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Young People & Gambling 2020 Technical Report

**A research study among 11-16 year olds
on behalf of the Gambling Commission**

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**GAMBLING
COMMISSION**

Ipsos MORI



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Study methodology

Overview

Ipsos MORI, on behalf of the Gambling Commission, has conducted research among 11-16 year olds to identify participation rates in gambling, the prevalence of problem gambling, and to explore gambling behaviour and attitudes among young people. The research has been conducted as part of Ipsos MORI's annual Young People Omnibus (YPO) for the past seven years and this technical report provides more detail on how the 2020 survey was carried out.¹

The survey examined gambling behaviours, such as where young people gamble and with whom, perceptions of gambling and awareness of gambling advertising. The survey also asked a series of questions relating to potential issues associated with gambling and utilised the DSM-IV-MR-J² problem gambling screen to classify gamblers as low risk, moderate risk or problem gamblers.

The research was conducted in schools, with pupils completing online self-completion surveys in class. Fieldwork for the 2020 study was forced to end before it was complete, as all British schools were closed during the scheduled fieldwork period due to lockdown restrictions prompted by COVID-19. The study collected data from a sample of 1,645 11-16 year olds that was broadly representative of young people in England and Scotland, comprising 1,438 11-16 year olds attending academies and maintained schools in England and 207 young people attending maintained schools in Scotland. Fieldwork in Wales was scheduled to take place at a date after the lockdown restrictions came into force and for that reason data from Welsh schools are not included in this year's study. For this reason, comparisons with previous year's results should be taken as indicative only given the differences in sample.

In this report we describe the methodology used to run the survey, then analyse the quality of the sample achieved at the point fieldwork was stopped, and in the final chapter set out how a few of the key 'problem gambling' metrics produced by the study are derived.

Objectives

The overall aim of this research study was to explore gambling behaviours and attitudes. The survey covered the following key issues:

- Young people's rates of gambling on different types of activities;
- Behaviour patterns of young people in relation to gambling, for example where and when they gamble and who they are with at the time;
- Perceptions and awareness of gambling advertisements/sponsorships;
- Gauging problem gambling among young people, in order to draw comparisons with earlier studies;

¹ In 2011 and 2012 a small number of questions relating to gambling participation were included on the Ipsos MORI Young People Omnibus, on behalf of the National Lottery Commission. The data from the 2011 and 2012 surveys are referenced in reporting of gambling participation over time.

² A revised version of the adult DSM-IV screening instrument as developed by Dr S. Fisher, 2000.

- Gambling-related harms, which, following a 2019 pilot, was asked about for the first time in 2020; and,
- Experience of online gambling, 'gambling style' games and in-game items.

Research design

Sampling

The Young People's Omnibus (YPO) aims to represent pupils in curriculum years 7 to 11 (S1 to S5 Scotland) attending academies and maintained secondary and middle schools in England, Wales and Scotland.

A three-stage sampling method was used:

1. In England and Wales, a sample of schools was selected from DfE's 'Get Information About Schools' database (a comprehensive listing of secondary schools in England and Wales). Special schools and sixth form colleges were excluded from the sampling frame. The frame was stratified by Government Office Region (GOR) and, within each stratum, schools were selected proportional to the number of pupils attending the school. In total 349 schools were selected to participate in the survey. In Scotland, a sample of 26 schools was selected from the Scottish Government's school contacts database. The sample was stratified by LA and school size.
2. One or two curriculum year groups (Year 7-Year 11) were selected at random for each school. Teachers were asked to select only mixed ability class groups from the selected year groups to take part in the survey.
3. All members of a randomly-selected class group within the nominated curriculum year(s) were selected to fill out the self-completion survey.

Schools recruitment

To maintain comparability, the sampling of schools has remained consistent year on year. However, the way in which schools are recruited evolves to respond to technological developments and the increasing demands that are made on schools.

Advance mailing

All schools in the main sample for England and Wales received a pack of information in early January. The pack included: a letter informing them about the survey, a leaflet containing more information on how the data would be used and contact details for the Ipsos MORI Young People Omnibus team. The packs were addressed to a named head teacher.

In Scotland, the first step was to send a letter to local authorities which contain schools in the sample frame. Local authorities were informed about the survey and given the option to opt out of the research, on behalf of schools in their area.

