



The
Children's
Society



Missing out:

A child centred analysis of
material deprivation and
subjective well-being

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Contents

| | |
|---|-----------|
| Summary | 3 |
| Introduction | 4 |
| Developing the index | 7 |
| What children say they need for ‘a normal kind of life’ | 7 |
| A pilot index of material items..... | 13 |
| The individual items of the index | 17 |
| Discussion..... | 29 |
| The 10-item scale as a whole | 31 |
| Discussion..... | 36 |
| Conclusions | 37 |
| Appendix | 38 |

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The views expressed in this report are the authors and do not necessarily reflect those of The Children’s Society or the University of York.

Summary

Research into poverty and deprivation tends to look at children's circumstances through the lens of the family, and focus on outcome measures that are as much about 'well-becoming' as they are about children's well-being in the here and now¹.

We wanted to know what material items and experiences children themselves think are necessary for a 'normal kind of life', whether lacking these items and experiences is related to their self-reported well-being and if so, which items or *types* of items seem to be the most important. We also wanted to build a picture of who is most likely to go without these items and experiences, whether and how strongly lacking these items is linked to family resources, and which aspects of well-being seem to be most affected.

Our programme of research - which included focus groups, piloting work and a nationally representative schools survey of 5,500 young people aged 8 to 15 – demonstrates that asking children about a list of material items and experiences that are derived from discussions with them is a good way of finding out about their material well-being.

We found a significant relationship between each of the 10 material items and experiences that we selected for our index and children's subjective well-being. Furthermore, the 10 items together appear to be a better predictor of well-being than conventional measures of children's material circumstances such as household income, the number of adults in paid work in the household and receipt of free school meals. As a result, our index offers an exciting new child-centred and child-reported measure of material well-being to complement existing household measures such as those included in the government's child poverty strategy.

¹ For example, there is a lot of research to link family poverty to children's lower levels of educational participation and attainment, higher risks of social exclusion, worse housing and neighbourhood conditions, and poorer physical and mental health. See Bradshaw, J. (2011) *The Well-being of children in the United Kingdom*, Bristol: Policy Press.

1

Introduction

In the UK, there is very little research into the material items and experiences that children think are necessary for a 'normal kind of life'. We know what adults think children need², but not what children themselves see as necessary. As a corollary, we know little about how lacking these items and experiences affects children's well-being in the here and now.

Most research into children's material circumstances focuses on household-based measures. Few would argue against the value of including measures such as household income and adult employment in an assessment of the quality of children and young people's lives. Income and employment are central to the functioning of families - and family relationships are a major influence on children's well-being³ - so it seems reasonable to conclude that these factors are important for children's well-being. Parents may try to shield their children from the worst effects of income poverty, just as children may try to protect their parents from the impact that poverty has on them⁴, but resources cannot be conjured out of thin air. Thus families with very low incomes, or where there are no working adults, are at an immediate disadvantage when it comes to creating the material conditions in which children can thrive.

Nonetheless, measures of family circumstances face an important shortcoming in classifying children as poor *only* if they live in income-poor households. As a result, materially deprived children that live in households that are not classified as income-poor run the risk of being left out of research and policy interventions to address child poverty.

² For example the Family Resources Survey – see Adams, N., Barton, A., Johnson, G. and Matejic, P. (2011) *Households below average income*. London: DWP.

³ In The Children's Society's well-being research, family consistently emerges as the most important domain affecting children's well-being. See Rees G, Bradshaw J, Goswami H and Keung A (2010) *Understanding Children's Well-being: A national Survey of Young People's Well-being*, London, The Children's Society.

⁴ See Ridge, T. (2002) *Childhood poverty and social exclusion*, Bristol: Policy Press.

Thus family indicators alone may not get to the heart of how poverty and deprivation are experienced by individual children.

Qualitative research goes some way to addressing this gap in what we know about children's direct experiences. For example, Tess Ridge's landmark study of child poverty and social exclusion gathered children's accounts of what it means to be poor, including descriptions of children being hungry and trying to hide this and other experiences of poverty from parents; being anxious about lack of money in the home and not wanting to invite friends home as a result; being cut off from activities outside of the home because of the costs of transport; being bullied for not being able to dress like their peers; and not being able to afford school trips and outings⁵.

Until now attempts to explore the relationship between children's subjective well-being and their material well-being at a quantitative level have found only a weak association⁶. In a recent study The Children's Society has conducted about the link between family economic factors and children's subjective well-being⁷, three factors in combination (household income, recent changes in household income and concerns about the impact of the current economic situation on future household income) explained just over 3% of the variation in children's subjective well-being.

Findings such as these might lead some to conclude that children's subjective well-being is not greatly affected by poverty. Of course, a whole host of factors influence children's well-being, and household income is only one of those factors. Nonetheless, it seems likely that part of the explanation for the weak association lies in the use of measures that take the household as the unit of analysis. These measures are unlikely to be sensitive enough to capture the range of experiences of material deprivation that individual children face.

To address these various issues, The Children's Society and the University of York decided to undertake some research to develop more child-centred measures of material well-being that could be asked of children in surveys and would be sensitive enough to work at the level of the child.

The research has involved a number of components:

⁵ Ridge, T. (2002) *Childhood poverty and social exclusion*, Bristol: Policy Press.

⁶ See for example Bradshaw, J. and Keung, A. (2011) Trends in child subjective well-being in the UK, *Journal of Children's Services*, 6, 1, 4-17; Tomlinson, M., Walker, R., and Williams, G. (2008) *The relationship between childhood poverty and well-being in Great Britain*. Oxford: Barnett House; Knies, G. (2011) *Life satisfaction and material well-being of young people in the UK, Understanding Society, Early Findings for the first wave*. In *Understanding Society: Early findings from the first wave of the UK's household longitudinal study*. Colchester: ISER.

⁷ Rees G, Pople L & Goswami H (2011) *Links between Family Economic Factors and Children's Subjective Well-being: Initial findings from Wave 2 and Wave 3 quarterly surveys*. London: The Children's Society.

- In September 2010, we carried out focus group research with 36 children aged 8 to 15 to ask about the possessions and experiences that are part of 'a normal kind of life' for someone their age.
- This work enabled us to draw up a list of 20 items that take account of children and young people's perspectives on their material needs.
- We piloted these items with a sample of 300 children and their parents to see how they related to conventional measures of material circumstances.
- Using statistical analysis of the pilot data, we reduced the number of items in our list from 20 to 10.
- This shorter index of 10 items was included in a nationally representative survey of 5,500 young people aged 8 to 15 across England.

This report summarises the key findings emerging from this research.

Developing the index

What children say they need for 'a normal kind of life'

The qualitative stage of our research involved focus groups in Leeds, Warrington and London undertaken in schools and one of The Children's Society projects. In total, 36 boys and girls aged 8 to 15 from diverse backgrounds took part in the research.

The main objective of the focus groups was to ask children about the kinds of things that they feel they need for 'a normal kind of life'. This wording was selected as it was felt to convey the concept of socially perceived, rather than absolute, need.

