

Savanta:



MANY WAYS IN - November 2025

Reimagining Reading Engagement

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**ARTS COUNCIL
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Executive Summary

01

Motivation and mindset drive reading identity

People's reading behaviour is shaped by intrinsic motivations (enjoyment, curiosity, self-improvement) and mindsets: whether they have a growth or fixed attitude toward reading, and whether they see themselves as readers. These internal drivers matter more to engagement than demographics. Social influences (family, teachers, peers) and the context in which reading occurs (outside drivers vs. personal interest) further shape whether and how people read, with some defining reading broadly (including digital or audio formats), and others sticking to traditional books.

02

Distinct barriers segment audiences and shape solutions

Our analysis identified four underlying barrier patterns and clustered audiences into six actionable segments. These segments are differentiated by the unique barriers they face, such as access to books, time pressure, confidence, or competing entertainment options. For example, 'Keen' readers have high confidence and regular habits, whilst 'Disengaged' audiences find reading irrelevant amid digital distractions. Some want to read more but are held back by practical challenges. Understanding these barriers allows for targeted solutions, including providing better access, boosting confidence, or offering content aligned to interests.

03

Priority audiences span multiple segments, requiring custom approaches

Key groups including boys aged 10-16 and disadvantaged parents emerge across several segments, each with different drivers and hurdles, rather than just one homogeneous set of needs. Effective engagement first requires understanding which barriers and motivations are most pressing for each group. Then, interventions can be designed, creating clear connections between the benefits of reading and the priorities of a given segment. This way, reading can be framed as fitting in with – or as an extension of – existing interests, rather than an alternative.

Introduction to the Segments

The Keen

Frequent and enthusiastic readers, the Keen make reading an integral part of daily life. They naturally find time for books, prioritising reading as an enjoyable, routine activity. Motivated by an intrinsic love of reading, they encounter no significant barriers.



Gen X / Baby Boomers, female, most likely to be white and of a higher socioeconomic grade

The Self-Conscious

Relatively frequent readers who seek connection, the Self-Conscious enjoy sharing reading with others. Their sociability motivates them to read but can also act as a barrier, heightening sensitivity as to how reading is perceived by others.



Millennial, highest proportion of unemployed and ethnic minorities

The Modern

Regular readers who favour digital formats, the Modern navigate barriers (limited access to libraries/ bookshops, concerns about cost) with a receptivity to new ways of accessing content. A preference for online formats reveals a shift away from traditional reading spaces.



Older Gen Z and Millennials, least likely to live near bookshop/ library

The Distracted

Occasional readers, the Distracted struggle to maintain engagement with books. Despite interest in reading, motivation is undermined by digital distractions, making it difficult for them to focus or form sustained reading habits.



Older Millennials and Gen X, more likely to be graduates and live in urban areas

The Disengaged

Minimal readers who lack intrinsic interest in reading, the Disengaged show little enjoyment in reading as an activity on its own. They can be motivated to read in relation to existing interests but are likely to find reading boring, preferring TV / film, going online or using their phone instead.



Gen Alpha, Gen Z and younger Millennials, active social media users with low reading enjoyment

The Unconfident

Infrequent readers who struggle with reading, the Unconfident face challenges with skills and confidence. Prior difficulties and, for some, disabilities affecting reading contribute to low reading enjoyment, and as such this group lack motivation to read.



Gen Z and younger Millennials, male, high proportion of ethnic minorities, higher levels of disability

Background to the Research

Reading engagement is fundamental to educational attainment, cognitive development, and lifelong opportunity. However, recent evidence reveals a stark generational decline: only one in three children and young people aged 8-18 report enjoying reading in their free time, whilst just one in five read something daily. This decline extends beyond childhood, with adults citing barriers including time pressure, low confidence, and limited access to relevant materials.

In response, the government has commissioned The National Year of Reading 2026 - a private/public funded collective action campaign. The campaign will be led by the National Literacy Trust in collaboration with a consortium of leading literacy organisations,

publishers and other partners. This research (supported using public funding by Arts Council England) will lay the foundation for that campaign by developing a robust audience segmentation framework focused on two priority groups: boys aged 10-16, and parents/carers from disadvantaged communities – representing both the greatest need and opportunity for intervention. The third priority group for the campaign is children under 5 and their families.



Research Objectives

Supported using public funding by Arts Council England, the National Literacy Trust commissioned Savanta to conduct research to understand reading engagement patterns, attitudes, and behaviours across priority audiences, to help ensure that the 2026 national reading campaign effectively reaches and motivates those who need it most.

01

Deepen understanding of attitudes and behaviours towards reading amongst priority groups and wider audiences, identifying both explicit barriers and implicit enablers.

02

Map the full spectrum of reading experiences as a broad, evolving cultural practice across informal, digital, social, and independent formats.

03

Identify meaningful audience segments based on relationships with reading, motivations, values, and lived experiences rather than demographics alone.

04

Surface key drivers and opportunities through behavioural science frameworks (COM-B) to identify specific touchpoints where targeted messaging can create meaningful behaviour change.

05

Lay groundwork for the national campaign by providing creative agencies with clear audience profiles.

Methodology

Our approach involved four key phases, each building on the previous stage to deliver comprehensive insight into reading attitudes and behaviours.

PHASE 1



Rapid evidence review

Rapid evidence review of 22 UK studies which identified gaps in audience understanding that needed to be captured.

PHASE 2



Exploratory qualitative interviews

Qualitative research with 29 participants (4 focus groups + 13 interviews) including boys aged 10-16, disadvantaged parents, and adults who don't see themselves as readers.

PHASE 3



Survey of adults and children

- Comprehensive survey of 6,149 UK adults and children aged 10+.
- Boosts of priority audiences were applied including parents, disadvantaged households, and those from minoritised ethnic groups.
- The COM-B framework for behaviour change was embedded in the survey design to provide clear insight into potential interventions.

PHASE 4

Segmentation and Key Drivers Analysis

- A segmentation analysis (factor & cluster analysis) identified 6 segments based on their primary reading barriers.
- A Key Drivers Analysis was conducted to identify the impact of a) demographic & contextual factors and b) barriers affecting reading behaviour.

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Setting the Scene

Reading engagement levels

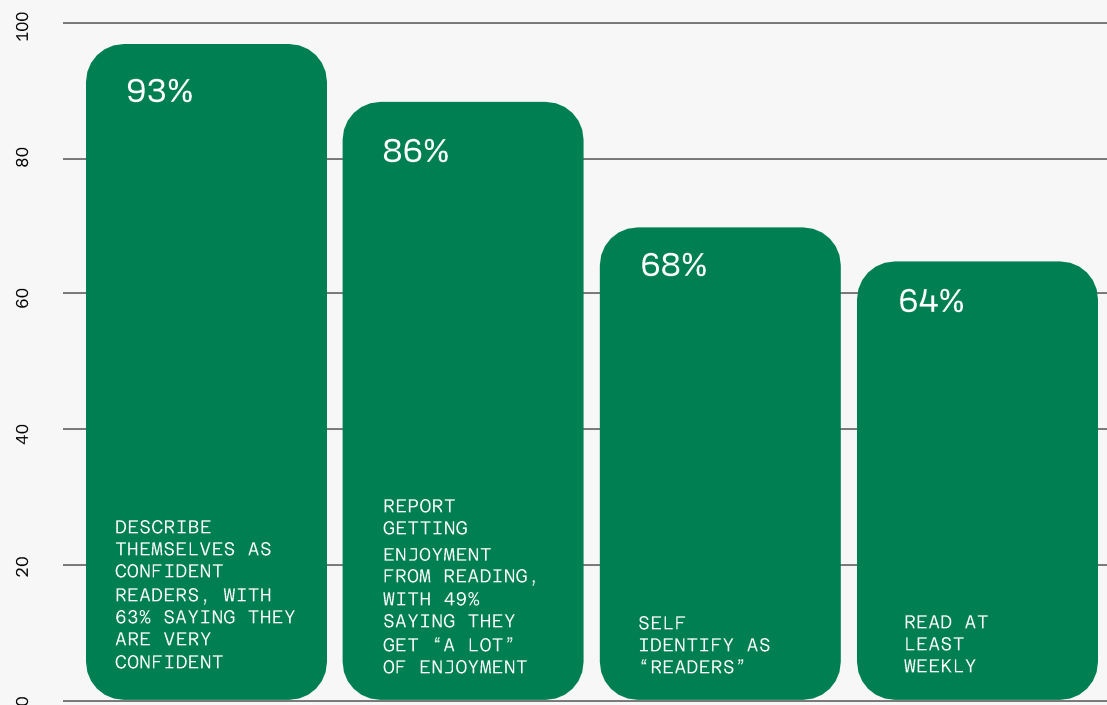
MAKE BETTER DECISIONS



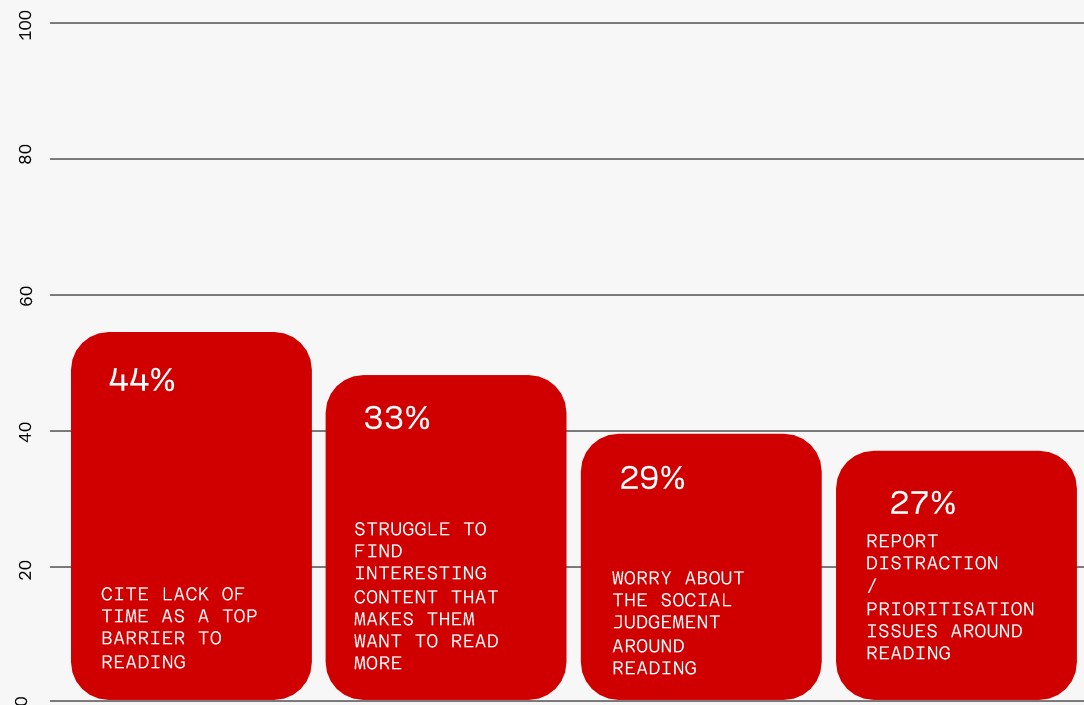
The Reading Engagement Gap

Attitudes towards reading are largely positive – but other activities and distractions often compete.

The data reveals a positive view of reading:



But significant barriers to reading exist:



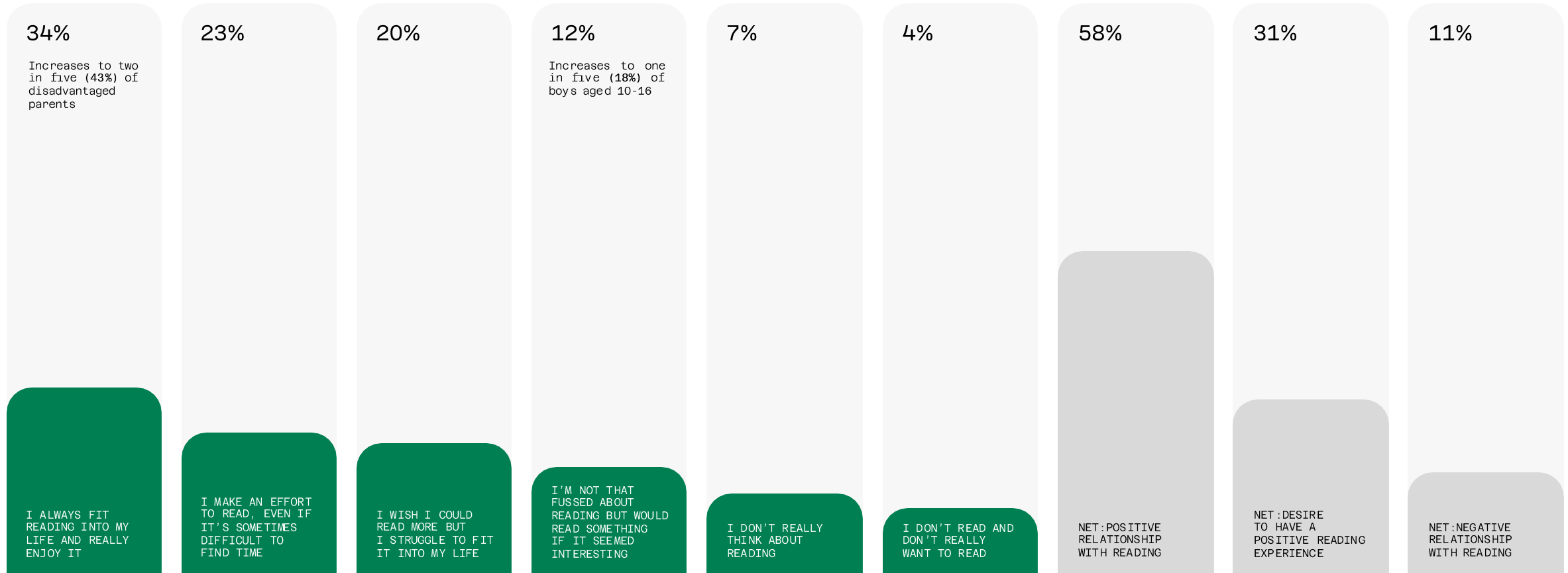
Many people have the desire to read – and view reading as desirable. But they face structural, social, and motivational barriers that *prevent reading from fitting into their lives easily*. Our report shows high reader identification because we measured identity separately from frequency, without distinguishing strength of identification. Other studies link the two, counting only "avid" readers and reporting lower figures. Our approach captures the full spectrum and reveals gaps between self-perception and behaviour. (*YouGov, HarperCollins)

Many people have the desire to read – and view reading as desirable. But they face structural, social, and motivational barriers that prevent reading from fitting into their lives easily.