Recruitment

At the start of January, the Ipsos MORI Young People Omnibus research team conducted a face-to-face briefing to inform recruiters about the survey content, update them of any changes, and share ideas and tips for encouraging schools' participation. Recruiters were allocated sample in batches, which contains a mix of regions (to avoid bias). The sample included contact details for the school. Recruiters made

contact with all schools in their sample to a) gain head teacher consent for the school to participate, b) collect contact details for a liaison person within the school (usually the teacher for the selected class), c) select one class from the nominated curriculum year group for the school, and d) arrange a time and date when the class intends to take part in the online survey. Recruiters managed this process by using an electronic booking system, which the research team also access to monitor the response rate. In 2020, all schools participating in the Young People Omnibus were offered a £100 cash incentive, consistent with the approach used for other surveys using the same methodology in schools. Schools were also offered a teaching pack, containing free data and example exercises to use in their classes, and an infographic A3 poster highlighting key findings from YPO surveys to display in class. Once a school agreed to participate a confirmation email was sent, providing schools with their individual online survey link, a template for letters to parents and further information to administer the survey. Hard copies of the parent letter and information booklets for participating students are sent at the same time by post.

Fieldwork

Once schools agreed to take part in the study, Ipsos MORI provided each class teacher with a unique survey link for their school, a short introductory presentation to use at the start of the session and a short survey for the class teacher to provide details about the group completing the survey. Class teachers were advised that the online questionnaire would take 30 minutes and should be completed in a classroom setting. Ipsos MORI also sent a test link to the school in advance of the survey session, to check the link was working correctly and was compatible with the school's online security procedures. This is the second year the survey has been carried out exclusively online.

Fieldwork for the study was scheduled to run from 27th January to 30 May 2020 but was stopped on the 20th March. The fieldwork was incomplete at the time that lockdown restrictions due to COVID-19 meant that all schools in Great Britain were closed.

The team considered, but ruled out, alternative ways of completing the fieldwork such as using an online panel to recruit 11-16 year olds to complete the survey at home, or asking school staff to disseminate the survey link for pupils to complete at home. Previous research has highlighted that children and young people are less likely to admit to illegal or socially undesirable behaviour when surveyed in their homes rather than in schools because of the 'bystander effect' (i.e. the risk of parents/family members seeing their responses)³. As such, the team felt that the alternative surveying methods available were unlikely to deliver findings that were comparable with the first part of the fieldwork and previous years of the study.

Response rate

As fieldwork was paused before recruitment had finished, the response rate figures do not give a clear picture of the success of the recruitment procedures and/or schools' willingness to take part in the study. However, the response rate figures based on the number of schools that had participated in the study at the point fieldwork was paused are given here.

Of the 349 schools approached in England and Wales, 40 schools participated before recruitment and fieldwork was paused, giving an unadjusted school response rate of 11% at the point that schools locked down. However, another 19 schools had agreed to take part, of which 18 had scheduled a time for the surveying session (a strong indicator that they were likely to complete the survey) – assuming all 19 had completed the survey, the response rate would increase to 17%.⁴ Overall, fully completed

³ <https://pubmed.ncbi.nlm.nih.gov/10847214/>

⁴ The 2019 response rate was 21%: note that recruitment was incomplete at the point schools locked down and so the 2020 response rate would likely have been higher than 17% if recruitment had been able to continue.

questionnaires were obtained from 1,438 pupils aged 11-16 years across 76 class groups; an average of 19 pupils per class.

In Scotland, from a sample of 26 schools, 7 agreed to participate, giving an unadjusted response rate of 27%. In total, 207 pupils from 14 classes participated in Scotland.

Weighting

A detailed sample profile is provided in the next chapter. The sample of pupils surveyed was fairly well balanced on key demographic variables and by region: there was a slight over-representation of boys and older pupils in the 2020 sample, but weights applied to the data have corrected for this imbalance. The main gap in the sample is that no students / schools in Wales took part in the 2020 YPO. This was purely a chance occurrence, and due to the fact that no Welsh schools had scheduled surveying sessions before lockdown. This means that findings represent the views of 11-16 year olds in England and Scotland only.