Four main themes came up in our discussions with children about why they needed certain things and/or experiences. These were:

- **Development** – children wanted to grow up to be successful adults and understood that there is a relationship between their resources and experiences in the present and their future success.
- **Fitting in** – children were aware that there are social consequences in the present, amongst their friends, peer groups, and the wider community (for example teachers) of lacking certain experiences and items.
- **Having fun** – certain resources were seen as necessary to enjoying life in the present, whether alone, with friends, or with family.
- **Building relationships** – children saw some items and experiences as necessary to developing good relationships with friends and family, and saw an ability to have and therefore discuss certain resources or experiences as important in the development of good social relationships.

The children in our focus groups were encouraged to dictate the direction of the discussions as much as possible. However, prompts and examples were also given when children did not spontaneously offer ideas in certain areas. These prompts were drawn from items that parents have identified as necessary to children in previous research⁸. We have therefore separated the findings below into the topics that children mentioned unprompted, and the topics that they agreed were important when they were specifically asked about them.

⁸ Adams, N., Barton, A., Johnson, G. and Matejic, P. (2011) *Households below average income*. London: DWP.

Unprompted, the children in our focus groups talked about the following topics in respect of 'a normal kind of life':

- A 'normal' house and methods of transport
- Clothing that they like
- A mobile phone
- A computer at home/the internet
- TV
- Games consoles
- Personal music players
- A garden or outdoor space
- Family time together
- Pets

In addition, when we asked them directly, children agreed that the following items and experiences are also important:

- Pocket money and money to save
- Snacks and treats
- Their own bedroom
- Presents on special occasions

Table 1 shows more details of each of the final items included in the index, including a summary of the information about these items gathered in focus groups and some examples of what children said about each.

Table 1: Items, findings and quotes from the focus groups

| Item | Summary of focus group findings | What children said |
|--------------|---|--|
| Pocket money | Children discussed buying things and having money in the focus groups, and when the concept of pocket money was raised this was agreed by many children to be important. Equally, though, some children indicated that they did not have pocket money but asked their parents to provide them with items instead of money. However, it was made clear by some children that parents could not adequately provide everything that children felt they needed. | <p><i>'I don't get pocket money'</i></p> <p><i>'Do you just ask for it whenever you want?'</i></p> <p><i>'Yeah'</i></p> <p style="text-align: right;">12 to 13-year-olds</p> <p><i>'I would say, parents, we really know what we need for ourselves, but your parents don't.'</i></p> <p style="text-align: right;">12 to 13-year-olds</p> |
| Saving money | Children often talked about saving up their money for something special. This included smaller special things, like clothing, or larger plans like having a gap year between school and university. They also joked that they prefer not to spend their own money if they can avoid it. | <p><i>'At home I have this little pot and I put all my money in it... so I'm like saving up... I don't know what for, probably to go shopping or something...'</i></p> <p><i>'If it's your parents' money you'll spend it easily, like nothing!'</i></p> <p style="text-align: right;">14 to 15-year-olds</p> |
| Trainers | For some children, trainers were a very important item. Whilst many children initially suggested that branding was not important, many (and sometimes the same children) indicated that they would not consider buying non-brand named trainers - their comments belied a more complex situation in which items such as brand name trainers appear to be so pervasive that they are sometimes not thought of as such. | <p><i>'When you say designer do you mean Adidas and Nike?'</i></p> <p><i>'I don't really call that designer, it's just trainers...'</i></p> <p><i>'Well, I would never buy not designer trainers'</i></p> <p style="text-align: right;">12 to 13-year-olds</p> |

| Item | Summary of focus group findings | What children said |
|-----------------|---|--|
| iPod or similar | Electronic items such as phones and personal music players were a common theme, with children showing almost universal enthusiasm for 'gadgets' and 'tech'. Although mobile phones were mentioned more than iPods (which seemed to be used to mean any MP3 players), children generally felt that these were not necessities for primary age groups. iPods, on the other hand, were desired almost universally and treasured by those who owned them. | <p><i>'What things do you think you actually need, someone your age?'</i></p> <p><i>'iPod'</i></p> <p><i>'Probably an iPod cause that's like the cool fashion thing, like the accessory.'</i></p> <p style="text-align: right;">10 to 11-year-olds</p> |
| Cable/satellite | There were some interesting discussions that suggest that children and young people see cable television as so commonplace that it has an exclusionary effect on those without it. Children indicated that participation in normal conversations would not be possible without access to cable/satellite TV. | <p><i>'Everyone is up to date with those programmes and people are left behind...'</i></p> <p style="text-align: right;">14 to 15-year-olds</p> <p><i>'Well you probably wouldn't have any friends if you didn't have [cable or satellite] TV.'</i></p> <p style="text-align: right;">10 to 11-year-olds</p> |
| Garden | Children talked about gardens, parks and other outdoor spaces as being important for their leisure time, but they also acknowledged that some children might only have a small garden or shared outdoor space if they lived in a flat. Outdoor space represented somewhere to be with friends and have privacy from family. | <p><i>'If you have a flat you don't really have a garden.'</i></p> <p><i>'But normally you share the front bit or the back.'</i></p> <p><i>'When they have a flat they're like two seconds away from the park.'</i></p> <p style="text-align: right;">10 to 11-year-olds</p> |

| Item | Summary of focus group findings | What children said |
|------------|---|---|
| Family car | Getting about – to clubs, to school, on family outings, and so on – was considered very important by children. Children had different opinions as to whether a family car is a want or a need. They generally agreed that cars are necessary for larger families or people without easy access to public transport, but are not necessary in places where public transport is widely available, such as in London. However, even children from London felt that family cars were important for long distance travel, and some expressed anxiety at the thought of using public transport. | <p><i>'I'd say [a car] was a want... you wouldn't need a car if you live right next to a bus stop...'</i></p> <p><i>'It depends on how many people you have in your family'</i> 12 to 13-year-olds</p> <p><i>'Oh my god, I ain't taking the bus!'</i> 10 to 11-year-olds</p> |
| Clothes | Children and young people in our focus groups acknowledged that clothes are very important to them, and that they are keenly aware of the relationship between fitting in with their peers and how they dress. Children indicated that they would not wear unfashionable clothes, and that they would reject friends who wore clothes that they did not feel fitted in with their image. | <p><i>'Now it's like your friends are not just for their personality but also kind of how they look...'</i></p> <p><i>'You wouldn't be not their friend because of their look but you know...'</i></p> <p><i>'...you wouldn't really want to walk down the street [with them]!'</i> 14 to 15-year-olds</p> <p><i>'If you want to have friends, get the right clothes.'</i> 10 to 11-year-olds</p> |

