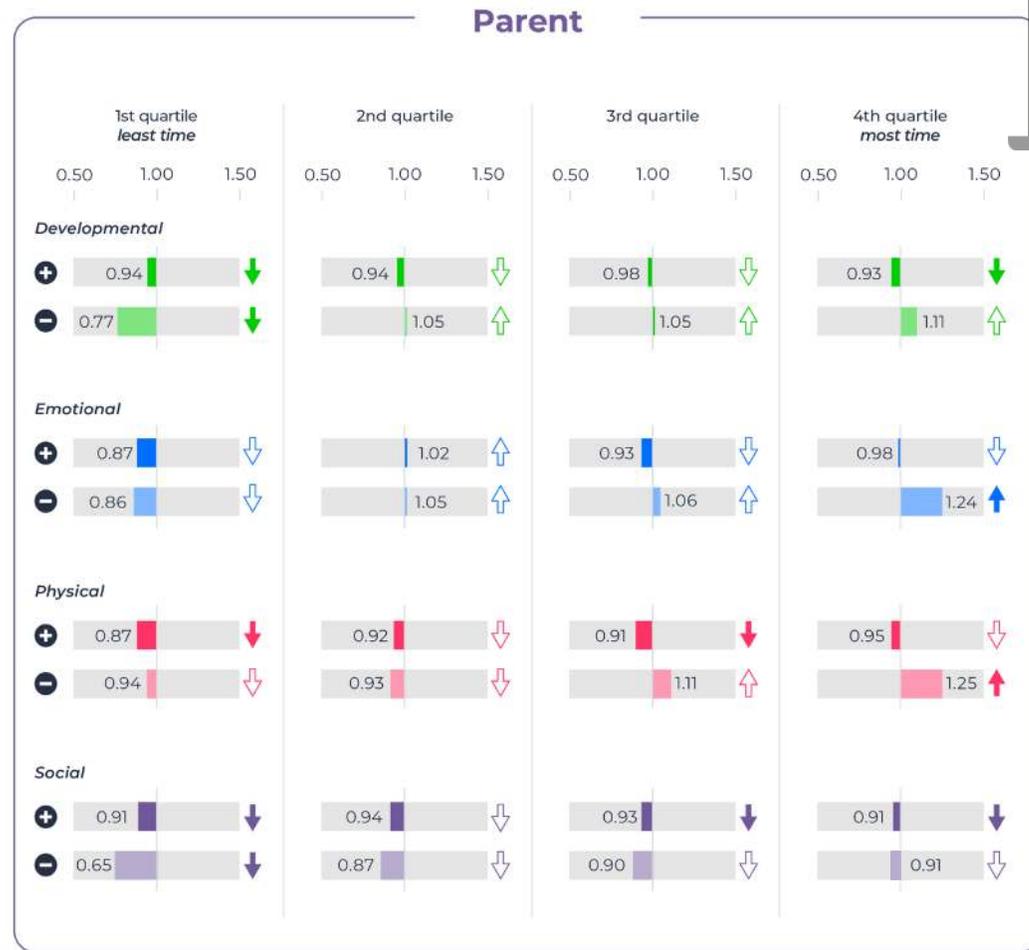
Child

	1st quartile *least time*	2nd quartile	3rd quartile	4th quartile *most time*
Developmental				
⊕	0.92 ↓	0.89 ↓	0.97 ⇩	0.88 ↓
⊖	0.80 ↓	1.01 ⇧	1.14 ⇧	1.03 ⇧
Emotional				
⊕	0.95 ⇩	0.97 ⇩	1.01 ⇧	0.96 ⇩
⊖	0.74 ↓	0.79 ↓	0.96 ⇩	1.03 ⇧
Physical				
⊕	0.97 ⇩	1.05 ⇧	1.09 ⇧	1.11 ⇧
⊖	1.09 ⇧	1.13 ⇧	1.11 ⇧	1.19 ↑
Social				
⊕	0.87 ↓	0.87 ↓	0.96 ⇩	0.92 ↓
⊖	0.84 ⇩	0.97 ⇩	1.11 ⇧	1.11 ⇧

Parent

|	1st quartile *least time*	2nd quartile	3rd quartile	4th quartile *most time*
Developmental				
⊕	0.94 ↓	0.94 ⇩	0.98 ⇩	0.93 ↓
⊖	0.77 ↓	1.05 ⇧	1.05 ⇧	1.11 ⇧
Emotional				
⊕	0.87 ⇩	1.02 ⇧	0.93 ⇩	0.98 ⇩
⊖	0.86 ⇩	1.05 ⇧	1.06 ⇧	1.24 ↑
Physical				
⊕	0.87 ↓	0.92 ⇩	0.91 ↓	0.95 ⇩
⊖	0.94 ⇩	0.93 ⇩	1.11 ⇧	1.25 ↑
Social				
⊕	0.91 ↓	0.94 ⇩	0.93 ↓	0.91 ↓
⊖	0.65 ↓	0.87 ⇩	0.90 ⇩	0.91 ⇩

⬆ *A solid arrow denotes statistically significant movement in the direction of the arrow*
Base: average per wave; 1st quartile (least time) N-264, 2nd quartile N-238, 3rd quartile N-249, 4th quartile (most time) N-249.