Engagement with Reading

There are high levels of positivity towards reading, but notable proportions struggle to fit it into their lives.

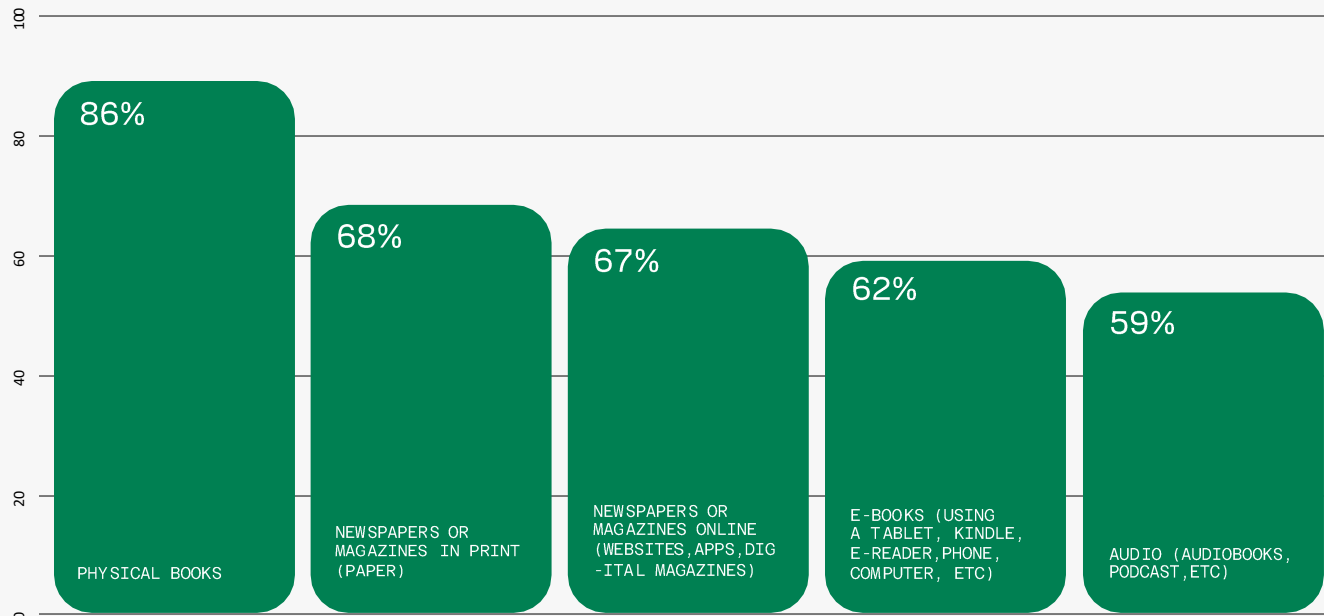
Seven in ten (68%) self-identify as readers, with 31% saying they see themselves 'very much so' as readers, and a further 37% state they do so 'a little'.



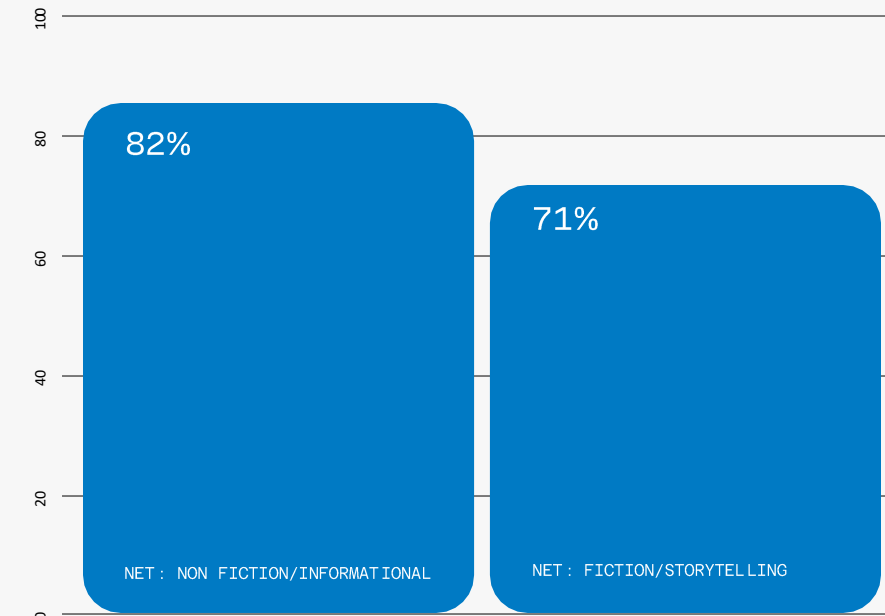
How People Like to Read

Traditional formats remain popular, and the majority view reading as a solitary activity in the home.

Format preferences: How much enjoyment people get from reading in the following formats in their free time



Genre preferences when reading in free time



The majority (67%) read at home. Very low levels say they read outside the house when travelling for leisure (10%), commuting (7%), at school/ work for pleasure (5%) or out and about (4%).

Half (48%) say that they do not share reading with other people, suggesting they see it as a more solitary activity.

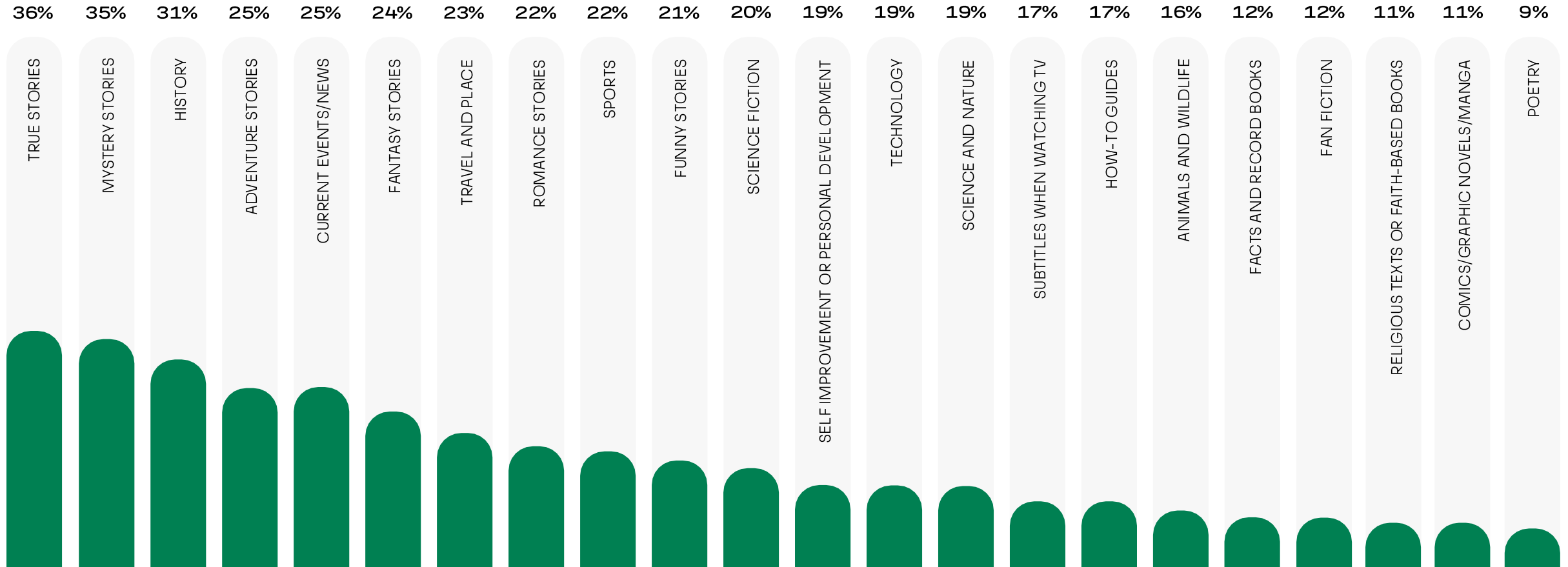
The most popular motivators for reading are enjoyment (44%), relaxation (43%) and mental well-being (33%).

Genre Preferences

True stories and mystery stories lead the way as preferred genres, with a small preference for non-fiction overall.

82% prefer Non-fiction/ Informational vs. 71% that prefer Fiction/ Storytelling

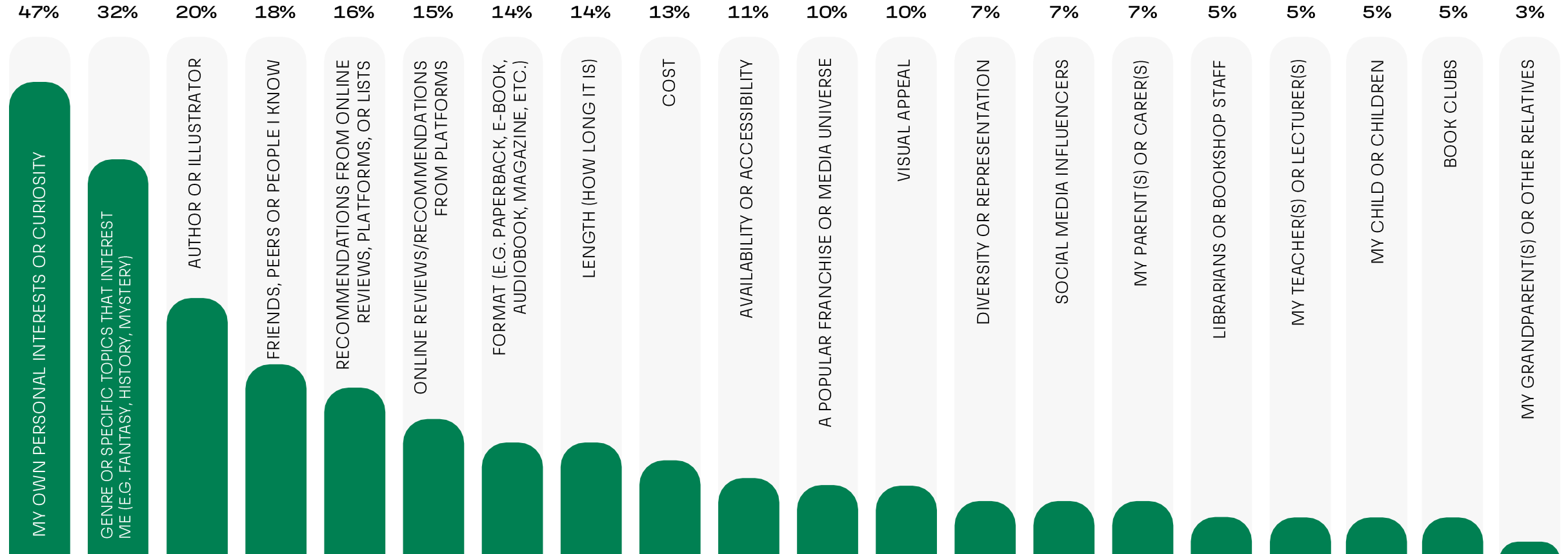
Do you like to read any of the following in your free time?



Social Aspects of Reading and Influences

Personal interest has a strong influence on reading, but the social connection and impression that comes from it is prevalent.

Who or what most influences what you choose to read in your free time?



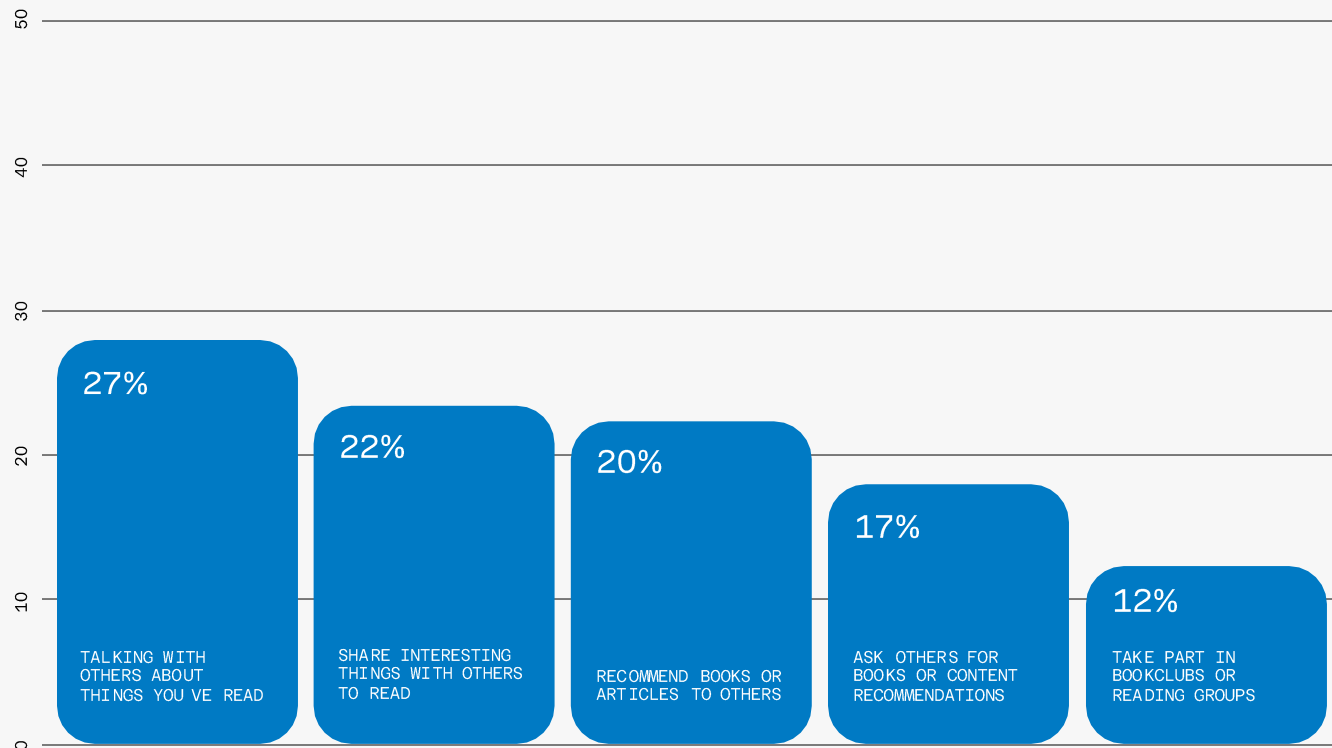
Friends (35%), partners (28%) and other family members (26%) are the most common personal connections in one's life that read at least once a week.