| Item | Summary of focus group findings | What children said |
|-----------|--|---|
| Holiday | <p>There was general agreement amongst children that family holidays are part of a normal kind of life. Children discussed holidays in terms of their own need for a break and a change of scenery, but also expressed strong opinions about their parents' need for holidays as a result of stressful jobs. Holidays were described as a chance to have family time in a different, more relaxed context than was possible in their day-to-day lives.</p> | <p><i>'You need to get away from your area once in a while because it's just kinda boring...'</i></p> <p><i>'It's that family time as well'</i></p> <p style="text-align: right;">14 to 15-year-olds</p> <p><i>'You absolutely need one holiday a year.'</i></p> <p style="text-align: right;">11 to 13-year-olds</p> |
| Day trips | <p>Time together as a family clearly mattered to children, and there were a number of comments about the importance of trips out as a family, eating meals together and making time for each other in the evenings and at the weekends. As for holidays, children felt that occasional time away from the normal home environment was important to maintaining good family relationships.</p> | <p><i>'In my family we always sit down and have a meal together... and then we talk about each other's day and it's just like spending time together...'</i></p> <p style="text-align: right;">14 to 15-year-olds</p> <p><i>'So do you need places to go as a family?'</i></p> <p><i>'Yeah, sometimes'</i></p> <p style="text-align: right;">11 to 12-year-olds</p> |

A pilot index of material items

On the basis of our focus group discussions with 8- to 15-year-olds, we drew up a list of 20 items and experiences to reflect what is important for 'a normal kind of life'.

These were included in a pilot survey of 300 pairs of children and their parents, which was carried out in October 2010. Each child and each parent were asked separately whether the child 'has', 'doesn't have but would like' or 'doesn't have and doesn't want' each of the 20 items. The aim of the pilot was to test the validity of the items as indicators of deprivation.

We found strong agreement between children and parents as to whether they owned or experienced the 20 items on our list, ranging from 82% (monthly family day trips) to 99% (computer and internet at home). Where there were disagreements these tended towards parents saying that children 'didn't have and didn't want' items that children said they 'didn't have but wanted'. This underlines the importance of asking children about items that they, rather than adults, prioritise.

We were able to reduce our list from 20 to 10 items using statistical techniques to identify the items that least contributed to the index. One of the items – having a pet – improved the index if removed, suggesting that it may tap into a different concept than the others.

The resulting 10-item index is shown below:

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

Our next step was to include these 10 items in our 2010-11 well-being survey, which was administered via schools to a national sample of 5,500 young people aged 8 to 15 in December 2010 and January 2011⁹. Table 2

⁹ In the 2010-11 well-being survey, the 10-item scale had a Cronbach's Alpha of 0.72.

shows the proportions of young people in this survey who had each item, who did not have the item but wanted it, and who did not have the item and did not want it.

Table 2: Ownership of 10 material items, The Children's Society's 2010-11 well-being survey

| Item | Have | Don't have but want | Don't have and don't want |
|---|------|---------------------|---------------------------|
| Pocket money each week | 63% | 22% | 15% |
| Saving money each month | 74% | 18% | 8% |
| Branded or designer trainers | 68% | 13% | 19% |
| iPod or similar music player | 76% | 17% | 7% |
| Cable or satellite TV at home | 92% | 5% | 3% |
| Garden or somewhere nearby to play safely | 88% | 9% | 3% |
| Access to a family car | 90% | 7% | 3% |
| Clothes to fit in with other children | 91% | 6% | 3% |
| Annual family holiday away from home | 81% | 15% | 4% |
| Monthly day trips with family | 76% | 18% | 7% |

It is not our contention that *all* children consider *all* of these items to be necessities, and that age, gender, culture and individual preferences are to be ignored, rather that these items reflect a list of items and experiences that most children recognise as being part of 'a normal kind of life'. The high proportion of children that report having these items (all over 60%) and the even higher proportion that report either having or wanting these items (all over 80%) suggests that this conclusion is a reasonable one.

The items work a little differently from each other, however, and there are a number of points to bear in mind when considering what they tell us about children's material well-being.

- First, although all of the items are significantly related to *children's subjective well-being*, some have stronger associations than others.
- Second, the degree to which individual differences, such as age and gender, make a difference to how universally owned or wanted the item is, varies.

- Third, some of the items are more clearly related to *measures of family poverty* than others.
- Finally, the items differ in terms of how far they relate to overall material deprivation – that is, the items vary in how much they relate to one another.

These points suggest that a variety of factors might be taken into account when judging the usefulness of individual items in capturing a sense of children's material well-being and deprivation. On the basis of this set of criteria, a crude hierarchy emerges for our 10 items (see Table 3, overleaf).

In the next section, we go on to discuss these findings in more detail in relation to the individual items in the index.

Table 3: Hierarchy of 10 material items according to various criteria

| Item | Rank ¹⁰ | Universality ¹¹ | Strength of relationship to... | | |
|-----------------|--------------------|----------------------------|-------------------------------------|------------------------------|---------------------------------|
| | | | Subjective well-being ¹² | Family poverty ¹³ | Child deprivation ¹⁴ |
| Clothes | 1 | High | High | High | High |
| Cable/satellite | =2 | High | Medium | High | High |
| Family car | =2 | High | Medium | High | High |
| Garden | =2 | High | High | High | Medium |
| Holiday | 5 | High | Medium | High | Medium |
| Day trips | =6 | Medium | Medium | Medium | Medium |
| Trainers | =6 | Low | Medium | High | Medium |
| Saving money | =8 | Medium | Low | High | Low |
| iPod or similar | =8 | Medium | Low | High | Low |
| Pocket money | 10 | Low | Medium | Medium | Low |

¹⁰ Rank is presented in order from the most important (1) to the least important (10).

¹¹ Universality is based on the proportion of children owning or wanting the item. Where 95% or more of children have or want the item the strength of relationship is high, where 90-94.9% of children have or want the item it is medium, and where less than 90% have or want the item it is low

¹² Association with subjective well-being is based on the average number of points on a 20 point subjective well-being scale (the Huebner scale) that are lost if the item is lacked. A loss of more than 2.5 points means the association is high, a loss of 2-2.5 points means that it is medium, and a loss of less than 2 points means that it is low.

¹³ Association with family poverty is based on how many of the measures of family poverty (whether there are any adults in the household in paid work, whether the child receives free school meals, and whether the child has their own bedroom) the item is significantly associated with. For items associated with all these measures the strength of the relationship is high; for items related to some of these measures it is medium; and for items related to none of these measures it is low.

¹⁴ Association with child deprivation is based on how many items children lack on average if they lack that item. Where the average is over 4.5 items lacked, the association is high. Where it is 3.5-4.49, the association is medium, and where it is below 3.5 the association is low.

The individual items of the index

This section looks at similarities and differences between the items in terms of the kinds of children who are more likely to have or want the item, and the impact of the item on subjective well-being overall and by different domains (as outlined in The Children's Society index of child well-being¹⁵).

Table 2 above shows how many children said they had, lacked but wanted, and lacked and didn't want each item. It is clear that each item is owned by the majority of children, and that a large majority of children (over 80%) want or own all the items. However, there are some variations between the items in terms of the proportion of children wanting them. Weekly pocket money and trainers stand out as items that over 10% of children do not have or want, which may reflect cultural differences – in our focus groups some children told us that they did not need pocket money as their parents provided them with things as and when they asked:

'I don't get pocket money'

'Do you just ask for it whenever you want?'