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Wave-on-wave index score changes:
Children time spent on multiplayer video games (by quartiles)
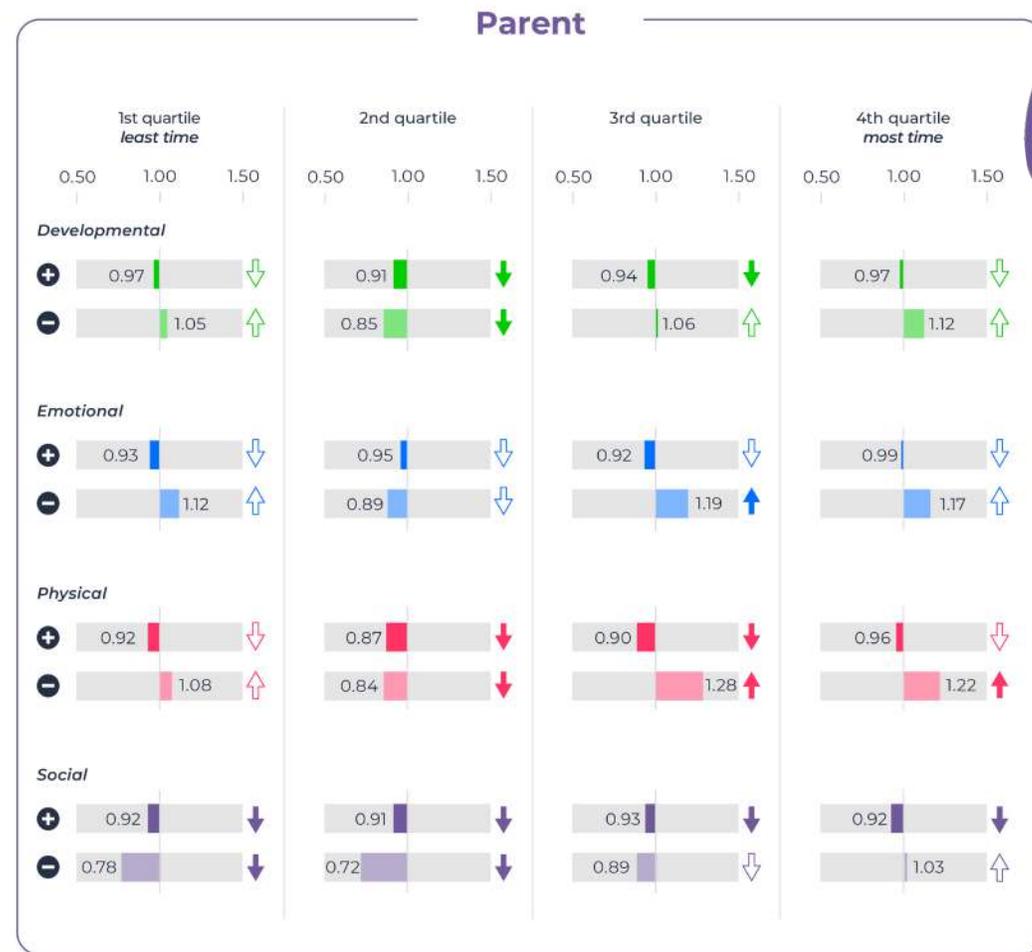
Child

	1st quartile *least time*	2nd quartile	3rd quartile	4th quartile *most time*
Developmental ⊕	0.96 ⇩	0.87 ⬇	0.90 ⬇	0.91 ⬇
⊖	1.05 ⇧	0.89 ⇩	1.00 ⇧	1.10 ⇧
Emotional ⊕	1.04 ⇧	0.90 ⬇	0.94 ⇩	1.01 ⇧
⊖	0.96 ⇩	0.74 ⬇	0.92 ⇩	1.05 ⇧
Physical ⊕	1.04 ⇧	1.06 ⇧	0.98 ⇩	1.13 ⇧
⊖	1.11 ⇧	1.02 ⇧	1.15 ⇧	1.32 ⬆
Social ⊕	0.91 ⬇	0.88 ⬇	0.94 ⇩	0.91 ⬇
⊖	1.10 ⇧	0.81 ⬇	1.14 ⇧	1.22 ⇧

Parent

	1st quartile *least time*	2nd quartile	3rd quartile	4th quartile *most time*
Developmental ⊕	0.97 ⇩	0.91 ⬇	0.94 ⬇	0.97 ⇩
⊖	1.05 ⇧	0.85 ⬇	1.06 ⇧	1.12 ⇧
Emotional ⊕	0.93 ⇩	0.95 ⇩	0.92 ⇩	0.99 ⇩
⊖	1.12 ⇧	0.89 ⇩	1.19 ⬆	1.17 ⇧
Physical ⊕	0.92 ⇩	0.87 ⬇	0.90 ⬇	0.96 ⇩
⊖	1.08 ⇧	0.84 ⬇	1.28 ⬆	1.22 ⬆
Social ⊕	0.92 ⬇	0.91 ⬇	0.93 ⬇	0.92 ⬇
⊖	0.78 ⬇	0.72 ⬇	0.89 ⇩	1.03 ⇧

⬆ A solid arrow denotes statistically significant movement in the direction of the arrow
Base: average per wave; 1st quartile (least time) N-287, 2nd quartile N-312, 3rd quartile N-228, 4th quartile (most time) N-173.