Social Aspects of Reading and Influences

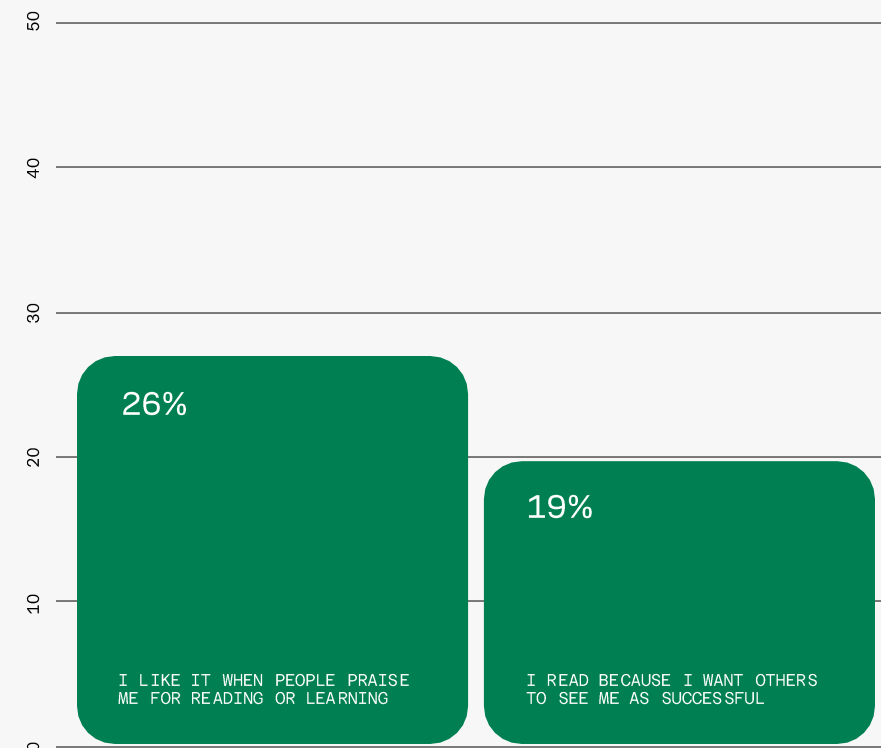
Personal interest has a strong influence on reading, but the social connection and impression that comes from it is prevalent.

How often do you do each of the following?

(SHOWING NET: AT LEAST ONCE A WEEK)



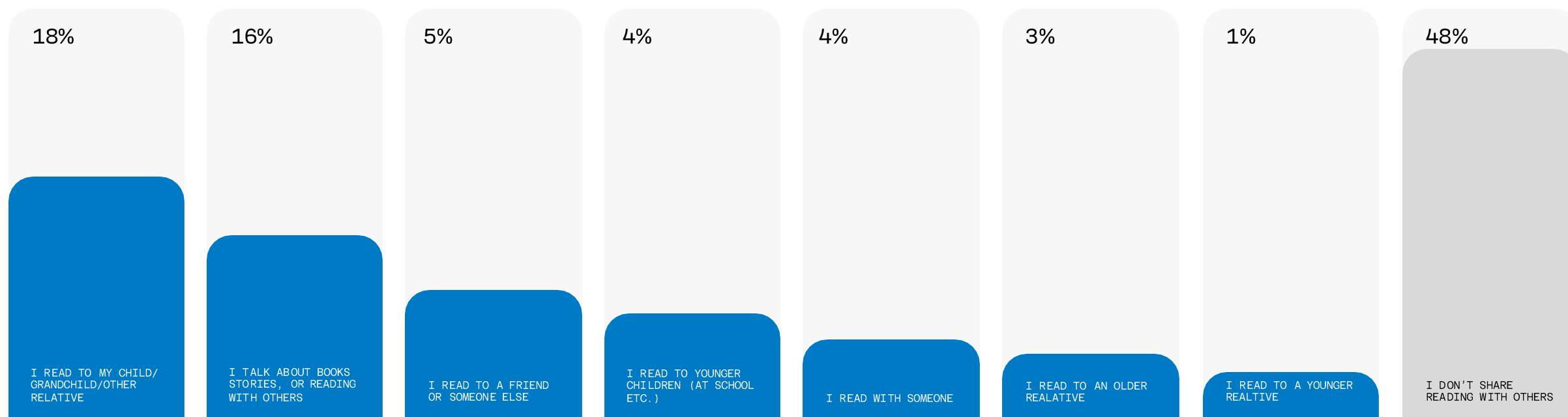
Strong agreement with statements around social motivators to read



Generational Reading

Over half say they do not share reading with others, however the majority of children aged 10-16 say they talk about, or would like to talk about, reading in the home.

In which of the following ways do you share reading with other people?



80%

Of Boys and Girls aged 10-16 say they talk about books, reading, or stories with a parent, carer or grandparent

64%

Of Boys and Girls aged 10-16 say they would like to talk more about books, reading, or stories with a parent, carer or grandparent at home

Libraries

The importance and decline of physical access to reading.

Wider research highlights ongoing generational declines in being able to access reading outside the home, whether this be in bookshops or libraries – our research finds similar themes.



What Does Access Look Like

- Research carried out by Ipsos for the Department of Media, Culture and Sport (DCMS) finds that two thirds of UK adults (66%) have not used a library in the past year, with recent decades showing concerning decline in library engagement across England.
- Net expenditure by local authorities on public libraries fell by 47% in real terms between 2009/10 and 2022/23, from £1.2bn to £673m.
- DCMS analysis estimates 2,877 static libraries are currently open, with 276 closures (not replaced or relocated) since 2010.

Barriers to Library Engagement

- Key barriers to increased library use are wide ranging, and whilst accessibility is crucial, research finds that limited awareness of services/activities, time constraints, social identity concerns, personal relevance, and availability of alternatives are all potent barriers to engagement.

Evidence from this Research

- Access emerges as a theme within this research too, with approaching three in ten (29%) saying that they do not live near a library, and around half (48%) saying they do not live near a bookshop.
- Furthermore, around one in ten (11%) say that the cost of getting what they want to read is a primary barrier to them reading more in their free time.

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Engaging readers

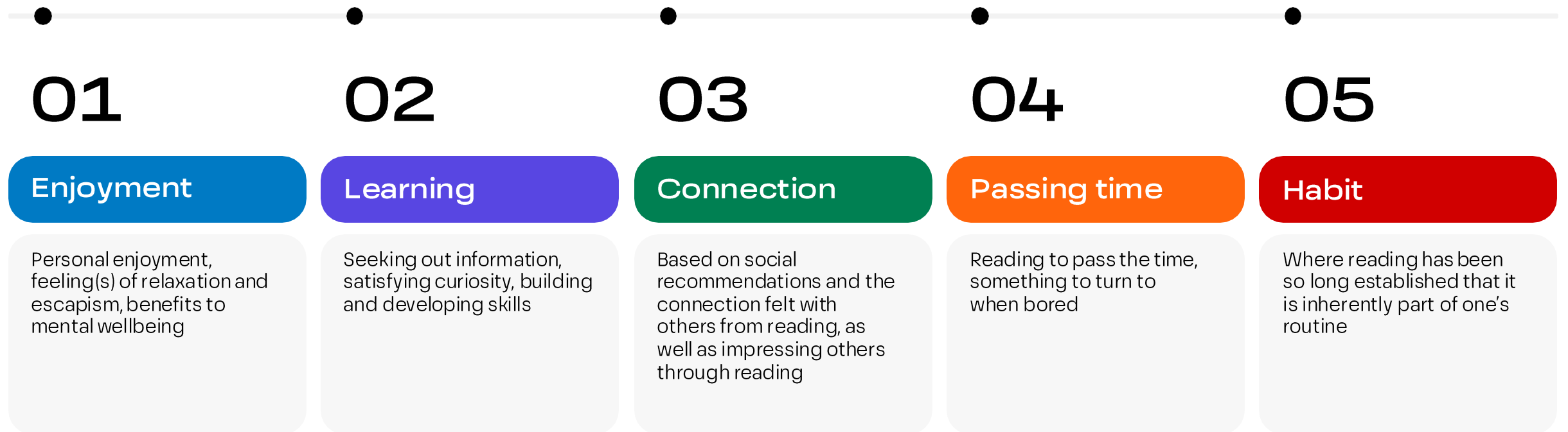
Drivers, motivations and
barriers to reading

MAKE BETTER DECISIONS



Motivations to Reading in Free Time

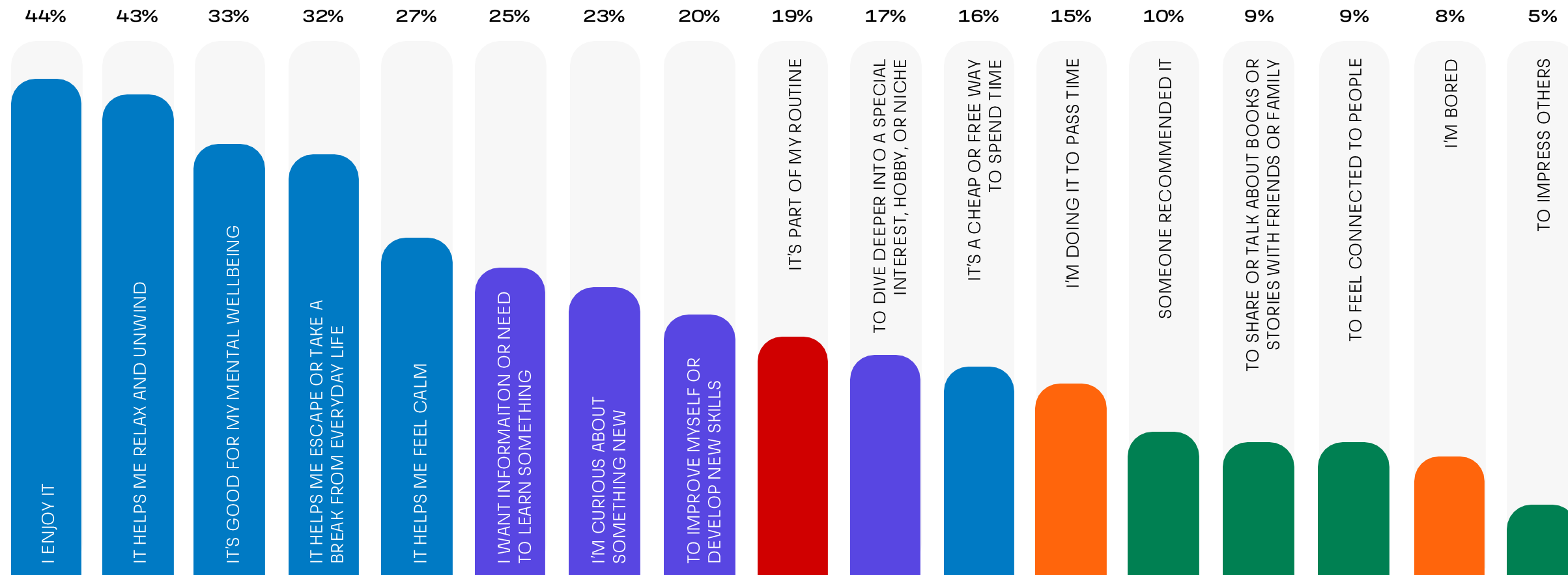
Motivations for reading are often multilayered and interconnected. However, we have employed a factor analysis to distill the motivations to read in one's free time to five core factors.



Universal Reading Motivators

Inherent enjoyment as well as the relaxation and mental wellbeing benefits are the biggest motivators to read.

- ENJOYMENT (78%)
- LEARNING (50%)
- CONNECTION (25%)
- PASSING TIME (20%)
- HABIT (19%)



Q21. What are the main reasons or motivations that you read in your free time? Base: All respondents (n=6,149)

Enjoyment

Reading for enjoyment, relaxation, and escapism is the dominant motivation to read.



78%

say factors such as enjoyment, relaxation, escapism, calm and wellbeing motivate them to read

65%

OF BOYS AGED
10-16

79%

OF GIRLS AGED
10-16

79%

OF PARENTS/
CARERS

83%

OF
DISADVANTAGED
PARENTS

Whilst enjoyment as a motivator is widespread across all age groups, it is most apparent for the middle aged at 35-44 (20%) and older adults aged 65+ (20%), as well as for those of a higher socioeconomic grade.

Those who consider themselves to be 'readers' are notably more likely to be motivated to read by inherent enjoyment (79%) than those who do not self-identify as readers (21%). Furthermore, those who are confident in reading have an inner enjoyment and recognition of the mental and personal benefits they experience (96% are driven by this motivator group vs. 3% of those who are not confident in their reading).

Those who have an existing positive relationship with reading (that is, they make an effort to fit it into their life) are also highly likely to be motivated by this inherent personal enjoyment (67%).

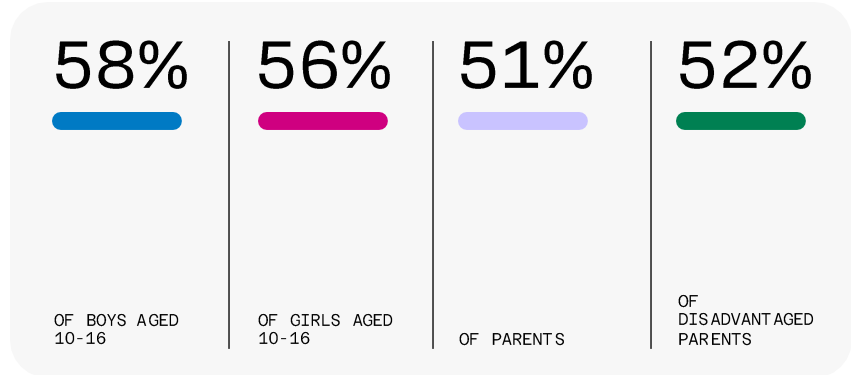
Nearly half (47%) of those whose top free-time activity is watching TV/Videos/Films are motivated to read by this factor.