'Yeah'

12 to 13-year-olds

In terms of responses to the item 'designer or brand name trainers', two reasons are suggested why 19% of children reported not having and not wanting these. One possibility is that, as happened in one of the focus groups, children understood the idea of 'designer or brand name' differently to researchers:

'When you say designer do you mean Adidas and Nike?'

'I don't really call that designer, it's just trainers...'

'Well, I would never buy not designer trainers'

12 to 13-year-olds

Another possible reason is that trainers may be very important to children and young people from certain cultural backgrounds, whilst being less important to children from other cultural backgrounds.

In contrast to these items, five of the items were owned or wanted by more than 95% of children. These were cable or satellite TV at home, a garden or somewhere nearby to play safely, access to a family car, clothes to fit in with other children, and an annual holiday away from home each year. Three of these items – a garden, family car, and annual

¹⁵ Rees, G., Goswami, H. and Bradshaw, J. (2010) *Developing an index of children's subjective well-being in England*. London: The Children's Society.

holiday – are items that are identified as important by parents as well as by children¹⁶. The other items, although not identified by parents as important, are clearly of high importance to the vast majority of children.

To explore the differences between different items further, we looked at how the ranking of items (as shown in Table 4) changed when we looked at groups of children separately. The groups we looked at were primary versus secondary aged children, girls versus boys, and white children versus non-white children.

Primary children compared to secondary children

Children from primary and secondary age ranges were similar in ranking clothes, cable/satellite TV, a garden, and an annual holiday as particularly important; and were also similar in ranking saving money, trainers and pocket money as less important. Having a family car and an iPod were more important to older children than to younger children, and monthly day trips with family were more important to younger children.

Boys compared to girls

For both girls and boys, clothes, cable or satellite TV, and a garden were important; and pocket money, saving money and trainers were less important. Having an iPod and a family car was more important to girls than to boys, and having an annual holiday and monthly day trips was more important to boys than to girls.

White compared to non-white children

White and non-white children ranked clothes, a garden and a family car highly, and ranked pocket money and trainers towards the bottom of the list. Non-white children ranked cable/satellite TV and saving money more highly than did white children, and white children ranked iPods and annual holidays more highly than non-white children.

Urban compared to rural children

Urban and rural children ranked clothes and a family car highly, and pocket money and saving money low. Trainers were more important to children from rural areas, whilst annual holidays, TV and iPods were more important to children from urban settings.

We then looked at the standard deviation in the ranking of each item, which shows how much the ranking changes between different groups of children, shown in Table 5. This helps us to see how far the importance of the item varies according to the above characteristics of children (age, sex and ethnicity). We use this alongside the average rank of the item to make four categories: items that are both high ranked and stable across different groups of children (clothes and holidays); items that are stable across different groups of children but less highly ranked (pocket money

¹⁶ Adams, N., Barton, A., Johnson, G. and Matejic, P. (2011) *Households below average income*. London: DWP.

and trainers); items that are less stable across different groups of children but ranked fairly high (cable/satellite TV, a garden and a family car); and finally items that are neither very stable across groups of children nor very highly ranked (iPods, monthly day trips and money to save each month).

This will help us to refine the list of items we use in future work, and will give us the opportunity to target the list differently for research with sub-groups of children (for example it might be that different lists would work better with research with younger children compared to research with older children).

Table 4: Ranking by age, gender, ethnicity and rural/urban residence

| Primary | | Secondary | | Boys | | Girls | | White | | Non-white | | Rural | | Urban | |
|----------|------|-----------|------|----------|------|----------|------|----------|------|-----------|------|----------|------|----------|------|
| Item | Rank | Item | Rank | Item | Rank | Item | Rank | Item | Rank | Item | Rank | Item | Rank | Item | Rank |
| Clothes | 1 | Car | =1 | Clothes | 1 | Clothes | 1 | Clothes | 1 | Saving | =1 | Car | =1 | Clothes | 1 |
| TV | =2 | Clothes | =1 | TV | =2 | TV | =2 | Garden | =2 | TV | =1 | Clothes | =1 | iPod | =2 |
| Daytrips | =2 | TV | 3 | Garden | =2 | Garden | =2 | Car | =2 | Garden | =1 | TV | =3 | TV | =2 |
| Garden | =4 | Garden | =4 | Car | =4 | Car | =2 | Holiday | =2 | Car | =1 | Garden | =3 | Car | =2 |
| Holiday | =4 | Holiday | =4 | Holiday | =4 | Holiday | 5 | Daytrips | 5 | Clothes | =1 | Holiday | =3 | Holiday | =2 |
| Car | 6 | iPod | 6 | Daytrips | =4 | iPod | 6 | Saving | =6 | Holiday | =6 | Trainers | =6 | Garden | =6 |
| Trainers | 7 | Saving | =7 | Pocket | =7 | Saving | =7 | iPod | =6 | Daytrips | =6 | iPod | =6 | Daytrips | =6 |
| Saving | =8 | Trainers | =7 | Saving | =7 | Trainers | =7 | TV | =6 | Trainers | 8 | Daytrips | =6 | Saving | =8 |
| iPod | =8 | Daytrips | 9 | iPod | =7 | Daytrips | =7 | Trainers | 9 | Pocket | =9 | Saving | 9 | Trainers | =8 |
| Pocket | 10 | Pocket | 10 | Trainers | 10 | Pocket | 10 | Pocket | 10 | iPod | =9 | Pocket | 10 | Pocket | 10 |

Key

Dark green – 1 to 2

Light green - 3 to 4

Orange – 5 to 6

Light red – 7 to 8

Dark red – 9 to 10

Table 5: Average rank and standard deviation of item's position in the scale

| Item | Average rank | Standard deviation |
|-----------------|--------------|--------------------|
| Clothes | 1 | 0.00 |
| Pocket money | 10 | 1.07 |
| Trainers | 8 | 1.28 |
| Holiday | 4 | 1.39 |
| Cable/satellite | 3 | 1.51 |
| Garden | 3 | 1.6 |
| Family car | 2 | 1.77 |
| iPod or similar | 6 | 2.05 |
| Day trips | 6 | 2.07 |
| Saving money | 7 | 2.45 |

Key:

Green – more important and more stable;

Blue – more stable but less important;

Purple – more important but less stable;

Red – less stable and less important

Next, we looked at the difference in subjective well-being between children who had, wanted, and did not want each item, shown in Figure 1. For all items, children who had the item were happier than those who did not have the item. However, the strength of this relationship was different for different items. For weekly pocket money, trainers, and iPods, the difference between children having and lacking the items was less than 1.5 points, whilst for garden, clothes, and monthly day trips the difference was greater than 2.5 points.