Wave-on-wave index score changes:
Children offline vulnerabilities status
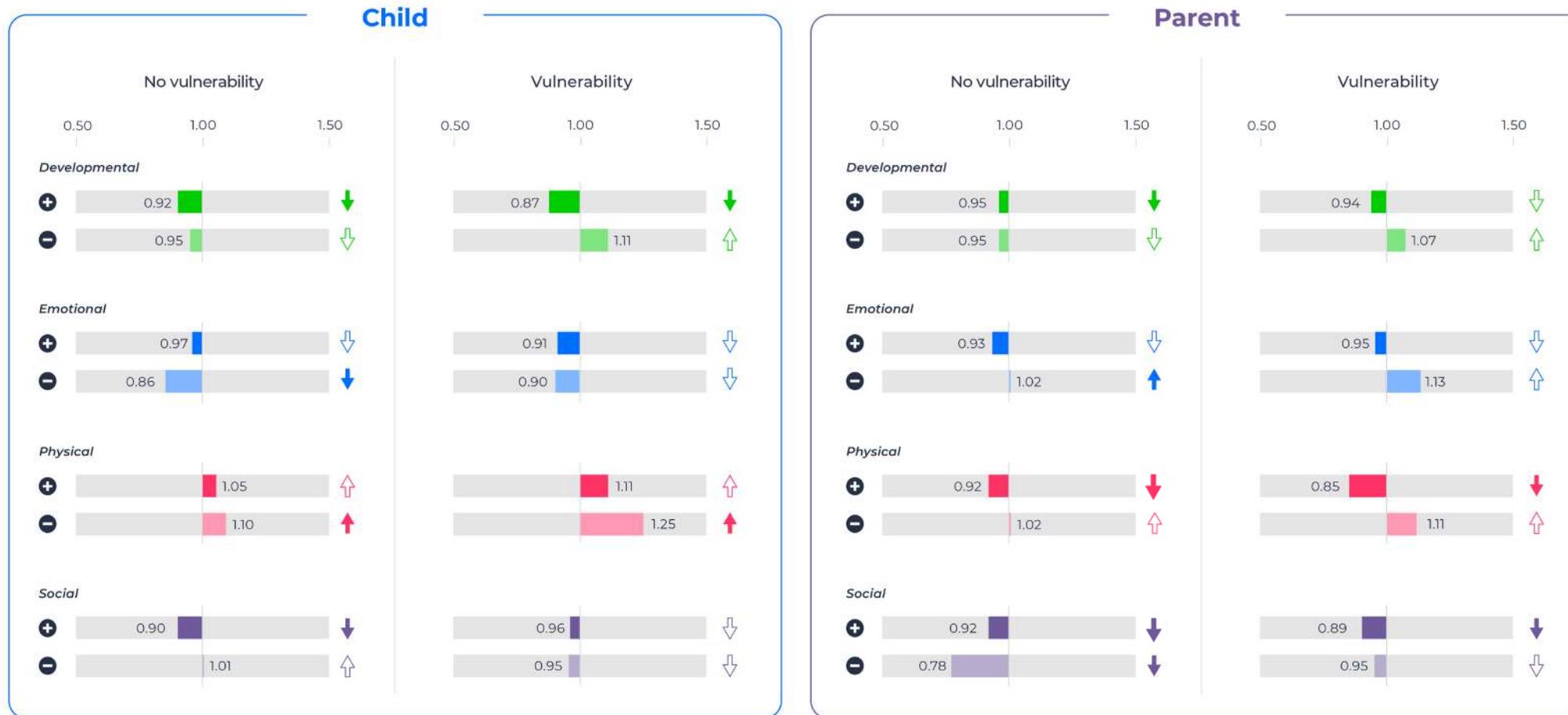
Child

No vulnerability

	0.50	1.00	1.50
Developmental			
⊕		0.92	⬇
⊖		0.95	⇩
Emotional			
⊕		0.97	⇩
⊖	0.86		⬇
Physical			
⊕		1.05	⇧
⊖		1.10	⬆
Social			
⊕		0.90	⬇
⊖		1.01	⇧