Approaching half (46%) of those who say they prefer doing things they already know they enjoy are driven by this motivator group, with over half (53%) of those who like trying new things saying the same.

Q21. What are the main reasons or motivations that you read in your free time? Base: All respondents (n=6,149)

Learning

Information-seeking factors are the second most prevalent motivators to read.



- Men are more likely than women to say they read because they want to learn something/improve themselves, and younger adults aged 25-34 are the most likely to be motivated by this factor.
- Information-seeking is a key motivator for those who describe themselves as 'readers', with three in four (74%) saying that this is a primary motivator, compared to just a quarter (26%) of those who do not recognise themselves as readers.
- Those who enjoy non-fiction are significantly more likely to be motivated by this (94% vs. 75% of those who prefer fiction), as well as those who are confident in reading (95%). Over a third (35%) who view readers as 'smart' also see this to be the primary motivator to read, more so than any other motivator type.
- Whilst those who have a preference for physical books (92%), online (78%) and print newspapers (76%) are motivated by curiosity and self-improvement, those who enjoy audio formats (such as audiobooks and podcasts) are most represented in this motivator group (69%) compared to other types of motivation.
- Those who enjoy learning new things are significantly more likely to be motivated by information-based factors than any other motivational factor (74%).

Q21. What are the main reasons or motivations that you read in your free time? Base: All respondents (n=6,149)

Connection

Social factors are not highly prevalent motivators, with a quarter of the public stating these are their primary motivators.



25%

say social factors such as personal recommendation, opportunity for discussion and connection, and impressing others are driving them to read

40%



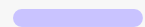
OF BOYS AGED
10-16

41%



OF GIRLS AGED
10-16

29%



OF PARENTS

31%



OF
DISADVANTAGED
PARENTS

Men and women are equally likely to value the social interactions that come from reading, and higher proportions of younger audiences, ages 10-16, select this motivator group compared to any other (15%). Broadly, social factors are most popular with younger audiences rather than older ones, and those in urban areas.

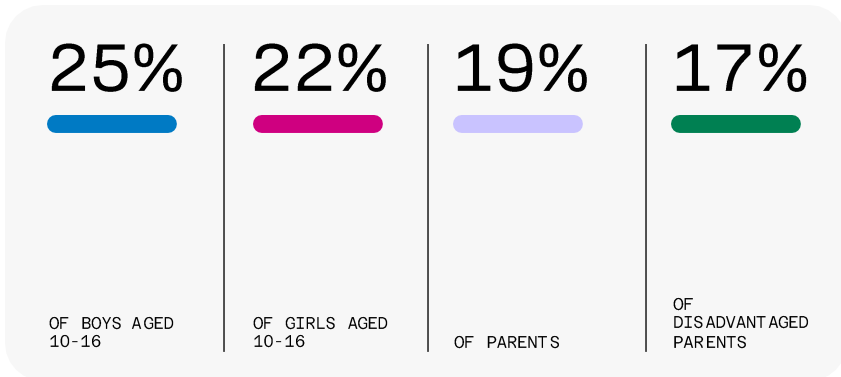
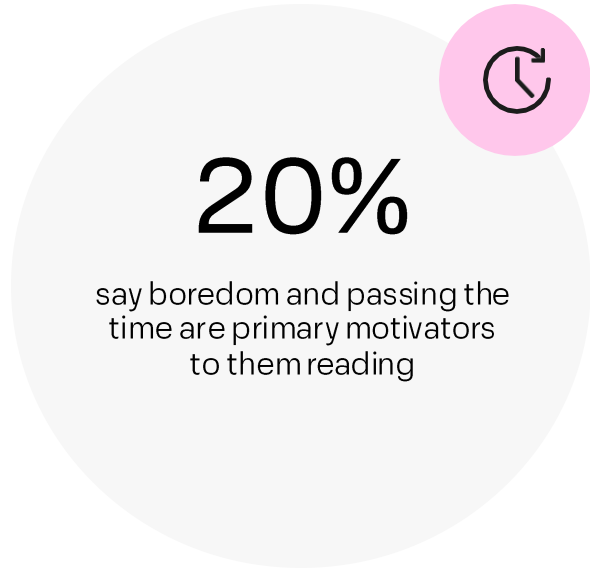
Four in five (80%) of those that self-identify as 'readers' say that the positive social implications of reading, that is connection and impressing others, are primary motivators for them to read, compared to just one in five (20%) of those who do not identify as readers. Additionally, the vast majority of those who identify social factors as primary motivators are also confident in their reading ability (95%).

For those who have a positive relationship with reading, social motivators are seen to be highly important (69% select this as a primary motivator), suggesting that the social impacts of reading could be demonstrated to enhance the positive perception of reading.

Those who enjoy sharing interesting things to read with others are directly motivated to read by social factors more so than any other group (40%). Furthermore, those who are part of book clubs (25%) and actively go out and borrow books or other things from a library (28%) at least once a week are most represented in this motivator group.

Passing Time

One in five turn to reading when they feel bored and are wanting to pass the time.



- Men are notably more likely to be driven to read out of a sense of boredom, and whilst this motivation is split across age groups, it is most prevalent amongst younger adults between ages 17-44.
- Non-readers are most represented in this motivator group (38%), presenting an opportunity to show the accessibility and benefits of reading as a time-passing activity over and above other activities, that currently self-described 'non-readers' might find easier or more enjoyable. Furthermore, those who are only 'somewhat confident' in reading are also most likely to be motivated by this factor (35%) again highlighting how reading as a tool to pass the time could be stressed and made more accessible to a less confident audience.
- Those who want to make time to read but currently struggle to over-index on this motivator (40%) and this presents a challenge: those who feel the most time-poor are motivated to read most intensely when they have free time.
- Looking at wider activities, nearly half (47%) of this group say they like to spend their free time watching TV/videos/films, and they also over-index in browsing social media (30%), playing video games (28%) and enjoying sports/exercise (23%) – connecting reading to activities they are already choosing to do in their free time is an opportunity to increase motivation to read.

Q21. What are the main reasons or motivations that you read in your free time? Base: All respondents (n=6,149)

Habit

Whilst reading already being a part of one's routine is not a wide motivator; it is important for those who have already integrated reading into their daily lives to keep up the already established habit.



19%

say reading is part of their routine

18%

OF BOYS AGED 10-16

23%

OF GIRLS AGED 10-16

21%

OF PARENTS

23%

OF DISADVANTAGED PARENTS

Women are slightly more likely to say that reading makes part of their routine, and older adults are significantly more likely to select this as their primary motivator compared to younger adults and across all different motivator groups.

Reading being a part of one's routine, and this being what motivates them to read is overwhelmingly likely for those that self-identify as 'readers' (92%). Unsurprisingly, it is also the most prevalent motivator for those that are confident in their reading ability (99%) and read at least weekly (91%).

Those that have a positive relationship with reading, (that is, they make time for it) are most represented in this motivator group (88%). Additionally, those that talk about reading at home are most likely to say that reading is already part of their routine (93%) – suggesting a link between a home environment, whether that be family or partners, that is conducive to reading and the creation of reading as a habit, further supported by the fact that four in five (80%) of this group read at home.

Genre preference is wide ranging, however, this group over-indexes on true stories (47%), mystery (46%) and history (43%) genres. Outside of reading, over two in five (44%) say they watch TV/ videos/ film in their free time, and this is equal to their propensity for reading (44%). Additionally, reading as a free time activity is most represented in this motivator group over any other.

Barriers to Reading

A factor analysis of the tested barriers distilled the barriers to reading into four key themes.

01

Priority:

Competing activities, distractions, and a struggle to find interesting content

02

Social:

Peers' perceptions, self-consciousness, "coolness" concerns

03

Skills:

Reading confidence, perceived difficulty, concentration issues

04

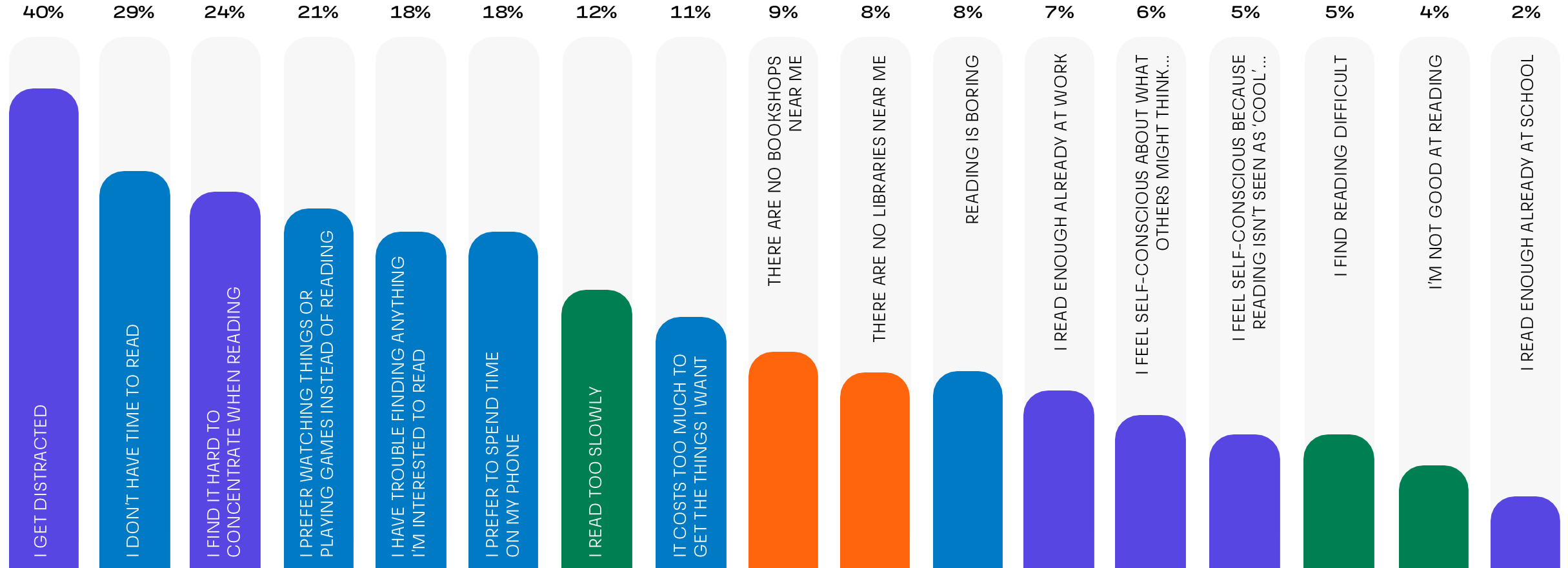
Access:

Library/ bookshop proximity

Universal Reading Barriers

Distraction stands out as the most prevalent barrier to reading, but the way the barriers interact reveals greater complexity

- Priority (61%)
- Social (61%)
- Skills (19%)
- Access (15%)



Q16. What are the top three things that stop you from reading more in your free time? Base: All respondents (n=6,149)

A lack of engagement and skills have by far the greatest impact on likelihood not to read

DEPENDENT VARIABLE: Q8. Which of the following best describes how you feel about reading in your free time? NET: Those who replied: "I don't really think about reading" or "I don't read and don't really want to read".

Those who say...

Total sample
Aged 10+

Adults
Aged 17+

Children
Aged 10-16

"Reading is boring" are...

Over
3x

Over
8x

Almost
5x

"I'm not good at reading" are...

Almost
3x

Almost
3x

3x

...more likely to say they don't read

"I find reading difficult" are...

2x

2x

Almost
3x

Savanta:

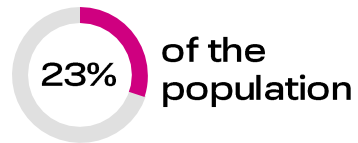
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Audience Segmentation

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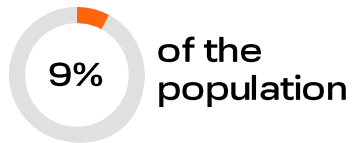


Introduction to the Segments



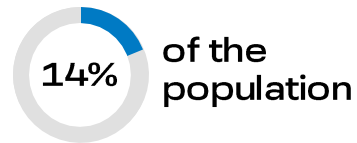
The Keen

Confident and enthusiastic, this segment experience no significant barriers to reading. They routinely prioritise reading as an integral part of their daily lives.



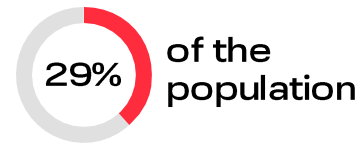
The Self-Conscious

This segment draw motivation from sharing reading with others. However, their sociability makes them more sensitive to peer opinions, possibly limiting their choices due to concerns about how reading is perceived by others.



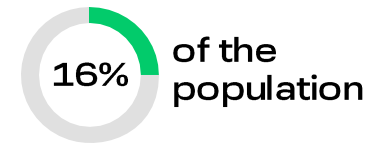
The Modern

This segment report limited access to libraries/ bookshops and often cite cost as a hurdle. Yet they adapt by embracing digital formats outside of traditional reading spaces, suggesting online platforms better serve evolving habits and engagement needs.



The Distracted

Issues around distraction and time pressure are most prevalent with this segment. Whilst they enjoy reading, they have difficulty fitting it into their busy lives and prioritising it.



The Disengaged

This segment rarely enjoy reading as an activity in and of itself. They tend to read only when it relates to an existing interest and are most likely to describe reading as boring, preferring TV/ film, playing games, or spending time on their phone.