Data are weighted by gender, age and region. The weights were derived from data supplied by the following sources:

For England, the Department for Education: Taken from Table 1c in Schools pupils and their characteristics See <https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2019>

For Scotland, Scottish Government's school contacts database. See <https://www2.gov.scot/Topics/Statistics/Browse/School-Education/dspupcensus/dspupcensus18>

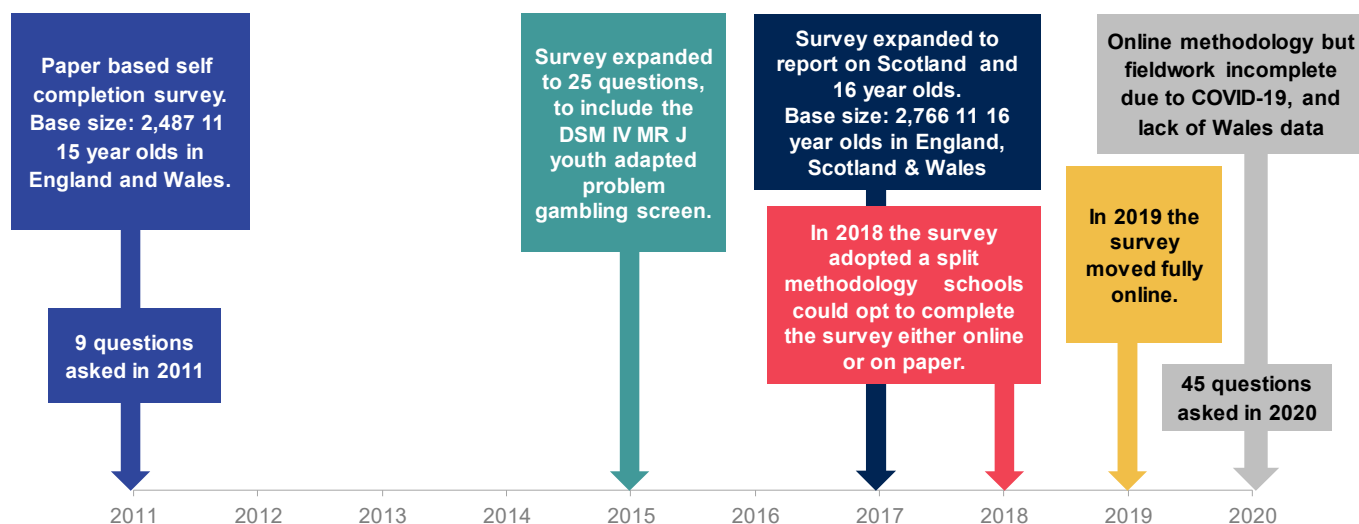
The effect of weighting is shown in the sample profile.

In previous years, figures from the YPO have been grossed up to provide estimates of the number of young gamblers in Great Britain. However, given the smaller sample size in 2020 and the decision not to publish a full report, we have not provided grossed-up estimates in the technical report this year.

Presentation and interpretation of data

When interpreting the findings, it is important to remember that results are based on a sample of the maintained school population, and not the entire population. Consequently, results are subject to sampling tolerances, and not all differences between sub-groups are statistically significant. A guide to statistical significance is included in the 'Statistical reliability' section of this technical report.

When interpreting trends in the data over time, please note that there have been methodological improvements made to the survey over time which impact the ability to analyse trends. Between 2013 and 2017 the survey was wholly administered using paper self-completion questionnaires. In 2018, the survey trialled a split methodology of online and paper self-completion questionnaires. Given the success of the online approach in 2018, the decision was taken to administer the Young People Omnibus fully online in 2019, to ensure better data quality and survey routing control. Figure 1. illustrates changes in the way the survey has been conducted since 2011 in order to improve our approach to data collection.

Figure 1. Changes to the research design over time (2011-2020)

In tables and charts, where percentages do not add up to 100%, this is due to multiple answers, to computer rounding, or to the exclusion of 'Don't know' or 'No response' categories. Throughout the tables an asterisk (*) denotes a value greater than zero, but less than 0.5%.

Acknowledgements

It is clear that schools are increasingly working under great pressure from a number of different sources and that they receive numerous requests to participate in surveys such as this. We would like to thank the many schools that took part and we are indebted to all pupils and staff who made this survey possible.

Publication of data

As with all our studies, these results are subject to our Standard Terms and Conditions of Contract. Any publication of results requires the prior approval of Ipsos MORI. Such approval will only be refused on the grounds of inaccuracy and misrepresentation.

Assessing the quality of the 2020 sample

As fieldwork was incomplete at the point that it was forced to stop due to COVID-related school closures, and the sample was not exhausted, in this section we analyse the quality of the achieved sample from a few perspectives. First, we review the profile of the achieved sample. We then consider the levels of statistical confidence associated with the sample sizes that were achieved, which were smaller than the target sample size for YPO. Next, we look at how our sample compares to the population profile of young people aged 11-16, and how the profile of participating school compares with the profile of all schools eligible to be sampled for YPO.