Vulnerability

	0.50	1.00	1.50
Developmental			
⊕		0.87	⬇
⊖		1.11	⇧
Emotional			
⊕		0.91	⇩
⊖		0.90	⇩
Physical			
⊕		1.11	⇧
⊖		1.25	⬆
Social			
⊕		0.96	⇩
⊖		0.95	⇩

Parent

No vulnerability

	0.50	1.00	1.50
Developmental			
⊕		0.95	⬇
⊖		0.95	⇩
Emotional			
⊕		0.93	⇩
⊖		1.02	⬆
Physical			
⊕		0.92	⬇
⊖		1.02	⇧
Social			
⊕		0.92	⬇
⊖	0.78		⬇

Vulnerability

	0.50	1.00	1.50
Developmental			
⊕		0.94	⇩
⊖		1.07	⇧
Emotional			
⊕		0.95	⇩
⊖		1.13	⇧
Physical			
⊕	0.85		⬇
⊖		1.11	⇧
Social			
⊕		0.89	⬇
⊖		0.95	⇩

⬆ *A solid arrow denotes statistically significant movement in the direction of the arrow*

Base: average per wave; Children with vulnerability N-178, Children with no vulnerability N-822. Note: 'Vulnerability' defined as those with who receive Special Educational Needs (SEN) Support, have an Education, Health and Care Plan (EHCP), or have a physical or mental health condition that reduces their ability to carry out day-to-day activities"

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Wave 2 (2023) index results

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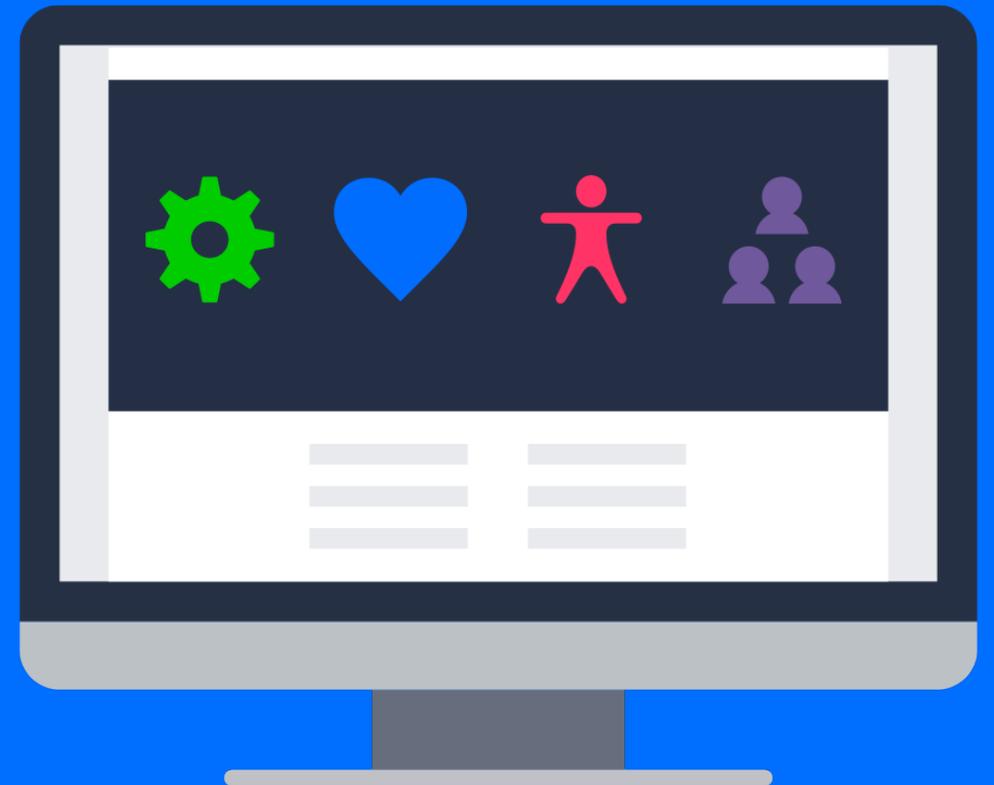
Wave 2: **Relationship between Parent and Child – frequency of talking at home about things that matter**