To examine this further, we looked at how children's subjective well-being differed between those who lacked but wanted, and those who lacked and didn't want each item. This relates to the idea of *adaptive preferences* – the principle that children who have no way of getting the item (whether this is due to a lack of family financial resources or to their parents' preferences) might avoid the pain of not being able to get the item by behaving as if they do not want it, despite the benefits that it might bring them. This would suggest that for items where children's well-being is similar whether they lack and want or lack and don't want the item, adaptive preferences may be at work; in contrast, where children who lack and don't want the item report similar levels of well-being to those children who have the item, adaptive preferences are less likely.

Two items where adaptive preferences may be at work are a garden and monthly day trips. For these items, children who report lacking and not wanting the item actually have fractionally lower well-being than those who report lacking but wanting the item. Reasons for this may include poor relationships with peers or with family, resulting in children not wanting resources enabling them to spend time with these people and in lower well-being overall.

Two items where adaptive preferences are unlikely to be at work are weekly pocket money and trainers. For these items children who lack and do not want the item are almost as happy as children who have the item. Reasons for this may be similar to those suggested above – some children may not feel a need for pocket money if parents supply items as they are requested rather than supplying money with which children can buy things themselves; and different groups of children may place different value on the importance of trainers.

Next, we looked at how the odds of being happy (scoring over 15 on the 20-point subjective well-being scale) and the odds of being unhappy (scoring lower than 10 on the same scale) were impacted by lacking each item, shown in Table 6. Lacking every item apart from a family car was significantly associated with lower odds of being happy, and lacking each individual item was associated with higher odds of being unhappy. Lacking clothes was the most strongly associated with being unhappy, with children lacking this item being more than five times as likely to be unhappy. Those lacking clothes were also the least likely to be happy, being almost three times less likely than those with clothes to fit in with their peers to report high subjective well-being.

Figure 1: Subjective well-being according to ownership of each item

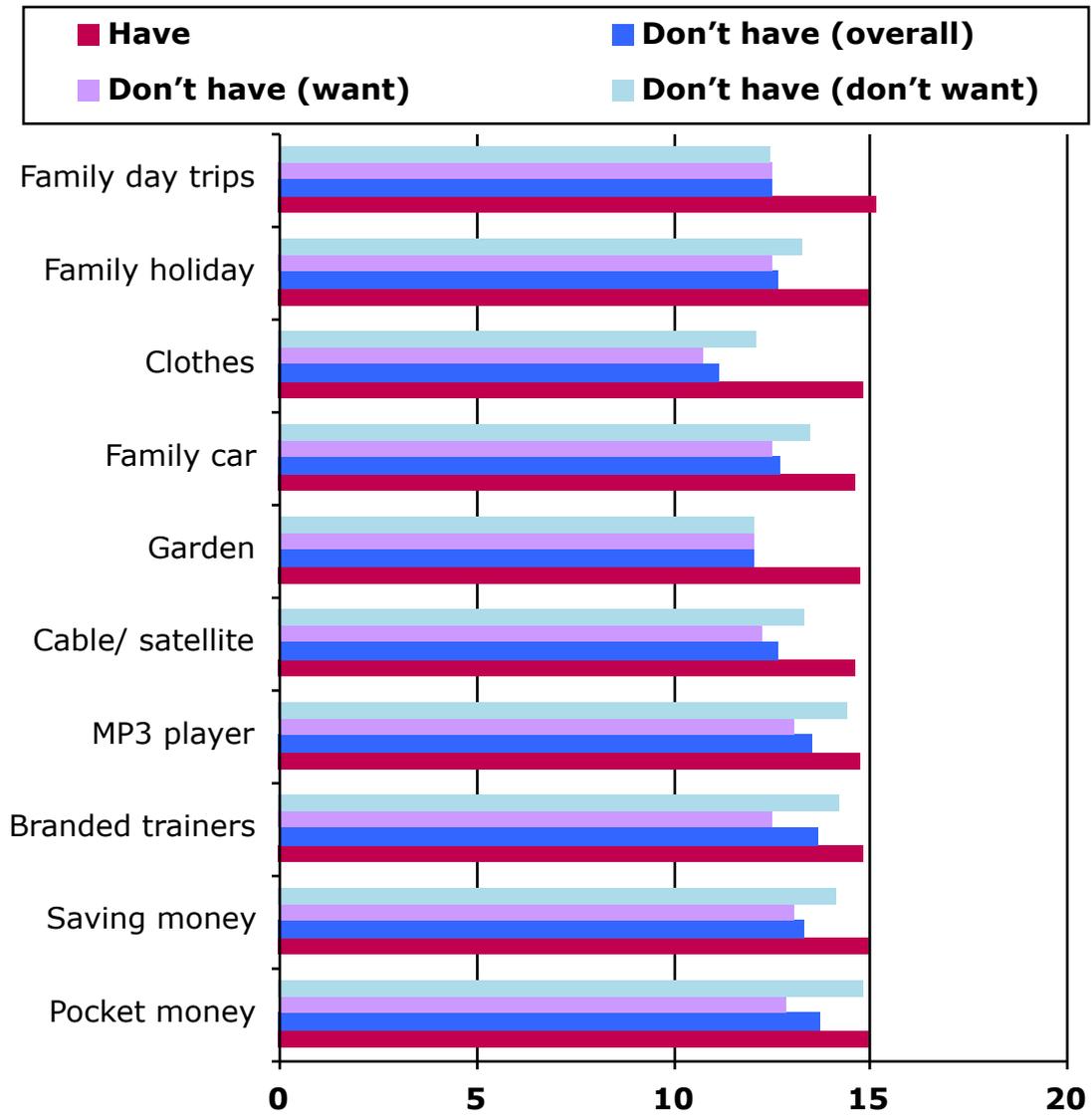


Table 6: Odds of being happy and of being unhappy according to lack of ownership of items¹⁷

| Item lacked | Odds of being happy | Odds of being unhappy |
|--------------------|---------------------|-----------------------|
| Pocket money | 0.47** | 3.16** |
| Saving money | 0.55** | 2.60** |
| Trainers | 0.49** | 3.03** |
| iPod or similar | 0.74* | 2.49** |
| Cable or satellite | 0.64* | 3.63** |
| Garden | 0.48** | 3.37** |
| Family car | NS | 3.19** |
| Clothes | 0.34** | 5.29** |
| Annual holiday | 0.48** | 3.10** |
| Monthly day trips | 0.42* | 3.58** |

We know that each of these items relates to children’s subjective well-being, but we are also interested to know more about the relationship – what aspects of children’s well-being are different items important to? To explore this, we used the domains of well-being identified by The Children’s Society in previous research¹⁸, which include family, health, friends, home, time use, money and possessions, school, appearance, choice and future. Results are shown in Table 7.

For most of the items, the strongest relationships were with the ‘money and possessions’ and ‘choice’ domains. The items relating most strongly to these domains were pocket money, saving money, trainers, and iPod.

Having cable/satellite TV, having a family car, and having an annual holiday related most strongly to the ‘home’ and ‘money and possessions’ domains, whilst having a garden related best to ‘home’ and ‘choice’. Monthly day trips related most strongly to well-being in the domains of ‘appearance’ and ‘choice’.