Sample profile

Table 1 outlines the details of the sample profile for the 2020 study; covering all 11-16 year olds who participated in the YPO. Table 2 compares the sample profile for the current project with the previous waves of the study.

Table 1: Sample profile 2020

Sample profile – 2020	Number surveyed	Unweighted (%)	Weighted (%)
Total⁵	1,645	100	100
Gender of Pupils			
Male	728	44	49
Female	850	52	47
In another way	29	2	2
Prefer not to say	38	2	2
Age of Pupils			
11	113	7	9
12	252	15	20
13	344	21	21
14	332	20	20
15	392	24	19
16	203	12	11
Year of Pupils⁶			
7	249	15	21
8	322	20	20
9	315	19	20
10	392	24	20
11	367	22	19
Ethnic Origin			
White	1228	75	75
BME	383	23	23
Prefer not to say	34	2	2
Region			
London	202	12	14
South East	407	25	14
South West	127	8	9
North East	27	2	4
North West	86	5	12
East of England	96	6	10
East Midlands	123	7	8
West Midlands	136	8	10
Yorkshire & Humberside	234	14	9
Scotland	207	13	8

⁵ Where responses do not sum to 100% this is due to rounding or some children selecting 'not stated'

⁶ For Scotland year groups S1 = Year 7, S2 = Year 8, S3 = Year 9, S4 = Year 10 and S5 = Year 11

Table 2: Sample profile 2013-2020

Sample profile								
2013 2020 Weighted	2013 %	2014 %	2015 %	2016 %	2017 %	2018 %	2019 %	2020 %
Total	100	100	100	100	100	100	100	100
Gender of Pupils								
Male	50	50	50	51	50	50	49	49
Female	49	49	49	49	49	49	48	47
Age of Pupils⁷								
11	9	8	9	10	7	5	7	9
12	20	19	19	20	21	22	21	20
13	20	20	19	20	20	22	21	21
14	20	21	21	19	21	20	20	20
15	19	20	21	21	18	20	20	19
16	12	11	11	10	13	11	12	11
Year of Pupils								
7	19	19	19	20	21	21	21	21
8	20	20	20	20	21	21	21	20
9	20	20	20	20	20	20	20	20
10	21	20	20	20	20	19	20	20
11	20	21	21	20	19	19	18	19
Region								
London	13	14	14	14	14	13	14	14
South East	15	15	15	15	14	16	14	14
South West	9	9	9	9	9	6	9	9
North East	5	5	5	5	4	-	4	4
North West	13	12	12	12	12	-	11	12
North	-	-	-	-	-	16	-	-
East of England	11	11	11	11	10	10	10	10
East Midlands	8	9	9	8	8	8	8	8
West Midlands	10	11	11	11	10	11	10	10
Yorkshire & Humberside	10	10	10	10	9	9	9	9
Wales	7	6	6	5	4	4	4	-
Scotland	-	-	-	-	7	7	7	8

⁷ For Scotland year groups S1 = Year 7, S2 = Year 8, S3 = Year 9, S4 = Year 10 and S5 = Year 11

Statistical reliability

As with any survey, the findings from YPO are subject to confidence intervals – that is, the variation between the results we find from our sample of 1,645 respondents and the ‘true values’ that would have been obtained if the entire population of 11-16 year olds in the country had been surveyed. Confidence intervals allow us to predict the variation between the sample results and the true values from knowledge of the size of the samples on which the results are based and the number of times that a particular answer is given. The confidence with which we can make this prediction is usually chosen to be 95% - that is, the chances are 95 in 100 that the true value will fall within a specified range. Confidence intervals vary depending on the results obtained from our sample (i.e. the % results at each question), and the number of respondents taking part. As the number of respondents taking part in the 2020 YPO is smaller than the standard YPO samples, the confidence intervals are slightly wider than in a usual wave of YPO (see Table 3 below).