Child

	Most days	More than once a week	Less than once a week	Hardly ever

Developmental
- ⊕ 1.09 ★ | 0.97 | 0.88 ★ | 0.93
- ⊖ 0.89 | 1.04 | 1.00 | 1.48 ★

Emotional
- ⊕ 1.07 ★ | 0.97 | 0.91 ★ | 0.96
- ⊖ 0.92 | 0.98 | 1.08 | 1.50 ★

Physical
- ⊕ 1.03 | 1.01 | 0.90 | 1.01
- ⊖ 0.88 ★ | 1.03 | 1.12 | 1.28

Social
- ⊕ 1.04 | 0.98 | 0.93 | 1.01
- ⊖ 0.87 | 1.09 | 0.96 | 1.40

Parent

	Most days	More than once a week	Less than once a week	Hardly ever

Developmental
- ⊕ 1.06 ★ | 0.98 | 0.93 ★ | 0.94
- ⊖ 0.96 | 0.98 | 1.04 | 1.34

Emotional
- ⊕ 1.08 | 0.95 | 0.94 | 0.97
- ⊖ 0.90 | 1.02 | 1.05 | 1.46 ★

Physical
- ⊕ 1.06 ★ | 0.98 | 0.92 | 0.95
- ⊖ 0.94 | 0.97 | 0.96 | 1.71 ★

Social
- ⊕ 1.06 | 0.98 | 0.93 | 0.95
- ⊖ 0.89 | 1.01 | 1.09 | 1.46

★ *A black star denotes a statistically significant difference*
Home statement question: How often do you talk to your mum/dad/guardian about things that are important to you?
Base: wave two; Most days N-386, More than once per week N-391, Less than once per week N-165, Hardly ever N-54.

Wave 2: **How Parent and Child index scores align^ across survey results (by quartiles)**
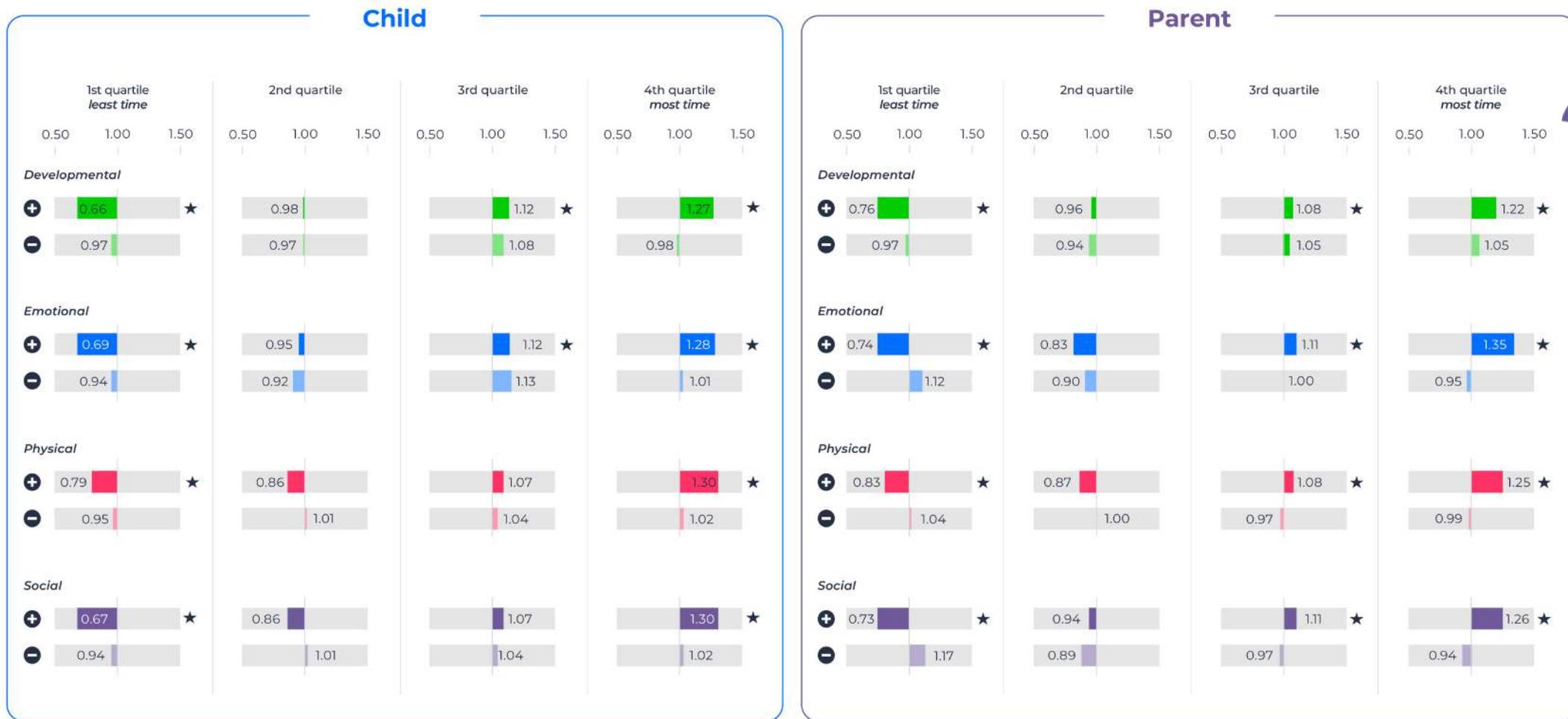