Having clothes to fit in with peers related the most strongly to well-being across all domains, and was particularly strongly related to ‘choice’ and ‘appearance’.

¹⁷ This table shows the odds of being happy and being unhappy for children who lack each item or experience relative to those who have these items or experiences (base = 1).

¹⁸ Rees, G., Goswami, H. and Bradshaw, J. (2010) *Developing an index of children’s subjective well-being in England*. London: The Children’s Society.

Table 7: Difference in well-being domain scores between those having and lacking each item

| | Family | Health | Friends | Home | Time use | Money and possessions | School | Appearance | Choice | Future |
|-----------------------|--------|--------|---------|------|----------|-----------------------|--------|------------|--------|--------|
| Weekly pocket money | 0.79 | 0.77 | 0.60 | 0.92 | 0.85 | 1.17 | 0.43 | 0.88 | 1.15 | 0.78 |
| Monthly saving money | 0.79 | 0.77 | 0.60 | 0.92 | 0.85 | 1.17 | 0.43 | 0.88 | 1.15 | 0.78 |
| Branded trainers | 0.59 | 0.75 | 0.70 | 0.89 | 0.70 | 1.16 | 0.36 | 0.92 | 1.03 | 0.86 |
| iPod or similar | 0.27 | 0.41 | 0.34 | 0.51 | 0.30 | 0.73 | 0.00 | 0.30 | 0.73 | 0.57 |
| Cable or satellite | 0.83 | 1.03 | 1.12 | 1.36 | 0.85 | 1.47 | 0.58 | 0.74 | 1.33 | 0.97 |
| Garden or similar | 0.82 | 1.02 | 0.83 | 1.24 | 0.68 | 1.06 | 0.64 | 0.93 | 1.27 | 1.02 |
| Family car | 0.59 | 1.08 | 0.87 | 1.36 | 0.89 | 1.11 | 0.68 | 0.77 | 1.07 | 0.83 |
| Clothes to fit in | 1.24 | 1.54 | 1.26 | 1.53 | 1.44 | 1.74 | 0.98 | 1.98 | 1.84 | 1.70 |
| Annual family holiday | 1.04 | 0.99 | 0.76 | 1.31 | 1.02 | 1.35 | 0.96 | 1.01 | 1.20 | 0.98 |
| Monthly day trips | 1.14 | 1.04 | 0.65 | 1.21 | 1.08 | 1.29 | 0.76 | 1.31 | 1.44 | 1.09 |

Key

Strongest relationships (difference of >1.5 points) indicated in dark green

Strong-medium relationships (difference of >1 and <=1.5 points) indicated in light green

Medium relationships (difference of >0.75 and <=1 points) indicated in light orange

Weak-medium relationships (difference of >0.5 and <=0.75 points) indicated in dark orange

Weak relationships (difference of <0.5 points) indicated in red

To summarise, possession of an iPod or other MP3 player related the least strongly to the different domains overall, and clothes to fit in with peers related the most strongly. Of the different domains, 'school' and 'friends' were those with the least strong links to different items. Cable/satellite TV, garden, clothes, annual holidays and monthly day trips had reasonably strong links with several domains of well-being, whilst the strong impact of pocket money, saving money, iPods and trainers were limited to only one or two domains.

When all demographic characteristics are examined together, an impression can be gained of which children were most likely to lack different items. Table 8 shows which characteristics of the child are significantly linked to lacking items. Findings are:

- ***Lacking pocket money*** is associated with children who are younger, who are not white, and who have difficulties with learning.
- ***Lacking saving money*** is associated with disabled children.
- ***Lacking trainers*** is associated with children who are younger, who have difficulties with learning, and who are disabled.
- ***Lacking an iPod*** is associated with children who are younger, who are non-white, who have difficulties with learning, and who are disabled.
- ***Lacking cable/satellite TV*** is associated with children who are girls, who have difficulties with learning, and who are disabled.
- ***Lacking a garden*** is associated with children who are younger, who are girls, who are non-white, who live in urban areas, and who are disabled.
- ***Lacking a family car*** is associated with children who are younger, who are non-white, who live in an urban area, who are disabled, who have difficulties with learning.
- ***Lacking clothes to fit in with peers*** is associated with children who are non-white, who have difficulties with learning, and who are disabled.
- ***Lacking an annual holiday*** is associated with children who are non-white and who have difficulties with learning.
- ***Lacking monthly day trips*** is associated with children who live in urban areas, who are disabled, and who have difficulties with learning.

Of all the demographic characteristics, being disabled and having difficulties with learning were associated with lacking the most items – being disabled was significantly linked to all items except pocket money and annual holidays, whilst having difficulties with learning was associated with all items except saving money and a garden. Gender was linked to

the fewest items, only being associated with lacking cable/satellite TV and a garden.

Table 8: Odds of lacking items controlling for demographic characteristics

| Item | Being older | Being a girl | Being non-white | Living in an urban area | Being disabled | Having difficulties with learning |
|--------------------|-------------|--------------|-----------------|-------------------------|----------------|-----------------------------------|
| Pocket money | 0.63** | NS | 1.31** | NS | NS | 1.33** |
| Saving money | NS | NS | NS | NS | 1.99** | NS |
| Trainers | 0.63** | NS | NS | NS | 2.39* | 1.87** |
| iPod or similar | 0.37** | NS | 1.89** | NS | 2.72** | 1.39* |
| Cable or satellite | NS | 2.19** | NS | NS | 6.43** | 1.68** |
| Garden | 0.73* | 1.43* | 1.61* | 1.70* | 3.75** | NS |
| Family car | 0.44** | NS | 3.02** | 2.42** | 2.68** | 2.16** |
| Clothes | NS | NS | 1.77** | NS | 4.33** | 2.13** |
| Annual holiday | NS | NS | 2.17** | NS | NS | 1.39* |
| Monthly day trips | NS | NS | NS | 1.35* | 2.10* | 1.66** |

We also looked at how school prosperity was linked with lacking items, using the proportion of children in the school receiving free school meals as a measure. This is linked to the wealth of the area in which children live. Findings are shown in Table 9; the reference group is children in the most prosperous schools. For all items but pocket money and cable/satellite TV, those in the poorest schools (the schools in the highest 20% of free school meal receipt) were significantly more likely to lack items than those in more prosperous schools. Saving money and trainers were only significantly more likely to be lacked by children in the very poorest schools: children in other schools were no less likely to lack the item than those in the richest schools. For all other items but pocket money, a fairly straightforward relationship can be observed: as schools have a higher proportion of children receiving free school meals, children

are more likely to lack the item. For pocket money, a strange relationship was found whereby children in the second and third richest schools were more likely to lack pocket money than those in the richest schools, but those in the poorest and second poorest were no more likely than those in the richest to lack it. This may suggest that the decision to give pocket money or not reflects the cultural preferences of parents rather than the financial situation of the family.