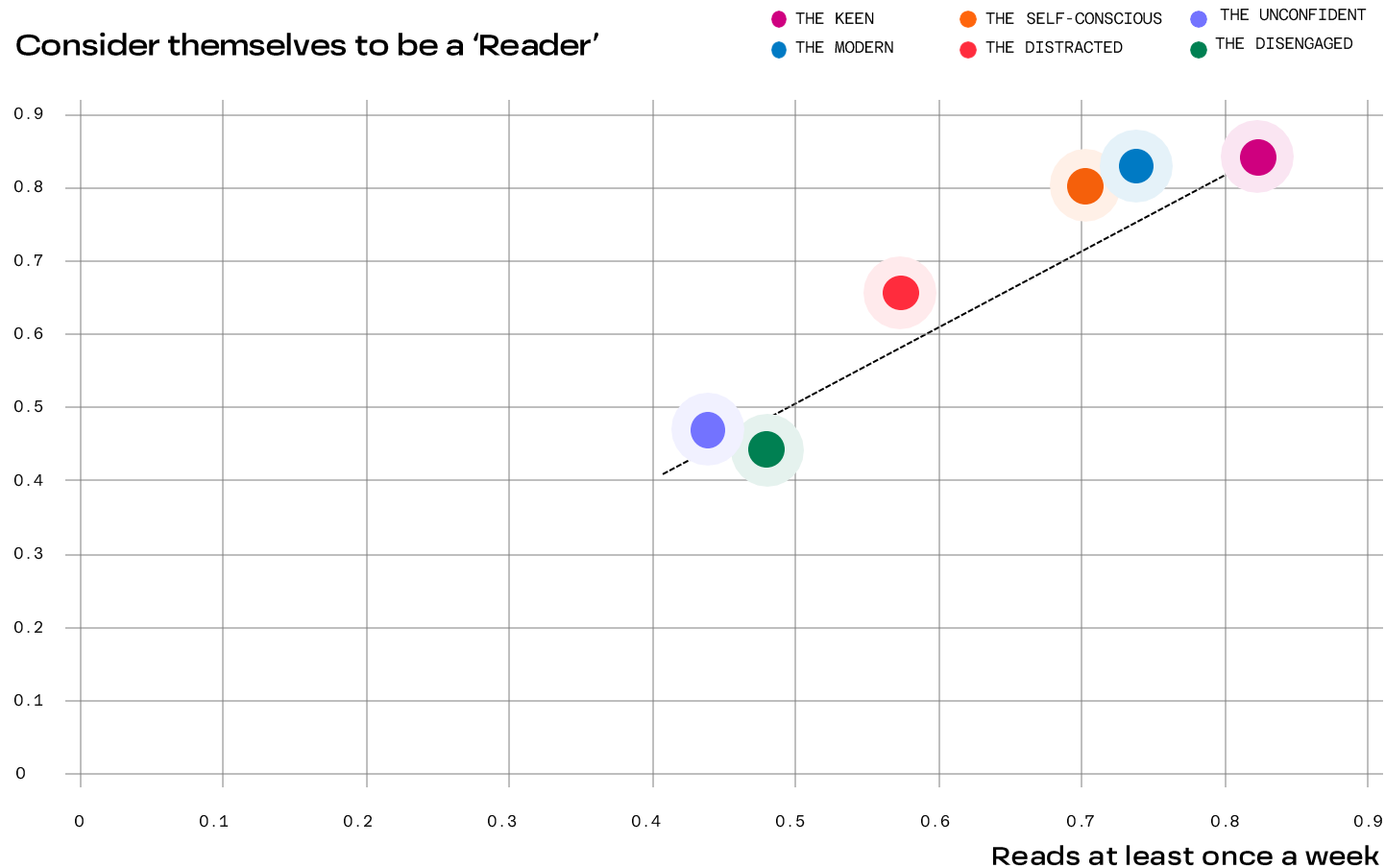
The Unconfident

This segment face challenges with reading skills and are most likely to say they find reading difficult. They lack confidence in themselves as readers and are more likely than other segments to have a disability that impacts their reading.



Self Identification as Readers

How the Segments view themselves in relation to their actual reading habits.



The Keen combine incredibly high reader identification with high frequency of reading. Over half (57%) say they 'very much' consider themselves to be a reader, with two in three (66%) saying the read daily.

Following The Keen, The Modern are most likely to view themselves 'very much so' as readers (43%). This is also reflected in how much they read, with similarly high levels (40%) reading daily.

The Self-Conscious combine high self-identification as readers with high reading frequency, but fall behind The Modern in both respects. A third (33%) say they 'very much' identify as readers, with equal proportions reading daily (34%).

Whilst The Distracted identify as readers overall and read relatively frequently, this falls notably behind our 3 segments that also enjoy reading, suggesting that a lesser frequency in reading can limit rates of self-identification as a reader. 27% say they read daily, with just 18% strongly identifying as readers.

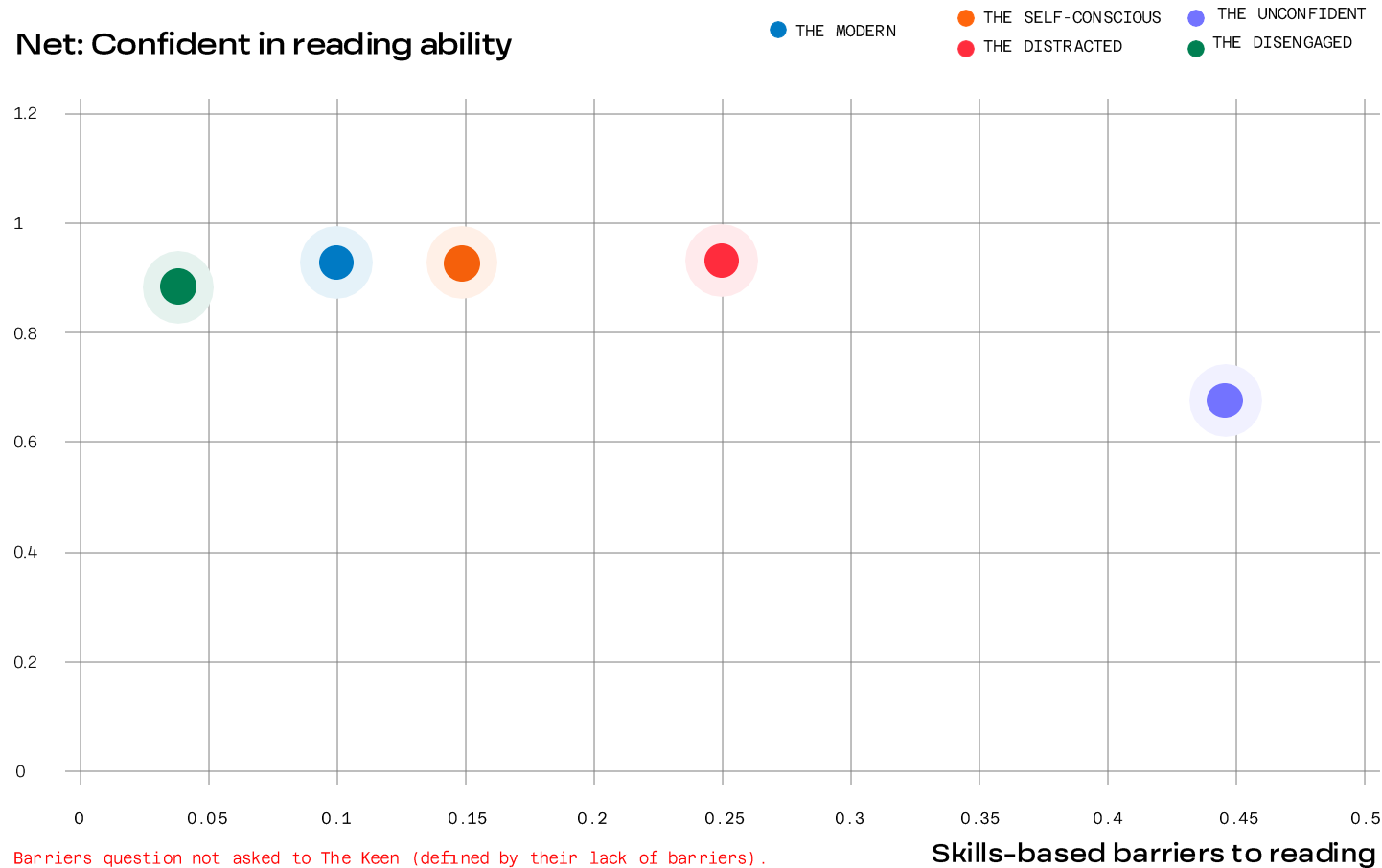
The Unconfident show lower levels of self-identification, and this is mirrored in how often they read.

The Disengaged read slightly more frequently than they identify as readers, suggesting that lack of self-identification is strong in this segment.

Reading Confidence

High confidence in reading threatens to mask important skills-based barriers.

Net: Confident in reading ability



The Modern are highly confident in reading (96%) and just 10% say they face skills-based barriers to reading.

The Self-Conscious combine high levels of confidence in reading (95%) and whilst just 15% say they face skills-based barriers, this is slightly higher than The Modern segment.

The Distracted are as confident in reading as both The Modern and The Self-Conscious, however they are notably more likely to say they face skills-based barriers to reading (25%).

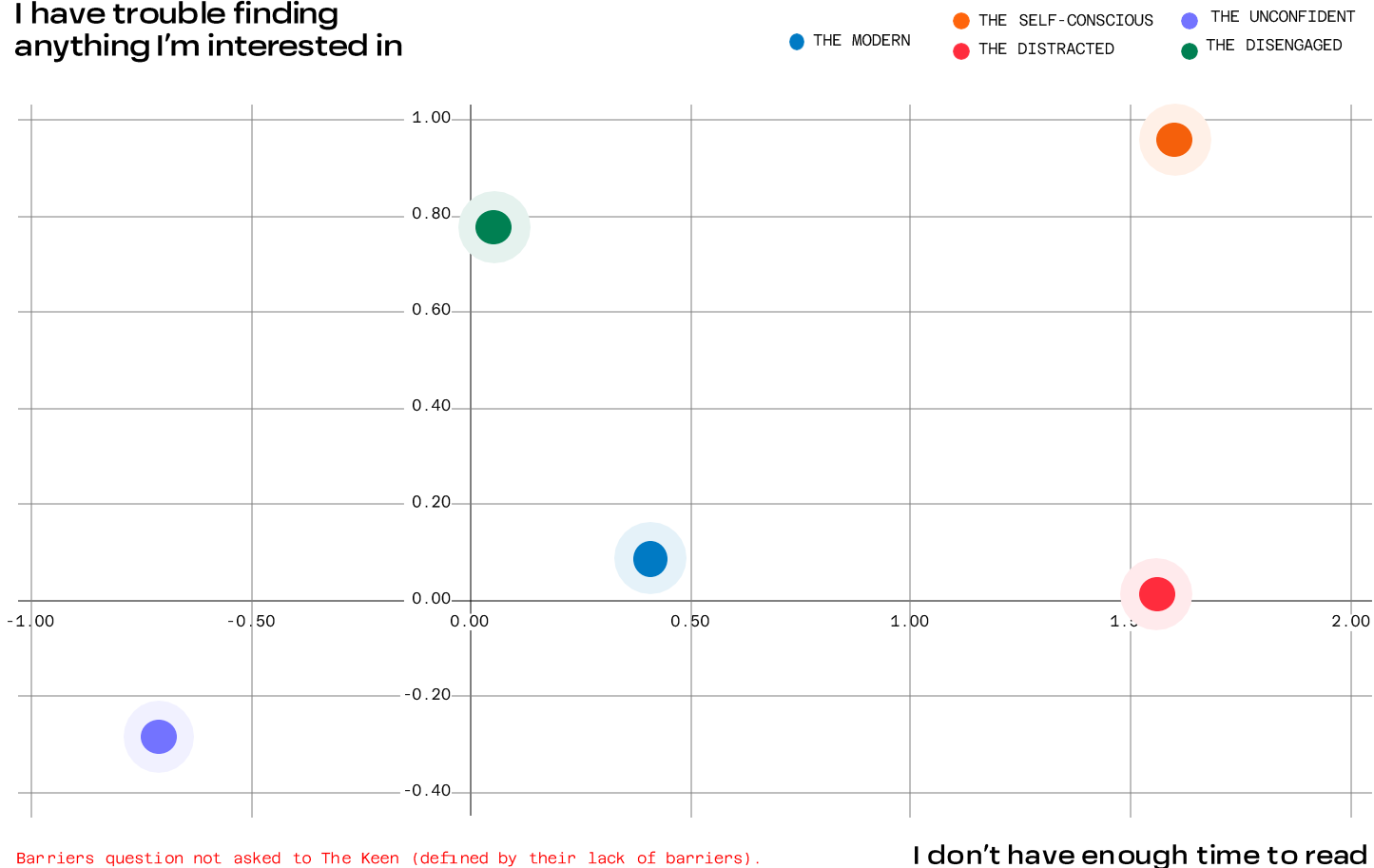
The Disengaged are highly confident in reading (93%), and interestingly, incredibly low levels say they are lacking in skills (just 4%) suggesting it really is engagement that is holding this segment back.

The Unconfident show the least confidence in reading (64%) and this is coupled with almost half (45%) who say the primary barriers they face to reading more are skills-based.

Time Deficiency Unpacked

A universal lack of time is compounded by a perceived lack of interesting content

I have trouble finding anything I'm interested in



The Self-Conscious lack the time to read and state they have trouble finding interesting material, suggesting that reading conflicts with their busy social lives and that they experience a preoccupation with the genre or type of material that they read.

The Disengaged have time to read but are yet to be captured by content that interests them enough to do so.

For The Modern, time and interest are not major barriers – they are significantly more likely to cite reduced access (to bookshops and libraries) as major barriers, with their literary existence moving online instead.

The Distracted are time poor but are not lacking in finding interesting content – for this group, a lack of prioritisation is key.

The Unconfident show signs of having the time to read and an interest in doing so, but a lack of confidence holds them back.

Segment Cheat Sheet | Who are the Segments?