Child

	1st quartile *least time*	2nd quartile	3rd quartile	4th quartile *most time*

Developmental
⊕	0.66 ★	0.98	1.12 ★	1.27 ★
⊖	0.97	0.97	1.08	0.98

Emotional
⊕	0.69 ★	0.95	1.12 ★	1.28 ★
⊖	0.94	0.92	1.13	1.01

Physical
⊕	0.79 ★	0.86	1.07	1.30 ★
⊖	0.95	1.01	1.04	1.02

Social
⊕	0.67 ★	0.86	1.07	1.30 ★
⊖	0.94	1.01	1.04	1.02

Parent

	1st quartile *least time*	2nd quartile	3rd quartile	4th quartile *most time*

Developmental
⊕	0.76 ★	0.96	1.08 ★	1.22 ★
⊖	0.97	0.94	1.05	1.05

Emotional
⊕	0.74 ★	0.83	1.11 ★	1.35 ★
⊖	1.12	0.90	1.00	0.95

Physical
⊕	0.83 ★	0.87	1.08 ★	1.25 ★
⊖	1.04	1.00	0.97	0.99

Social
⊕	0.73 ★	0.94	1.11 ★	1.26 ★
⊖	1.17	0.89	0.97	0.94

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Wave 2: **Children's experience of online harms and their impact**

Child

No Online Harms reported by child

Child reported at least 1 Online Harm with a high impact to the child

Parent

No Online Harms reported by child

Child reported at least 1 Online Harm with a high impact to the child

Developmental

	Child - No Harms	Child - High impact	Parent - No Harms	Parent - High impact
⊕	0.94	1.05	0.95 ★	1.08 ★
⊖	0.71 ★	1.46 ★	0.75 ★	1.41 ★

Emotional

	Child - No Harms	Child - High impact	Parent - No Harms	Parent - High impact
⊕	0.87 ★	1.10 ★	0.88 ★	1.12 ★
⊖	0.62 ★	1.67 ★	0.71 ★	1.53 ★

Physical

	Child - No Harms	Child - High impact	Parent - No Harms	Parent - High impact
⊕	0.84 ★	1.10	0.94	1.08
⊖	0.71 ★	1.39 ★	0.76 ★	1.42 ★

Social

	Child - No Harms	Child - High impact	Parent - No Harms	Parent - High impact
⊕	0.89 ★	1.14 ★	0.90 ★	1.12 ★
⊖	0.67 ★	1.65 ★	0.77 ★	1.51 ★

★ *A black star denotes a statistically significant difference Base: wave two; No Online Harms N-347, Online Harms with moderate impact N-438, Online Harms experienced with high impact N-211.*
Note: children given list of 12 online harms and asked if they have experienced them whilst being online. 'Moderate impact' defined as those children who have experienced an online harm and reported an impact of 4 or 5 out of 7 score where 1 is 'I wasn't bothered by it' and 7 was 'I found it really upsetting or scary'. 'High impact' defined as a score of 6 or 7.

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Wave 2: **Children who receive free school meals**

Child

	Yes	No
Developmental		
+	1.02	1.00
−	1.27 ★	0.90
Emotional		
+	1.04	0.99
−	1.41 ★	0.85 ★
Physical		
+	1.09	0.97
−	1.19 ★	0.94
Social		
+	1.01	1.00
−	1.32 ★	0.89