Table 9: Odds of lacking items controlling for % receiving free school meals in child's school

| Item | Lowest 20% | Second lowest 20% | Middle 20% | Second highest 20% | Highest 20% |
|--------------------|------------|-------------------|------------|--------------------|-------------|
| Pocket money | 1 | 1.38* | 1.35* | NS | NS |
| Saving money | 1 | NS | NS | NS | 1.37* |
| Trainers | 1 | NS | NS | NS | 1.52* |
| iPod or similar | 1 | 1.67** | 2.22** | 2.06** | 3.28** |
| Cable or satellite | 1 | NS | NS | NS | NS |
| Garden | 1 | 1.42* | NS | 2.16** | 2.61** |
| Family car | 1 | NS | 2.57** | 4.63** | 9.13** |
| Clothes | 1 | NS | 1.51* | 1.66* | 2.09** |
| Annual holiday | 1 | NS | 1.40* | 1.51** | 1.85** |
| Monthly day trips | 1 | NS | 1.42* | 1.39* | 1.45* |

Discussion

A closer look at individual items in our index provides an insight into the complexity and nuance of the focus group discussions and the items and experiences that children feel are necessary for a 'normal kind of life'. Alongside the qualitative research, analysis of the survey responses allows us to scrutinise what each item tells us about children's subjective well-being at the population level.

To summarise our findings, we return to the four criteria that we presented earlier on.

First, although all of the items were significantly related to *children's subjective well-being*, some had stronger associations than others. The right kind of clothes, a garden or park nearby, monthly day-trips, and cable/satellite TV had the clearest links with children's subjective well-being.

Second, it is important to differentiate between items that appear to be *universally owned or wanted* by children – like the right kind of clothes to fit in with other young people, a family car, a garden or park nearby, cable/satellite TV and an annual family holiday – and those that are subject to individual and cultural preferences. Over 10% of children said that they 'didn't have and didn't want' designer/brand name trainers (19%) and weekly pocket money (15%); and between 5% and 10% did not have or want money to save (8%), an iPod (7%), or monthly family trips (7%). The proportion of children not having and not wanting items also varied to some extent between different groups of children.

Third, some of the items were more clearly related to *traditional measures of poverty* than others. The variation in this area was fairly small – all items apart from monthly family day trips and pocket money were significantly associated with free school meal receipt, having no versus at least one adults in paid work, and the child having their own bedroom. Furthermore, day trips and pocket money were each associated with two of these three measures. However, this varied to an extent between different groups of children, which suggests that the child lacking these items may be associated with other factors than the family's inability to afford them, such as parental preferences or the time that parents are willing or able to spend on activities with their children.

Fourth, items were associated with different levels of child deprivation – that is, those lacking one item may be more or less likely to lack a lot of the items on the list. Lacking any one of the items was associated with lacking at least three items overall, but those lacking clothes to fit in, a family car, or a garden or park nearby lacked on average over four items, and those lacking cable or satellite TV lacked on average over five.

In addition, we looked into *adaptive preferences* – that is, the extent to which those lacking and wanting the item differed in their subjective well-

being from those who lacked and did not want the item. Those lacking a garden or nearby park and monthly day-trips had similarly lower well-being whether or not they wanted these things, suggesting that adaptive preferences may be at work. Contrastingly, those lacking and not wanting pocket money or trainers were almost as happy as those who owned these items. These items are therefore likely to be important to the majority of children who want them, but not important to the significant minority who do not.

This research represents a first attempt at creating a child-centred, child-reported measure of children's material well-being to complement conventional measures of material circumstances. Indeed, the next section shows that our proposed 10-item index is a better predictor of subjective well-being than these conventional measures. Nonetheless, a closer look at each individual item suggests that there may be scope for further refinement and adaptation of the index for different purposes and for different groups of children according to factors such as age, gender and cultural background.

The 10-item scale as a whole

One of the main purposes of devising the list of items described above was to create a scale that allows us to measure children’s material well-being and deprivation, and look at how it links to other aspects of well-being. Tests showed that the items formed a reliable scale (the Cronbach’s Alpha for all items was 0.72), and a zero to ten scale was created by adding up the number of items that children lacked and wanted.

Table 10 below shows the proportion of children and young people that lacked different numbers of items. Almost half (49%) lacked none of the items, about a third lacked one or two items (35%), about one in six (16%) lacked three or more items, and 1% of the children lacked all 10 items.

Table 10: Number of items lacked

| Number of items lacked | % | n |
|-------------------------------|------------|-------------|
| None | 49.2 | 1905 |
| 1 | 22.0 | 850 |
| 2 | 12.6 | 489 |
| 3 | 6.5 | 250 |
| 4 | 4.8 | 184 |
| 5 | 2.1 | 82 |
| 6 | 1.0 | 39 |
| 7 | 0.4 | 16 |
| 8 | 0.3 | 11 |
| 9 | 0.2 | 7 |
| 10 | 1 | 37 |
| Total | 100 | 3870 |

When we calculated a score based on how many items children had, and compared this score to more conventional measures of material circumstances we found that it was significantly (but relatively weakly) related to household income, the number of adults in paid work in their household, whether they receive free school meals, and whether they share a bedroom.

More importantly, ownership of the 10 items appears to be a better predictor of subjective well-being than conventional measures of material circumstances, as can be seen in Table 11 below. This shows that lacking any of the items results in an average drop in subjective well-being, of 0.89 points for those lacking one and up to 3.44 points for those lacking five or more. All of the variation in well-being that might otherwise have been explained by family poverty is explained by the deprivation scale, suggesting that it is more powerfully linked to children's subjective well-being than traditional measures of child poverty.

In terms of the likelihood of children being unhappy (scoring below 10 on the subjective well-being scale), the deprivation scale was again a useful predictor. Table 12 below shows that children who lacked two or more material items were significantly more likely to have low well-being than those who lacked none, and children lacking five or more items were over *five times* more likely to have low well-being. As above, traditional ways of measuring child poverty do not have a significant relationship to the odds of the child being unhappy.

As well as being interested in what might *stop children from being unhappy*, we looked at how well material well-being and deprivation relate to the odds of children being happy. Findings are shown in Table 13. Again, material deprivation measured using our scale was useful in predicting the odds of children scoring over 15 on the subjective well-being scale. Children lacking any of the items were less likely to be happy than those lacking none, and those lacking four or more were substantially less likely to be happy than those lacking none.