As illustrated, the level of confidence in questions answered by the whole sample is only slightly lower than usual – a sample of 1,645 is still a large and robust sample (many opinion polls of the general public, for example, are based on 1,000 responses from the British population, although note that respondents to those polls are not necessarily as “clustered” geographically as pupils in the YPO survey are). Where we see a greater impact of the smaller sample is in our level of confidence in sub-group estimates and our ability to track changes in these over time – for example, where we want to look at responses for a single age group, or disadvantaged pupils, or those giving a particular response (e.g. those who have gambled in the past week). In practice, the main impact of the smaller samples will be that we are less likely than usual to detect changes among specific groups, because we will need to see bigger changes in the findings before we are confident that differences are reflections of real changes in the wider population (see Table 4).

Table 3: Confidence intervals for 2019 and 2020 achieved samples, overall and for key subgroups

	Number surveyed 2019 YPO	Confidence interval 2019*	Number surveyed 2020 YPO	Confidence interval 2020*
Total sample	2,943	+/- 1.8%	1,645	+/- 2.4%
Girls	1,312	+/- 2.7%	850	+/- 3.4%
Boys	1,541	+/- 2.5%	728	+/- 3.6%
Year 7	598	+/- 4.0%	249	+/- 6.2%
Year 8	569	+/- 4.1%	322	+/- 5.5%
Year 9	454	+/- 4.6%	315	+/- 5.5%
Year 10	753	+/- 3.6%	392	+/- 5.0%
Year 11	569	+/- 4.1%	367	+/- 5.1%
White	2,308	+/- 2.0%	1228	+/- 2.8%
BME	590	+/- 4.0%	383	+/- 5.0%
Eligible for Free School Meals	320	+/- 5.5%	153	+/- 7.9%

* Assumes 95% confidence level. Although, strictly speaking, the confidence intervals shown here apply to simple random samples, in practice they offer an approximation for the complex design used by the current study.

When results are compared between separate groups within a sample, different results may be obtained. The difference may be “real”, or it may occur by chance (because not everyone in the population has been interviewed). To test if the difference is a real one - i.e. if it is “statistically significant”, we again have to know the size of the samples, the percentage giving a certain answer and the degree of confidence chosen. If we assume the “95% confidence interval”, the differences between the two sample results must be greater than the values given in the Table 4 below:

Table 4: Levels of statistical reliability in comparing findings on YPO

Size of sample compared	Differences required for significance at or near these percentage levels		
	10% or 90%	30% or 70%	50%
	+	+	+
100 and 100	8	13	14
250 and 100	7	11	12
500 and 250	5	7	8
500 and 500	4	6	6
1,000 and 500	3	5	5
1,000 and 1,000	3	4	4
1,500 and 1,000	2	4	4
1,645 and 2,943 (e.g. 2020 vs. 2019 YPO sample sizes)	2	2	3

Source: Ipsos MORI

How does our sample of schools compare to the population profile?

In this section we analyse how the sample of participating schools compares with the population of schools that are eligible for YPO (i.e. maintained secondary schools in England, Wales and Scotland). The information for England and Wales is drawn from DfE's 'Get Into Schools' database, and the equivalent for Scotland. Less detailed information is available on the sampling frames for schools in Wales and Scotland, and the analysis is based on the information available for each country for each variable. We analyse the profiles of schools for a range of variables, including: school type; regional distribution; urban/rural profile; latest Ofsted rating; school size; and proportion of pupils eligible for free school meals.

Figures for England and Wales for type of establishment are shown below (similar categories are not available on the sampling frame for Scotland where all schools are listed as comprehensive). The proportions in the population, starting sample, and participating sample of schools are similar, although no Welsh schools took part in the survey. No free schools took part in YPO 2020; in practice, free schools are very similar to academies so this is unlikely to introduce any bias in the sample.⁸

Table 5: Profile of school type for school population and YPO starting/ participating sample

	Population (all schools eligible to be sampled) %	All schools sampled for YPO 2020 %	Schools participating in YPO 2020 %
Academies	65	69	73
Free Schools	7	2	0
Local authority maintained schools	22	22	28
Welsh schools	5	6	0
Grand Total	3583	349	40

The regional breakdown of the population, starting sample, and participating sample is shown below. The participating sample over-represents schools in the South East and Yorkshire and Humber compared with the starting sample and population, and underrepresents schools in the East of England and North West. As highlighted above, no Welsh schools were recruited before lockdown began.

⁸ According to new schools network: "**Free schools** are legally **academies**. They are held accountable through the same mechanisms – principally the Funding Agreement between the Secretary of State for Education and the **Academy** Trust which operates the **free school** or **academy**. However, **free schools** are set up through a specific application process."