Parent

|	Yes	No
Developmental		
+	1.03	0.99
−	1.31 ★	0.89 ★
Emotional		
+	1.20 ★	0.94
−	1.36 ★	0.88 ★
Physical		
+	1.05	0.98
−	1.35 ★	0.88 ★
Social		
+	1.05	0.99
−	1.33 ★	0.88 ★
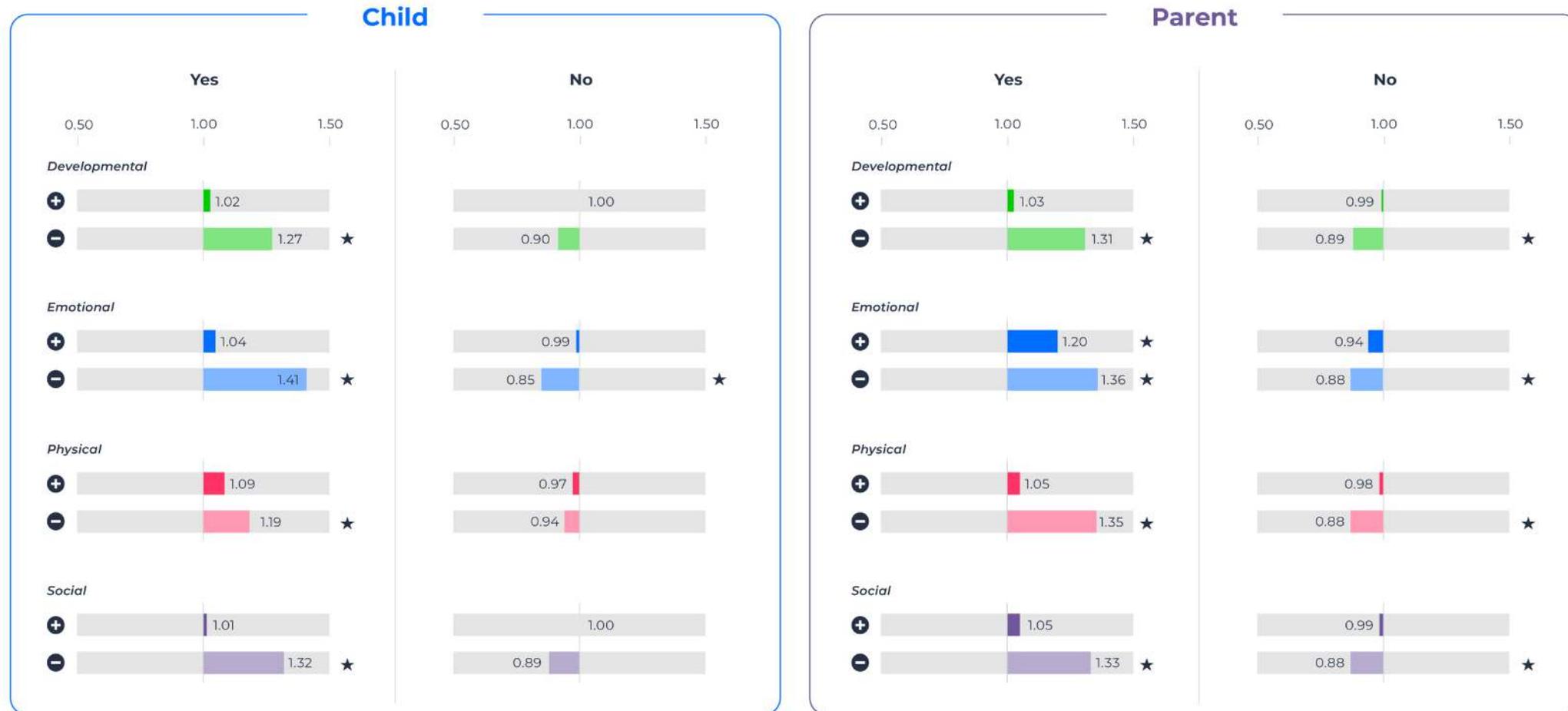
★ *A black star denotes a statistically significant difference*
Base: wave two; Child receives free school meals N-263, Do not receive free school meals N-716.

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Wave 2: **Children's usage of social media**