	The Keen	The Self-Conscious	The Modern	The Distracted	The Disengaged	The Unconfident
	No barriers, confident in and enjoy reading 23% of the population	Worry that reading is perceived negatively by others 9% of the population	Challenges around access 14% of the population	Distracted and don't prioritise reading in their busy lives 29% of the population	Find reading boring and seek alternatives – often digital 16% of the population	Skills-challenged and lack confidence in reading 8% of the population
Demographics	Skews older (45+), female, white ethnicity and more likely to be homeowners.	Mixed ages, more likely to be younger adults/middle aged (25-44), mixed gender, lower socioeconomic grade.	Skews younger, male, lower socioeconomic group, more likely to be parents/carers.	Mix across population: age/sex/social grades but more likely to be adults (25+).	Skews younger, male. Most young boys are in this segment.	Mixed ages, skews male. More likely to have a disability that impacts reading.
Reading Attitude	Very positive relationship with reading, they are most likely to fit it into their lives and enjoy it.	Positive relationship with reading, they are likely to try and make time to find interesting content.	Positive relationship with reading, they make time and enjoy it but show signs of struggling to fit it into their life.	Half (47%) have a positive relationship with reading, and over-index in valuing time spent reading, but struggle to do so.	Lowest levels of positivity towards reading, although show signs of having had positive reading experiences.	A quarter (25%) have a negative relationship with reading.
Reading Confidence	Very high confidence in reading (97%).	Very high confidence in reading (95%).	Very high confidence in reading (96%).	Very high confidence in reading (96%).	Very high confidence in reading (93%).	Significantly lower confidence in reading (64%).
Reading Frequency	The vast majority (83%) consider themselves a reader, with similar proportions (82%) reading at least weekly.	82% consider themselves readers, with 72% reading at least weekly.	High self-identification as readers (83%), though actual weekly reading frequency is lower (72%).	Two in three (64%) see themselves as 'readers' with over half (59%) reading at least weekly.	Low self-identification as readers (45%), yet over half (59%) read at least weekly.	Low self-identification as 'readers' (46%), matched by low weekly reading rates (45%).
Reading Stereotypes	View themselves as reliable, view readers as thoughtful.	View themselves as caring and more likely than other segments to say they're optimistic, more likely to view readers as sociable.	Most likely to self-identify as caring, and over-index in confidence. Significantly more likely to view readers as adventurous.	See themselves as reliable, caring and thoughtful. View readers as thoughtful, smart and calm.	See themselves as reliable, funny and caring. Most likely to see readers as smart.	Self-identify as funny, and over-index as shy. View readers as smart and more serious than other segments.
Content Preferences	Prefer all types of reading in comparison with other segments, particularly enjoying mystery and true stories.	Prefer mystery stories, and over-index on their preference for fact and record books vs. other segments.	Prefer mystery and true stories, also over-index on technology and science & nature.	Prefer true stories and over-index in their preference for reading current events/news.	Comparatively low levels of preference for any type of reading, most interested in true stories.	Lowest interest in any type of reading of all segments, most likely to say, 'I don't read in my free time'.

Segment Cheat Sheet | How reading fits into their lives

	The Keen	The Self-Conscious	The Modern	The Distracted	The Disengaged	The Unconfident
	No barriers, confident in and enjoy reading 23% of the population	Worry that reading is perceived negatively by others 9% of the population	Challenges around access 14% of the population	Distracted and don't prioritise reading in their busy lives 29% of the population	Find reading boring and seek alternatives – often digital 16% of the population	Skills-challenged and lack confidence in reading 8% of the population
Primary Barriers	Confident in reading, with high enjoyment – this segment is defined by its lack of tested barriers.	Over-indexes in feeling self-conscious of what others might think of their reading and it being seen as uncool by peers/ family.	Over-indexes in there not being any bookshops and libraries near them, as well as distraction and lack of time.	Lack of time and distraction define this segment – they are significantly more likely to identify these barriers than other segments.	A preference for watching things or playing games and spending time on their phone are top barriers. They are also more likely to find reading boring.	Over-indexes in finding reading difficult and hard to concentrate on, as well as lacking reading skills, e.g., reading too slowly and thinking they aren't good at it.
Reading Motivation	Significantly more likely to be motivated by the enjoyment, relaxation and escape they get from reading – it already exists in their routine.	Enjoyment and relaxation are important for this group, as is the self-improvement and social connection they get, more so than other segments.	Enjoyment is the driving motivator for this segment. This segment is also more likely to value the social aspect of reading.	Relaxation, escapism and mental wellbeing as key motivators, they also over-index on curiosity.	Relaxation is the top motivator for this segment, although comparatively lower proportions select it. After The Unconfident, they are the second most likely group to say they don't get any enjoyment from reading.	Over-indexes in connection, self-improvement and impressing others as top motivators. They are the segment most likely to say they get "no enjoyment at all" from reading.
Reading Influences	Driven by their own personal interests and interest in specific topics, as well as specific authors.	Significantly more likely to rely on recommendations from online reviews and availability of content when reading.	Personal interest is the main driving influence – they over-index on availability/ accessibility, and diversity/ representation compared to other segments.	Self-driven factors are much more likely to influence this segment. They rely on online search engines to learn something new more so than any other segment.	Relatively low levels of influence of any type, with the most popular being personal interest.	Low levels of influence of any kind, but over-index on length of and availability of text. When learning something new they are significantly more likely to ask friends/ family.
Media Habits	Top platform: WhatsApp/ messaging apps. Over-index in using news sources (online and paper)	Top platform: YouTube.	Top platform: YouTube. Over-index in using Twitter/X and AI.	Top platform: YouTube. Over-index in Facebook usage compared to other segments.	Top platform: WhatsApp/ messaging apps. Over-index in Snapchat use compared to other segments.	Top platform: YouTube. Over-index in using Snapchat and Discord.
Free Time Activities	Approaching half (46%) choose reading as their preferred free time activity.	A quarter select reading as their preferred free-time activity, higher than other segments.	Level with The Self-Conscious, a quarter select reading as their preferred free-time activity.	Over-index in social interaction, particularly spending time outdoors. However, preferred activity is watching TV/videos/ films.	Most likely to watch TV/videos/ films in their free time, and over index in gaming & online entertainment.	Over index in gaming & online entertainment, they prefer visual content (TV/videos/film).

COM-B Behavioural Model

Understanding reading behaviour.

The COM-B Model, developed by Susan Michie, Lou Adams and Robert West, is a way to understand the drivers and context that influence how likely someone is to do something. Through assessing capability (C), opportunity (O), and motivation (M) one can understand why a specific behaviour occurs and how to create targeted interventions that lead to effective change.

01 Capability



Understanding reading capability such as audience reading proficiency and confidence, helping to differentiate groups based on self-identity and skills.

02 Opportunity



Opportunities around reading including access to reading materials, environmental support, or obstacles like limited resources, time or interest.

03 Motivation



Uncovering what drives audiences to read (e.g., enjoyment, curiosity, personal development) or what deters them (e.g., lack of interest, perceived relevance).

04 Behavioural Insight



Recognising which of the capabilities, opportunities, or motivations are most prevalent with each segment allows for targeted, relevant interventions to shift behaviour.

COM-B Behavioural Model | Routes to engaging segments to read more

	The Keen	The Self-Conscious	The Modern	The Distracted	The Disengaged	The Unconfident
	No barriers, confident in and enjoy reading 23% of the population	Worry that reading is perceived negatively by others 9% of the population	Challenges around access 14% of the population	Distracted and don't prioritise reading in their busy lives 29% of the population	Find reading boring and seek alternatives – often digital 16% of the population	Skills-challenged and lack confidence in reading 8% of the population
Current reading behaviour	Maintain consistent reading habits. Seek out new books proactively. Model reading behaviour for others.	Enjoy reading and like to talk about/ share reading with others. May choose reading materials based on social acceptability.	Sporadic, digitally focused reading linked to limited access to traditional reading spaces (libraries, bookshops).	Fit reading into small gaps if at all. Frequently interrupted. May start books but struggle to finish.	Prioritise phones, games, and video content. Rarely initiate reading. May engage if content directly matches interests.	Avoid reading where possible. Rely on alternative formats (audio, video) when available.
Capability ^(c)	High reading confidence and strong comprehension skills. Regular readers with established habits.	Capable readers but socially inhibited. Concerned about others' perceptions.	Good reading skills and capable when access permits. Understand the value of reading.	Good reading capability when time allows. Understand benefits but struggle with implementation.	Adequate reading skills but low perceived relevance. Not captured by traditional reading formats.	Reading difficulties (dyslexia, other disabilities) impact confidence. Need support or adaptations to engage.
Opportunity ^(o)	Regular access to books through multiple channels. Engaged with libraries, bookshops, and digital platforms.	Social environment informs reading habits. Peer groups where reading seen as uncool.	Limited physical access and put off by cost but varied (digital) engagement with reading provides a workaround.	Time-scarce environments. High competing demands. Digital distractions constantly available.	Surrounded by digital entertainment alternatives. Limited exposure to appealing reading content.	May lack appropriate formats or assistive technology. Limited awareness of accessibility options.
Motivation ^(M)	Reading integrated into identity. High enjoyment and intrinsic motivation. Value reading for pleasure and learning.	Internal desire to read conflicts with social fears. Worry about judgment or ridicule.	New and varied means of engagement with reading implies that traditional spaces may not serve this group – sporadic enjoyment drives reading habits.	Want to read but immediate demands override intentions. Reading feels like an enjoyable luxury they can't make time for.	Low intrinsic motivation. Entertainment needs met elsewhere. Don't see reading as relevant to interests.	Anxiety around reading due to past difficulties. Lack the confidence to try and read more.
Behavioural outcome ^(B)	Maintain consistent reading habits. Seek out new books proactively. Model reading behaviour for others.	Value the social aspect of reading but may choose specific reading materials based on social acceptability.	Sporadic reading linked to access opportunities. May abandon reading attempts when barriers too high and rely more on digital formats.	Fit reading into small gaps if at all. Frequently interrupted. May start books but struggle to finish.	Prioritise phones, games, and video content. Rarely initiate reading. May engage if content directly matches interests.	Avoid reading where possible. Rely on alternative formats (audio, video) when available.

Savanta:



Reimagining Reading Segmentation

Savanta:

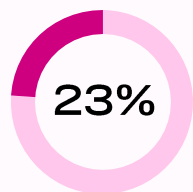
GO
ALL
IN.

The Keen

PROFILE SEGMENTATION: THE KEEN



The Keen



23% of the population

1442 OUT OF 6149 RESPONDENTS

Frequent and enthusiastic readers, the Keen prioritise reading as an enjoyable, routine activity. Motivated by an intrinsic love of reading, they encounter no significant barriers.

NLT Priority Audiences

- 21% are classed as disadvantaged parents
- 4% of boys who are aged 10-16

82%

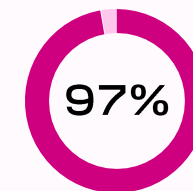
Read in their spare time compared to 64% of the population

More likely to describe a reader as 'thoughtful' than any other label

97%

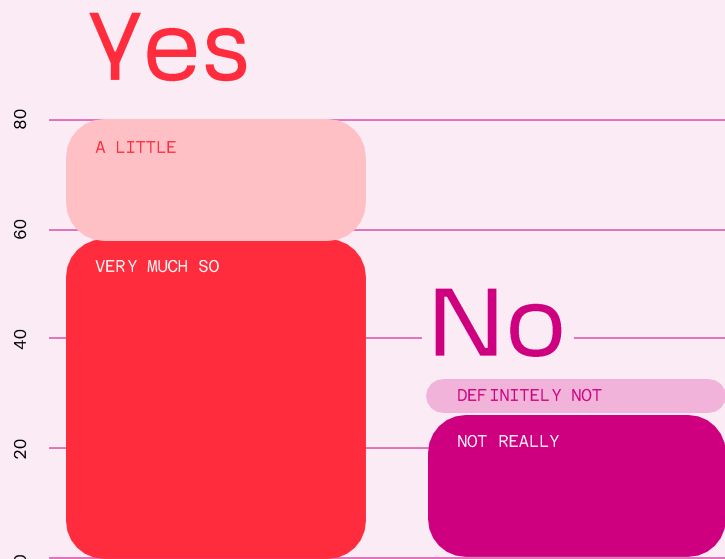
Feel confident with reading

Reading Behaviour & Attitudes



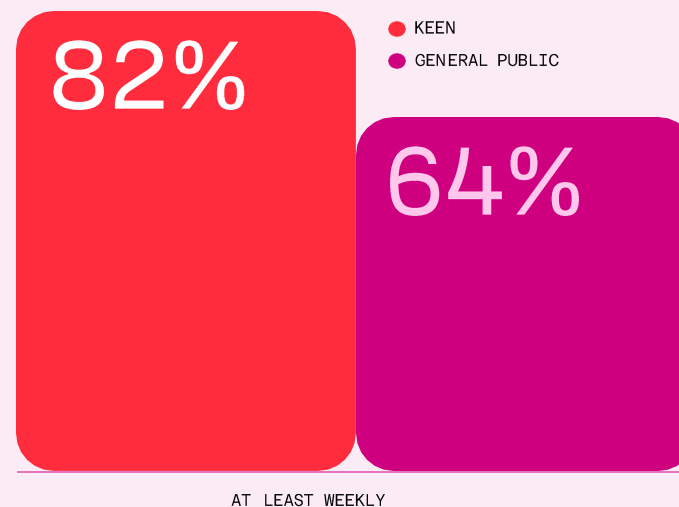
Feel confident about reading

Do you consider yourself to be a 'reader'?



Sample size(s): Keen = 1,442 | Base = All respondents (n=6149) | Q10 = "Do you consider yourself to be a 'reader'?"

How often do you read in your free time?



Sample size(s): Keen = 1,442 | Base = All respondents (n=6149) | Q7 = "How often, if at all, do you read in your free time?"