Table 6: Regional profile for school population and YPO starting/ participating sample

	Population (all schools eligible to be sampled) %	All schools sampled for YPO 2020 %	Schools participating in YPO 2020 %
East Midlands	8	8	8%
East of England	11	11	5%
London	14	14	13%
North East	5	4	3%
North West	13	13	8%
South East	14	14	28%
South West	10	9	10%
Wales	5	6	0%
West Midlands	12	11	10%
Yorkshire and the Humber	9	9	18%
Grand Total	3583	349	40

The distribution of urban and rural schools in England and Wales is broadly similar to the population, with 88% of participating schools being located in urban areas compared with 85% of the population. Basic rurality data is available for Scotland and shows that all participating schools in Scotland were located in urban areas compared with 81% of the schools sampled.

Table 7: Rural/urban profile for school population and YPO starting/ participating sample

	Population (all schools eligible to be sampled) %	All schools sampled for YPO 2020 %	Schools participating in YPO 2020 %
Rural hamlet and isolated dwellings	2	2	0
Rural hamlet and isolated dwellings in a sparse setting	0	0	0
Rural town and fringe	10	10	5
Rural town and fringe in a sparse setting	1	1	0
Rural village	2	2	8
Rural village in a sparse setting	0	0	0
Urban city and town	46	47	55
Urban city and town in a sparse setting	0	1	0
Urban major conurbation	36	34	28
Urban minor conurbation	3	4	5
All urban	85	85	88
All rural	15	15	12
Grand Total	3396	309	40

The most recent Ofsted ratings are listed for 80% of schools on the 'Get Into Schools' database. The distribution is similar for the participating sample and the population, although 'Good' schools are slightly under-represented among participating schools.

Table 8: Ofsted ratings (where available) for school population and YPO starting/ participating sample

	Population (all schools eligible to be sampled) %	All schools sampled for YPO 2020 %	Schools participating in YPO 2020 %
Good	62	61	54
Outstanding	17	21	24
Requires improvement	17	16	22
Serious Weaknesses	1	1	0
Special Measures	2	1	0
Grand Total	2719	231	37

The table below shows the average number of pupils in schools, and the average % eligible for Free School Meals. The figures for the population, starting sample and participating sample are similar.

Table 9: School size, and average % pupils eligible for free school meals for school population and YPO starting/ participating sample

	Population (all schools eligible to be sampled) %	All schools sampled for YPO 2020 %	Schools participating in YPO 2020 %
Average number of pupils (England and Wales)	983	1130	1197
Average % FSM (England and Wales)	15	14	12
Average number of pupils Scotland	802	873	825

The sample of schools participating in YPO 2020 is broadly representative of the population, with a similar profile in terms of types of establishment, school size, and urbanity profile. There were some differences by region in the profile of our achieved sample compared with the population, but regional weights applied to the data will correct for any regional bias this might have introduced to the findings. The sample does not include any schools in Wales, and therefore findings are only representative of the views of young people in England and Scotland.

Problem Gambling Overview

Problem gambling screen definitions

The DSM-IV-MR-J⁹ problem gambling screen was administered as part of the module of questions asked about gambling, and the outputs used to define typologies of gamblers. Table 9 indicates how the questions asked in 2020 mapped onto the DSM-IV-MR-J problem gambling screen components.

Table 9: Problem and non-problem gambler criteria from the DSM-IV-MR-J screen

2020 Question No.	DSM IV criteria	Question wording: 'In the past 12 months ...'	If any of the following answer criteria are ticked, that qualifies as 1 point
QH12	Preoccupation	How often have you found yourself thinking about gambling or planning to gamble	'Often'
QH13	Escape	How often have you gambled to help you escape from problems or when you were feeling bad	'Sometimes' or 'often'
QH14	Withdrawal	Have you felt bad or fed up when trying to cut down on gambling	'Sometimes' or 'often'
QH15	Tolerance	Have you needed to gamble with more and more money to get the amount of excitement you want	'Sometimes' or 'often'
QH16	Loss of control	Have you ever spent much more than you planned to on gambling	'Sometimes' or 'often'
QH17	Illegal acts	Have you ever taken money from any of the following without permission to spend on gambling: Dinner money or fare money Money from family Money from things you've sold Money from outside the family Somewhere else	If any one or more of these options are ticked, then qualifies for one point in total
QH18	Risked relationships	Has your gambling ever led to the following: a) Arguments with family/friends or others d) Missing school	If any of the following are ticked, then qualifies for one point in total: 'once or twice', 'sometimes' or 'often'
QH18b	Lying	Has your gambling ever led to the following: b) Telling lies to family/friends or others	'Once or twice' 'sometimes' or 'often'
QH19	Chasing	After losing money by gambling, have you returned another day to try to win back the money you lost	'More than half the time' or 'every time'

⁹ A revised version of the adult DSM-IV screening instrument as developed by Dr S. Fisher, 2000.