Child

	Active		Passive

Developmental
- ➕ 1.15 ★ | 0.99
- ➖ 1.45 ★ | 0.87 ★

Emotional
- ➕ 1.29 ★ | 0.95
- ➖ 1.69 ★ | 0.75 ★

Physical
- ➕ 1.47 ★ | 0.94
- ➖ 1.47 ★ | 0.88 ★

Social
- ➕ 1.18 | 0.97
- ➖ 1.74 ★ | 0.66 ★

Parent

	Active		Passive

Developmental
- ➕ 1.09 ★ | 1.00
- ➖ 1.42 ★ | 0.87 ★

Emotional
- ➕ 1.39 ★ | 0.94
- ➖ 1.51 ★ | 0.87 ★

Physical
- ➕ 1.19 ★ | 1.01
- ➖ 1.32 ★ | 0.92

Social
- ➕ 1.22 ★ | 1.00
- ➖ 1.34 ★ | 0.93
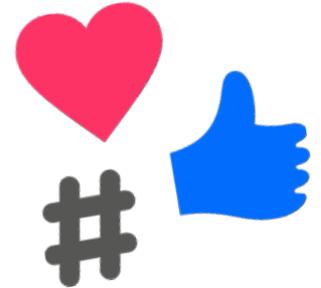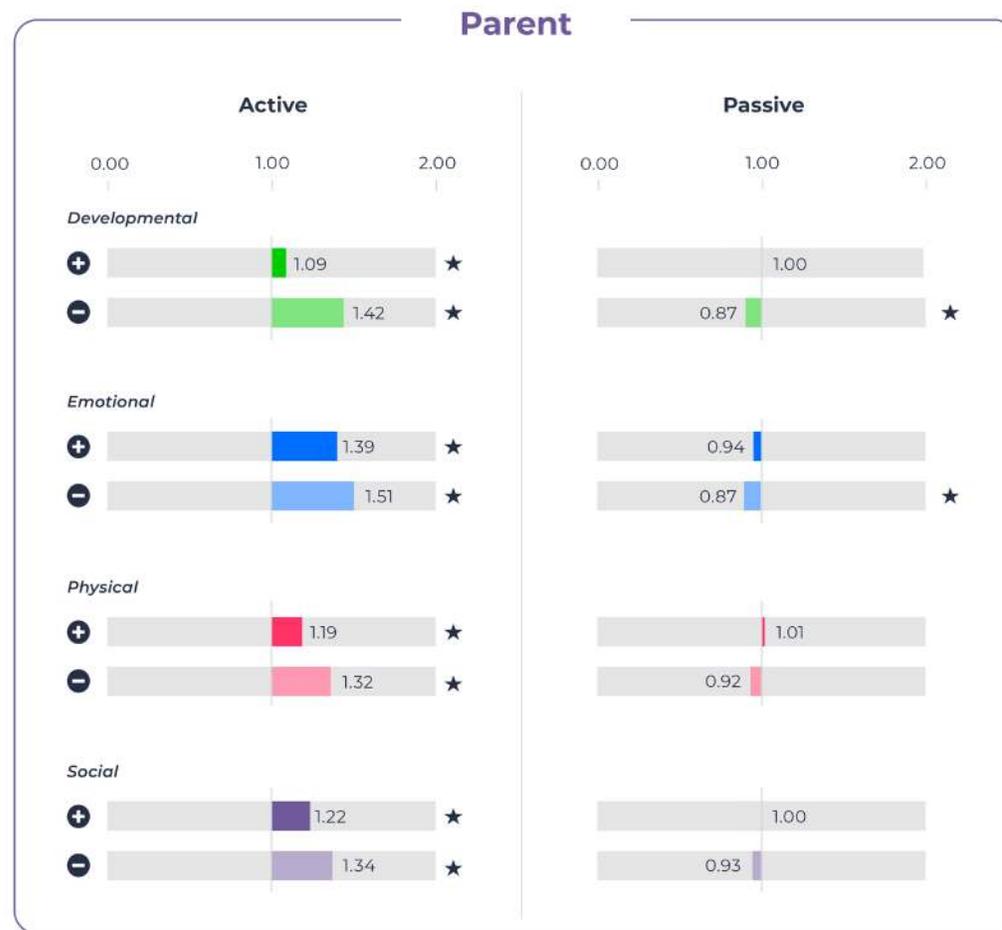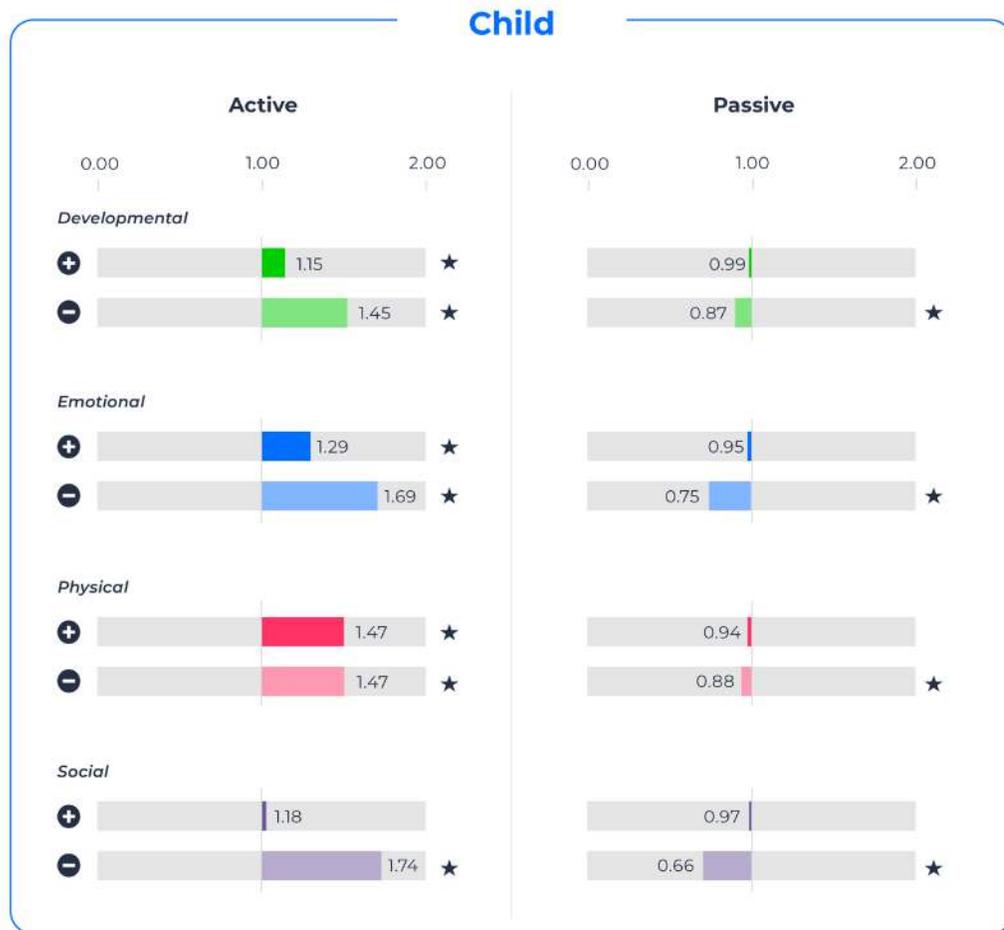
★*A black star denotes a statistically significant difference*
Base: wave two; Active N-132, Passive N-249, React or comment only N-387, Don't use social media N-226.
Note: 'Active' defined as actively posting and uploading content, 'Passive' defined as scrolling and not engaging with content"

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Children's Wellbeing in a Digital World
Year Two Index Report 2023 – Appendix Charts

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