Table 11: Tobit regression of children’s subjective well-being by socio-demographic factors, conventional measures of poverty and material items

| Variable | | Demographics | + Conventional measures of poverty | + Material items |
|---|-------------|--------------|------------------------------------|------------------|
| School year (6 as reference group) | 8 | -1.33** | -1.39** | -1.53** |
| | 10 | -2.87** | -3.02** | -2.99** |
| Sex | | 0.61* | 0.64** | 0.70** |
| Family type (two parents as reference) | Lone parent | -1.77** | -1.55** | -1.44** |
| | Step family | -0.61 NS | -0.57 NS | -0.52 NS |
| | Other | -3.47* | -3.31* | -3.18* |
| Receives free school meals | | | 0.19 NS | 0.42 NS |
| Has own bedroom | | | -0.43 NS | -0.32 NS |
| Receives some weekly pocket money | | | -0.50 NS | -0.12 NS |
| Adults in paid work (none as reference) | 1 | | 0.19 NS | -0.14 NS |
| | 2 | | 0.46* | 0.33 NS |
| | 3+ | | 0.08 NS | -0.18 NS |
| Deprivation score (lacking none as reference) | 1 | | | -0.89** |
| | 2 | | | -2.27** |
| | 3-4 | | | -2.90** |
| | 5+ | | | -3.44** |
| r ² | | 0.12 | 0.13 | 0.21 |

Table 12: Odds of having low well-being according to socio-demographic factors, conventional measures of poverty and material items

| Variable | | Demographics | + Conventional measures of poverty | + Material items |
|---|-------------|--------------|------------------------------------|------------------|
| School year (6 as reference group) | 8 | 1.72 NS | 1.87* | 1.61 NS |
| | 10 | 3.54** | 3.87** | 3.10** |
| Sex | | 0.59** | 0.50** | 0.47** |
| Family type (two parents as reference) | Lone parent | 3.53** | 2.98** | 2.87** |
| | Step family | 1.89* | 1.77 NS | 1.61 NS |
| | Other | 4.51 NS | 4.15 NS | 4.01 NS |
| Receives free school meals | | | NS | 1.06 NS |
| Has own bedroom | | | NS | 1.12 NS |
| Receives some weekly pocket money | | | NS | 1.45 NS |
| Adults in paid work (none as reference) | 1 | | 0.75 NS | 0.92 NS |
| | 2 | | 0.56 NS | 0.74 NS |
| | 3+ | | 1.10 NS | 1.07 NS |
| Deprivation score (lacking none as reference) | 1 | | | 0.87 NS |
| | 2 | | | 2.59* |
| | 3-4 | | | 3.24** |
| | 5+ | | | 5.37** |

Table 13: Odds of having high well-being according to socio-demographic factors, conventional measures of poverty and material items

| Variable | | Demographics | + Conventional measures of poverty | + Material items |
|---|-------------|--------------|------------------------------------|------------------|
| School year (6 as reference group) | 8 | 0.51** | 0.49** | 0.43** |
| | 10 | 0.22** | 0.21** | 0.20** |
| Sex | | 0.61* | 1.45* | 1.47* |
| Family type (two parents as reference) | Lone parent | 0.60** | 0.64* | 0.62* |
| | Step family | 0.80 NS | 0.80 NS | 0.88 NS |
| | Other | 0.23 NS | 0.25 NS | 1.01 NS |
| Receives free school meals | | | 0.19 NS | 1.14 NS |
| Has own bedroom | | | -0.43 NS | 0.82 NS |
| Receives some weekly pocket money | | | -0.50 NS | 0.89 NS |
| Adults in paid work (none as reference) | 1 | | 1.58 NS | 1.66 NS |
| | 2 | | 1.79 NS | 1.78 NS |
| | 3+ | | 1.51 NS | 1.57 NS |
| Deprivation score (lacking none as reference) | 1 | | | 0.64* |
| | 2 | | | 0.34** |
| | 3-4 | | | 0.26** |
| | 5+ | | | 0.30** |

Discussion

Thinking about the uses of the index of material deprivation based on these findings, we believe that it is a useful additional tool in examining child material deprivation and well-being, and the links between this and child well-being. The items, whilst covering several different themes that children told us were important to their material well-being, can also be turned into a meaningful scale. From looking at our findings, we believe that children lacking one item does not make a substantial difference to children's well-being; lacking two or more items are at risk of material deprivation; lacking three or more items suggests material deprivation; and lacking five or more items suggests severe material deprivation. Whilst the index and each of the items on it do relate to family poverty, they also offer us some insight into how children themselves understand material well-being and material deprivation. This measure, at the level of the child and based on what children told us they need for a 'normal kind of life', provides a useful addition to measures that rely on family or parental resources, or parents' perceptions of children's needs.

Conclusions

Most research into children's material circumstances draws on information about family income and employment to identify which children are living in poverty. Such an approach provides a valuable insight into children's material well-being, of course, but family indicators alone offer only part of the picture. A more comprehensive assessment must also take into account the material items and experiences that children themselves say are important and a part of everyday life.

The Children's Society and the University of York carried out focus group research with 36 boys and girls to develop a list of items and experiences that children say that they need for 'a normal kind of life'. Our survey research with a representative sample of over five thousand 8- to 15-year-olds demonstrates that these items and experiences are, indeed, part of everyday life: well over half of respondents reported owning each item, and more than four out of five reported either owning or wanting to own each item.

Individually each item was linked to children's subjective well-being, and as a whole the 10 items and experiences were a better predictor of subjective well-being than conventional measures of economic circumstances. They were a better predictor of *low* subjective well-being to the extent that children lacking five or more items were over five times more likely to have low well-being than those who lacked none. They were also useful in predicting the odds of children having *high* subjective well-being.

A closer look at the items individually, however, suggests that some – notably the right kind of clothes, cable or satellite TV, and the 'family items' – are universally important to children, while others – especially designer/brand name trainers and weekly pocket money – seem to be subject to individual and cultural preferences. This suggests that there is scope for further refinement and adaptation of the index for different groups of children according to factors such as age, gender and cultural background.

This research represents a first attempt at creating a child-centred, child-reported measure of children's material circumstances to complement conventional measures. They offer an exciting new measure of children's material well-being to complement existing measures (e.g. of household income, etc.) that form part of the government's child poverty strategy.

Appendix

The original list of 20 items was:

1. Some pocket money each week to spend on yourself
2. Some money that you can save each month, either in a bank or at home
3. A pair of designer or brand name trainers (like Nike or Vans)
4. Treats and snacks like sweets, chocolate, chips or pizza once a week
5. Being part of a club where you play sports or do a hobby like drama, art or music
6. An iPod or other personal music player
7. Your own mobile phone
8. A computer at home that is connected to the internet that you can use for school work and in your free time
9. A games console, like an Xbox, PS3 or Wii, and at least one game for it
10. Cable or satellite TV at home
11. A pet at home
12. A garden at home, or somewhere nearby like a park where you can safely spend time with your friends
13. A bedroom of your own (not shared)
14. Presents on special occasions like birthdays and Christmas
15. A family car for transport when you need it
16. Access to public transport like the train or the bus when you need it
17. The right kind of clothes to fit in with other people your age
18. Books of your own (suitable to their age) at home
19. At least one family holiday away from home each year
20. Family trips or days out at least once a month

Further information

To download a summary of this report, or to find out more about our well-being programme, please visit our website at:

www.childrenssociety.org.uk/well-being

For more information on this study, or to sign up to receive regular updates, please email: well-being@childrenssociety.org.uk

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