Problem gambling screen analysis

The DSM-IV-MR-J screen was applied in three key steps. Young people who did not answer any questions across the DSM screen questions were excluded, as were those who did not indicate they had gambled in the past 12 months. Those remaining were all included in the screen.

Points were then awarded to each respondent based on the answers they gave during the screening questions. A full list of the points awarded for each question is shown in the table above.

Young people included in the screener were then categorised into one of three categories: 'problem' gamblers (for anyone scoring 4 or more points); 'at risk' gamblers for anyone who scored 2-3 points and 'non-problem' gamblers (for anyone who scored 0-1 points).

The following table presents results for 11-16 year olds, based on screening from the full dataset for 2020. In total the results indicate that amongst 11-16 year olds in 2020 31.9% of children were identified as non-problem gamblers (unweighted n=522), 2.7% as at-risk gamblers (n=50) and 1.9% as 'problem' gamblers (n=28). Just under two-thirds (63.4%) of 11-16 year olds were non-gamblers in the last 12 months. Table 12 below outlines the proportions for each category by age and gender.

Table 10: Prevalence of non-problem, at risk or problem gambling (11-16 year olds) amongst key sub-groups (unweighted n, weighted % shown)

	Base size, 2020	Type of gambler			
		Non problem	At risk	Problem	Non gambler
Total	1,645	31.9% (n=522)	2.7% (n=50)	1.9% (n=28)	63.0% (n=1,043)
Gender					
Boys	728	32.1% (n=237)	3.6% (n=32)	2.8% (n=19)	62% (n=440)
Girls	850	31.9% (n=266)	1.3% (n=12)	0.3% (n=3)	66% (n=568)
Age					
11	113	28.0% (n=30)	0.6% (n=1)	3.0% (n=3)	68% (n=79)
12	252	29.8% (n=74)	1.7% (n=4)	0.6% (n=1)	68% (n=173)
13	344	29.5% (n=100)	4.1% (n=16)	0.9% (n=3)	65% (n=224)
14	332	31.0% (n=102)	3.2% (n=12)	1.6% (n=5)	64% (n=212)
15	392	34.7% (n=137)	1.2% (n=6)	2.6% (n=9)	62% (n=240)
16	203	40.5% (n=77)	4.9% (n=9)	3.5% (n=5)	51% (n=112)
Base: Children aged 11-16 who were eligible for screening					

Ipsos MORI's standards and accreditations

Ipsos MORI's standards and accreditations provide our clients with the peace of mind that they can always depend on us to deliver reliable, sustainable findings. Our focus on quality and continuous improvement means we have embedded a 'right first time' approach throughout our organisation.



ISO 20252

This is the international market research specific standard that supersedes BS 7911/MRQSA and incorporates IQCS (Interviewer Quality Control Scheme). It covers the five stages of a Market Research project. Ipsos MORI was the first company in the world to gain this accreditation.



ISO 27001

This is the international standard for information security designed to ensure the selection of adequate and proportionate security controls. Ipsos MORI was the first research company in the UK to be awarded this in August 2008.



ISO 9001

This is the international general company standard with a focus on continual improvement through quality management systems. In 1994, we became one of the early adopters of the ISO 9001 business standard.



Market Research Society (MRS) Company Partnership

By being an MRS Company Partner, Ipsos MORI endorses and supports the core MRS brand values of professionalism, research excellence and business effectiveness, and commits to comply with the MRS Code of Conduct throughout the organisation.

Data Protection Act 2018

Ipsos MORI is required to comply with the Data Protection Act 2018. It covers the processing of personal data and the protection of privacy.

For more information

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About Ipsos MORI Public Affairs

Ipsos MORI Public Affairs works closely with national governments, local public services and the not for profit sector. Its c.200 research staff focus on public service and policy issues. Each has expertise in a particular part of the public sector, ensuring we have a detailed understanding of specific sectors and policy challenges. Combined with our methods and communications expertise, this helps ensure that our research makes a difference for decision makers and communities.

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