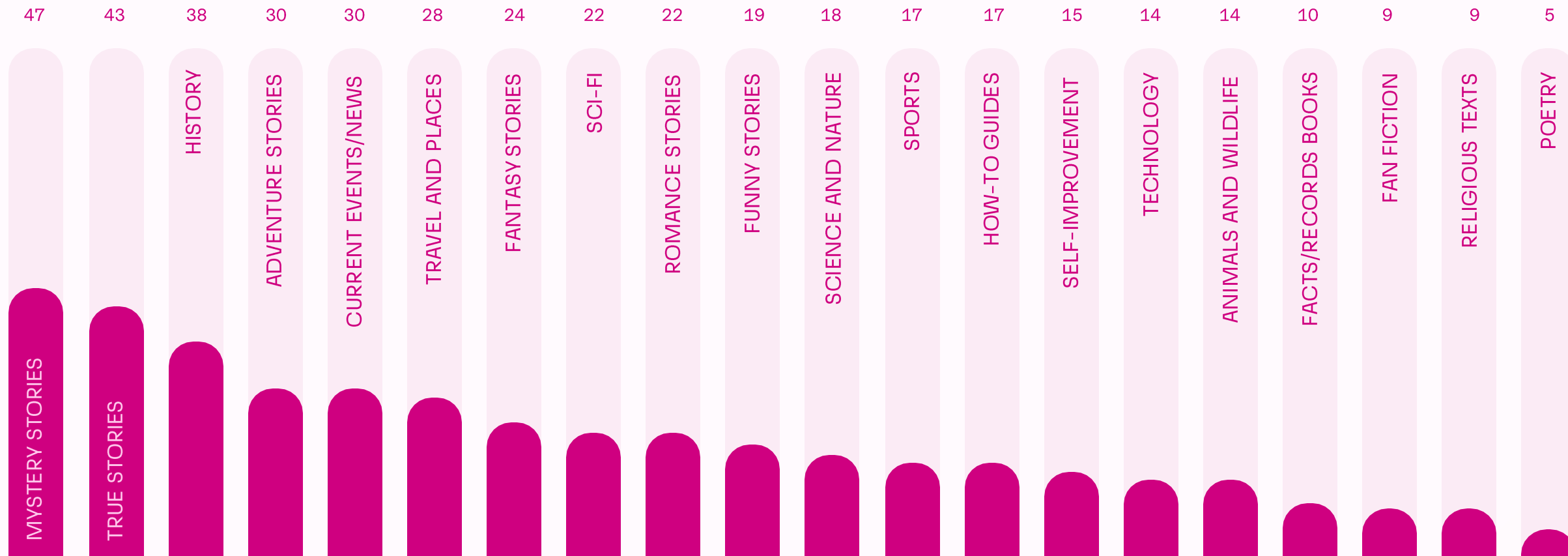
Fiction is among the top 3 choices for those who enjoy reading, whereas Religious texts and Poetry are among the bottom.

Compared to the general public, those that are Keen are substantially more confident about reading.

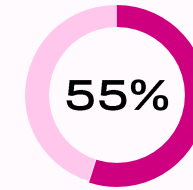
Those that are keen are more likely to read weekly in their spare time, compared to the general public.

Do you like to read any of the following in your free time?

Sample size(s): Keen = 1,442 | Base = All respondents (n=6149)
 Q19 = "Do you like to read any of the following in your free time?"

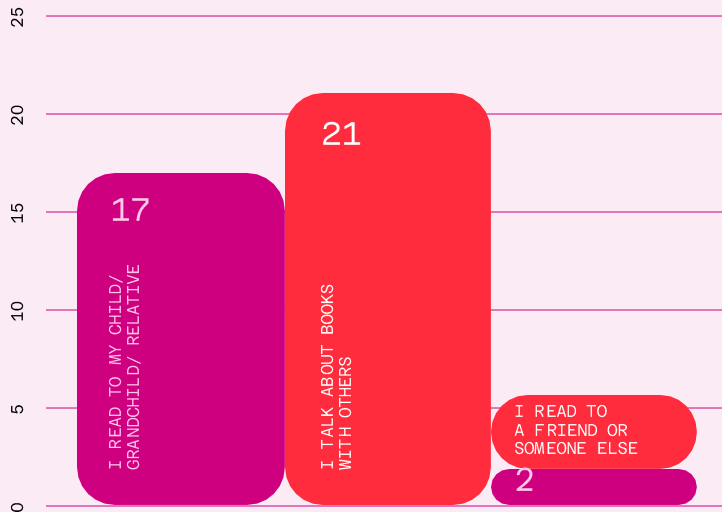


Reading Environment & Influences



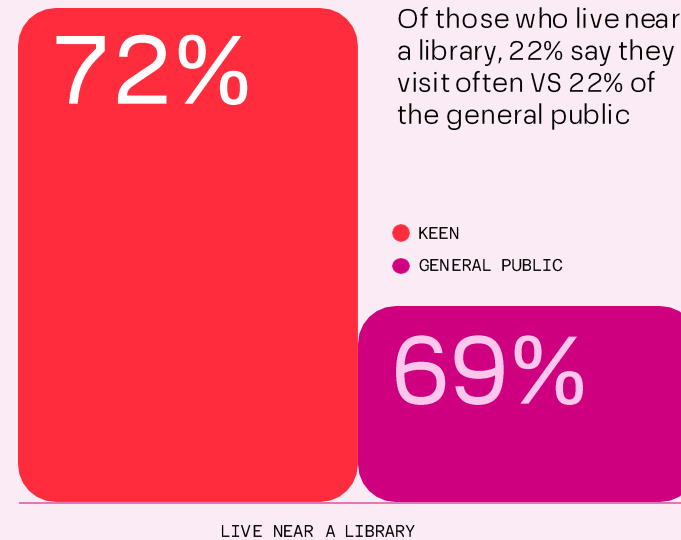
Do not share reading with others

In which of the following ways do you share reading with other people?



Sample size(s): Keen = 1,442 | Base = All respondents (n=6149)
Q23 = "In which of the following ways do you share reading with other people?"

% Living Near a Library VS General Public

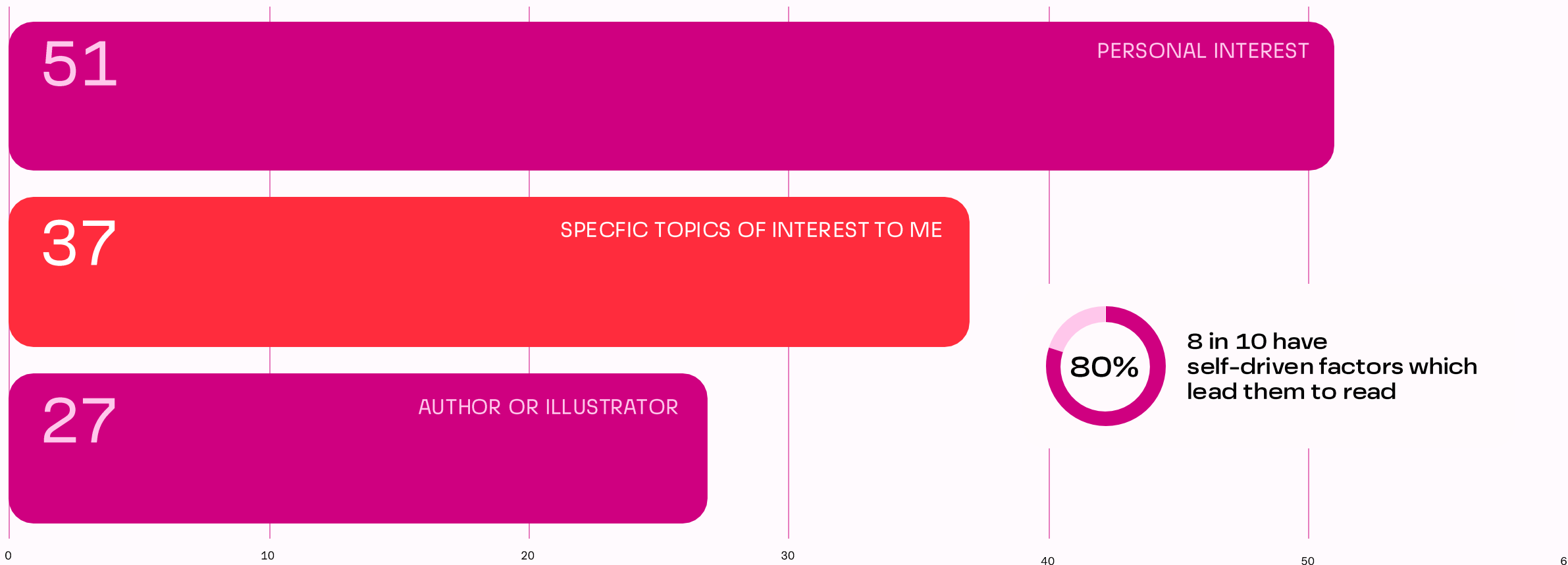


Sample size(s): Keen = 1,442 | Base = All respondents (n=6149)
LIBRARY_1 = "Library: Do you live near any of the following?"

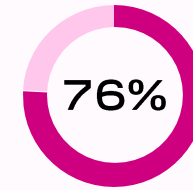
- Living near a library does not make the Keen more likely to visit it often compared to the general public.
- Having a personal interest is a key motivator in their decision to read.
- Over half do not share reading with others. However, when they do, they talk about books with others.

Top 3 Reading Influences

Sample size(s): Keen = 1,442 | Base = All respondents (n=6149)
| Q15. SUMMARY - (Rank 1-3) = "Who or what most influences what you choose to read in your free time?"

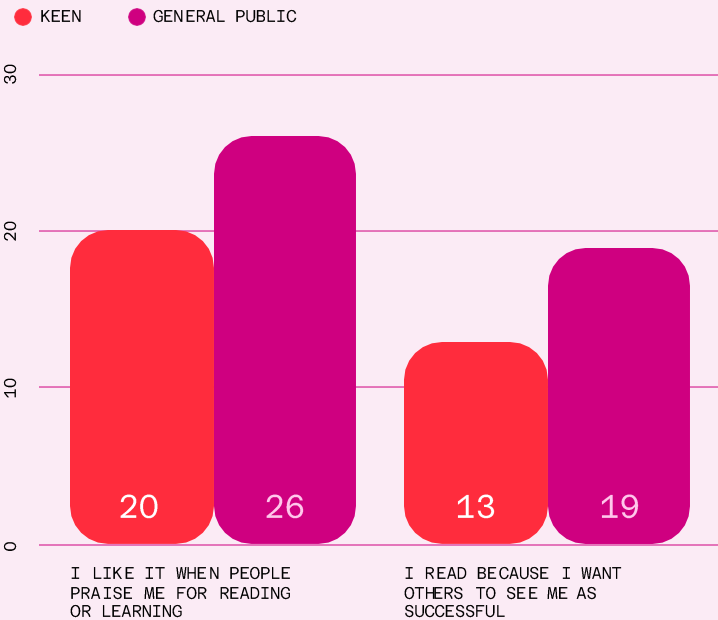


Barriers, Motivations & Values



learn new things because they love to & 74% are motivated to get things done

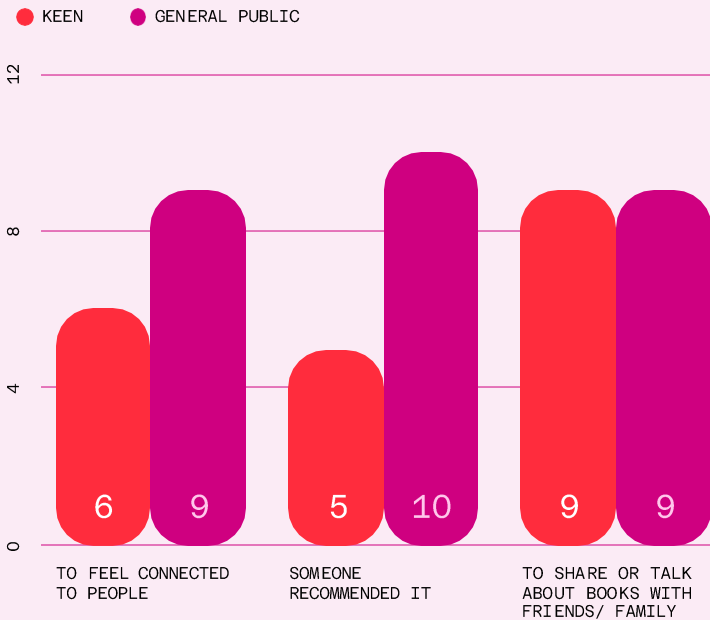
To what extent do you agree with the following statements?



Sample size(s): Keen = 1,442 | Base = All respondents (n=6149) | Q25. SUMMARY - (NET: Promoters) = "To what extent do you agree, or disagree, with the following statements?"

Main motivations for reading

(TOP 3 CHOICES >/= GENERAL PUBLIC)



Sample size(s): Keen = 1,442 | Base = All respondents (n=6149) | Q21 = "What are the main reasons or motivations that you read in your free time?"

- Liking to be praised for reading, while lower than among the general public, is still higher than reading so others see them as successful.
- Recommendations is the top reason behind the motivation to read in their spare time.
- Learning new things and being motivated to get things done are intrinsic to the identity of those classed as Keen.

Barriers to reading

This segment is defined by their lack of barriers to reading.

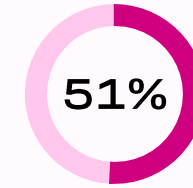
Members of The Keen do not experience challenges that prevent them from engaging with books – they actively seek out reading opportunities and consistently make time for it.

As a result, there are no specific barriers to highlight or chart for this group.

Sample size(s): Keen = 1,442 | Base = All respondents (n=6149) | Q16. SUMMARY - (Rank 1-3) = "Who or what most influences what you choose to read in your free time?"

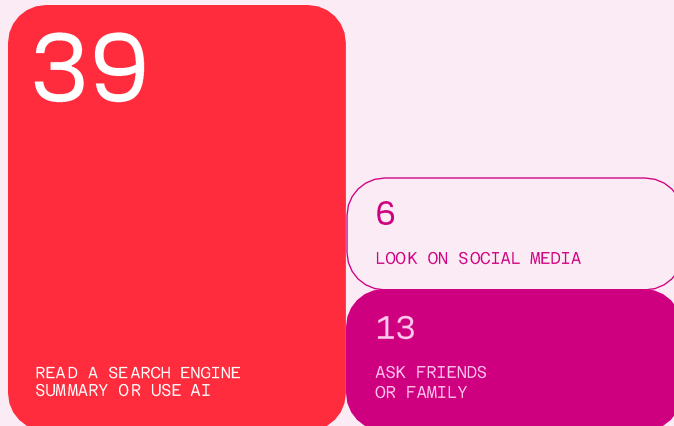


Digital & Media Habits



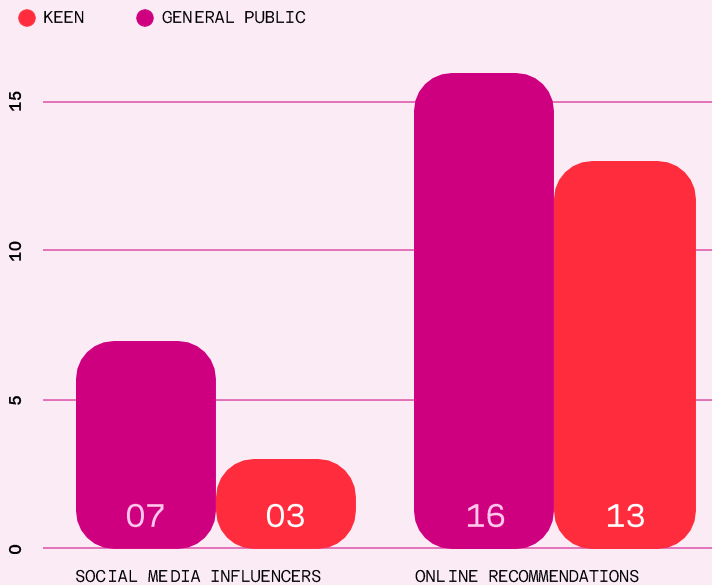
enjoy audiobooks VS 59% of the general public

When you want to learn about something new, which one of the following are you most likely to do first?



Sample size(s): Keen = 1,442 | Base = All respondents (n=6149)
 | Q6 = "When you want to learn about something new, which one of the following are you most likely to do first?"

Who or what most influences what you choose to read in your free time?



Sample size(s): Keen = 1,442 | Base = All respondents (n=6149)
 | Q15. SUMMARY - (Rank 1-3) = "Who or what most influences what you choose to read in your free time?"

Messaging apps are most popular among active social media users who spend their free time browsing the internet.

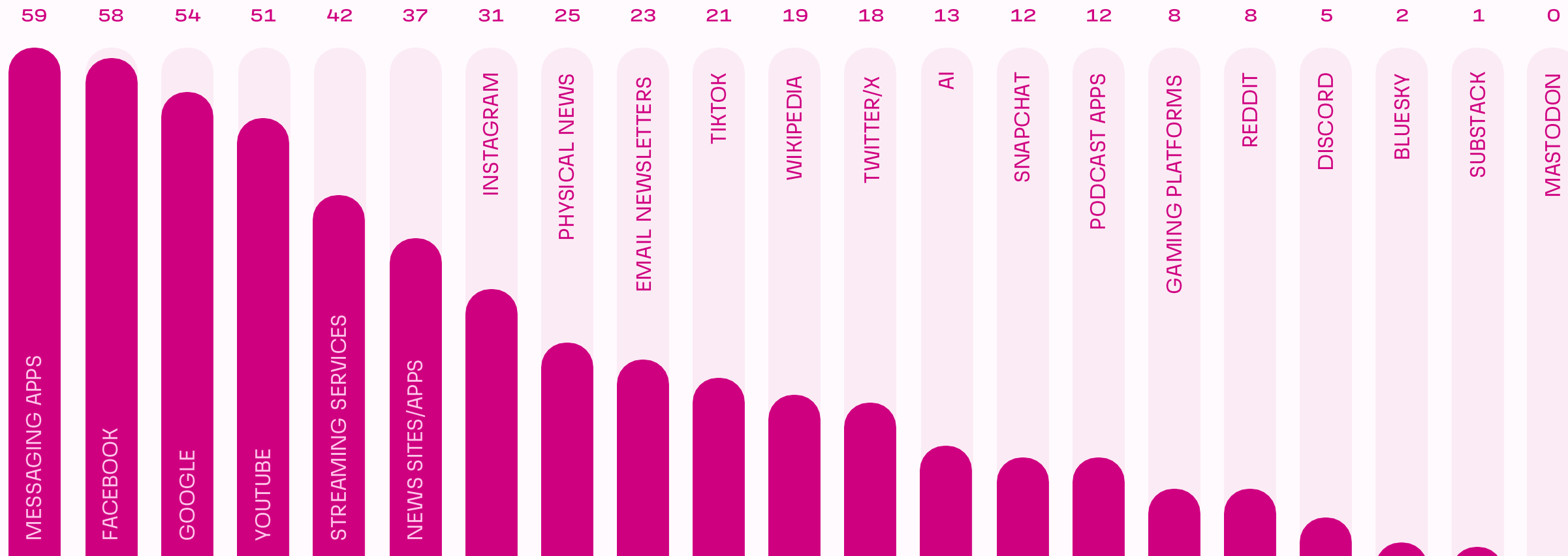
Are bigger consumers of News sites/apps, being more likely to use News sites/apps regularly than other groups.

Less likely to be influenced by social media influencers than the general public are.

Which of the following platforms or services do you use at least once a week in your free time?

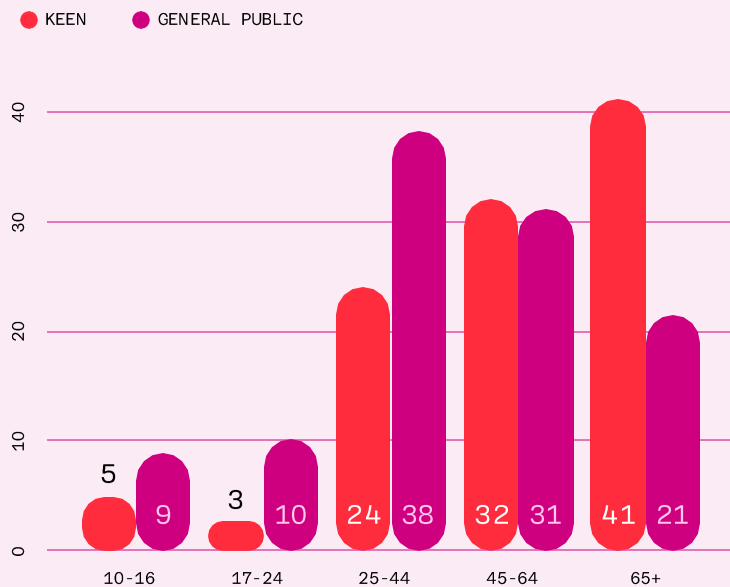
Sample size(s): Keen = 1,442 | Base = All respondents (n=6149) | Q4 = "Which of the following platforms or services do you use at least once a week in your free time? (This can be for any purpose-entertainment, chatting, finding information, etc.)"

37% use News sites/apps at least once a week VS 29% of the general public



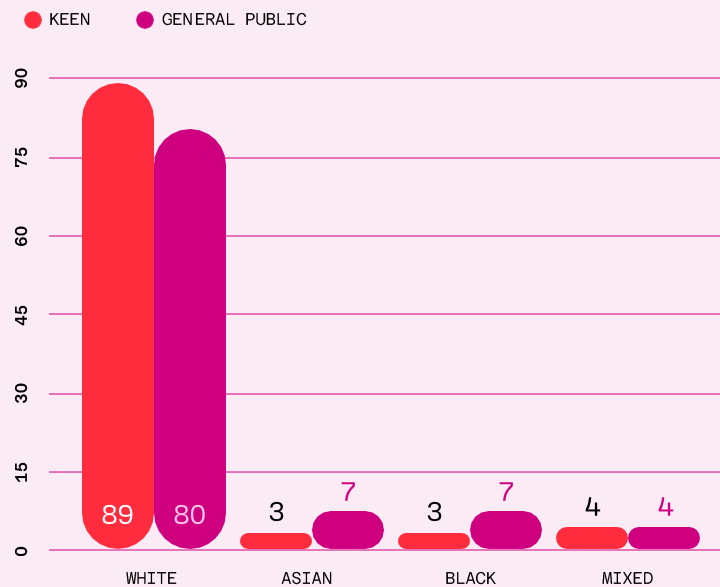
Basic Demographics

Age VS General Public



Sample size(s): Keen = 1,442
 | Base = All respondents (n=6149) | AGE

Ethnicity VS General Public



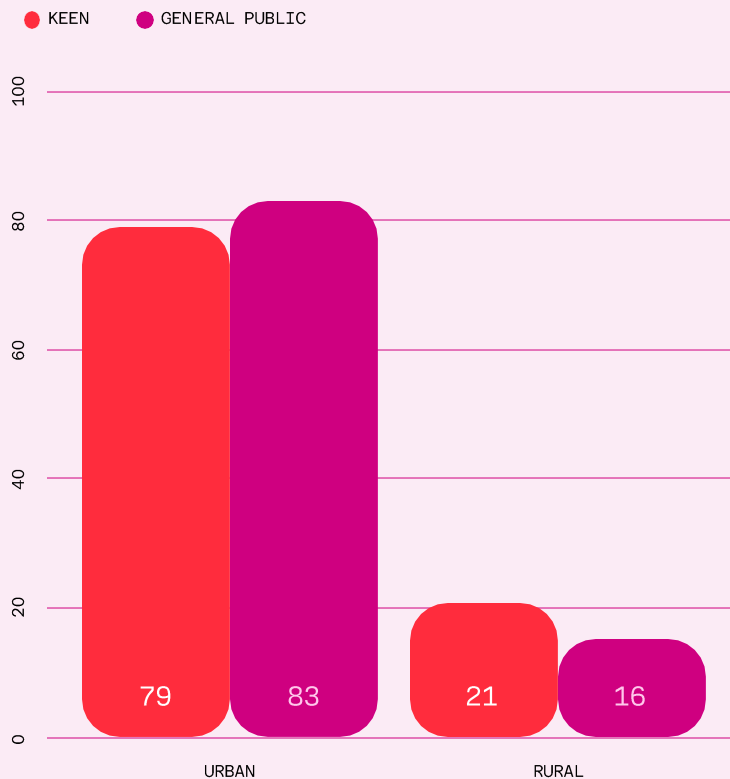
Sample size(s): Keen = 1,368
 | Base = All respondents (n=6149) | ETHNICITY

This group is notably older than average, with the majority falling in the 65+ category.

Mostly populated by working, urban-dwelling adults, this group is the **second least likely** to be unemployed out of all other groups.

Lowest proportion of **ethnic minority** adults out of all groups.

Location VS General Public



Sample size(s): Keen = 1,442
| Base = All respondents (n=6149) | URBANRURAL

Sexual & Gender Identity

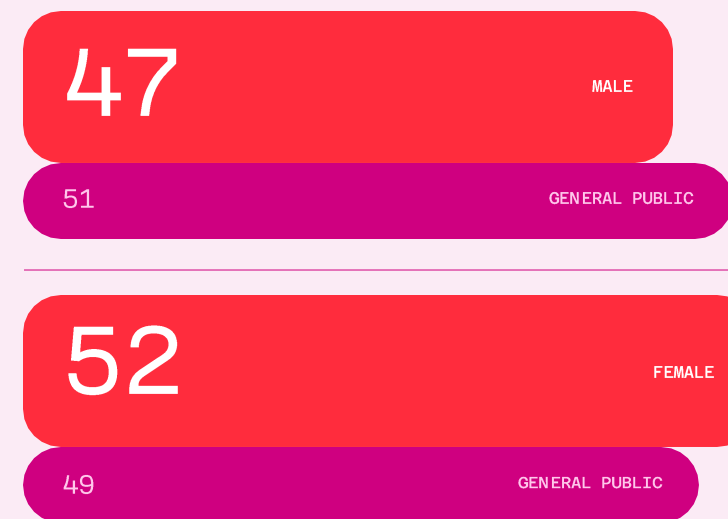
- 4% of adults identify as Lesbian, Gay or Bisexual VS 8% general public
- 1% say that their gender is different to their sex assigned at birth

Education

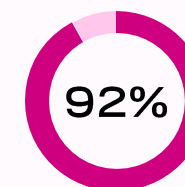
- Secondary School: 52% VS 50% general public
- University Degree: 29% VS 28% general public
- Higher University Degree: 14% VS 17% general public

Sample size(s): Keen = 1,442
| Base = All Respondents (n=6149) | EDUCATION

Sex VS General Public



Sample size(s): Keen = 1003 | Base = Adults & Children (n=6149) | SEX: Adults & Children

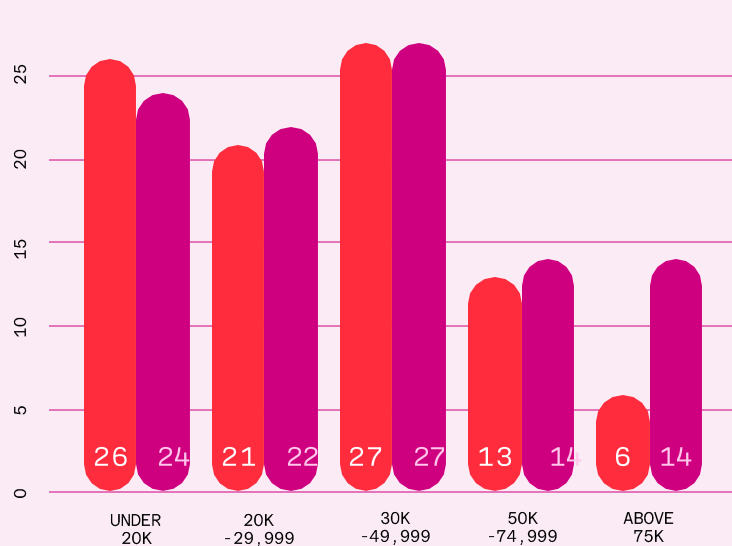


92% speak English at home VS 86% general public

Socioeconomics & Vulnerability

Income VS General Public

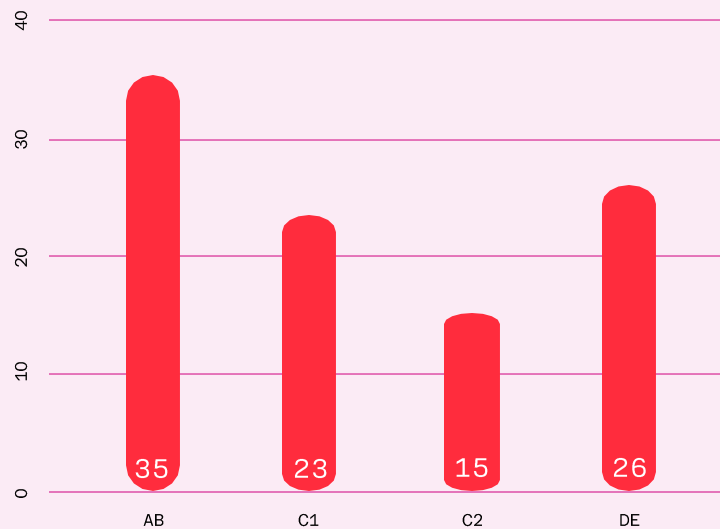
● KEEN ● GENERAL PUBLIC



Sample size(s): Keen = 1,442
 | Base = All respondents (n=6149) | INCOME

Socioeconomic Grade (SEG)

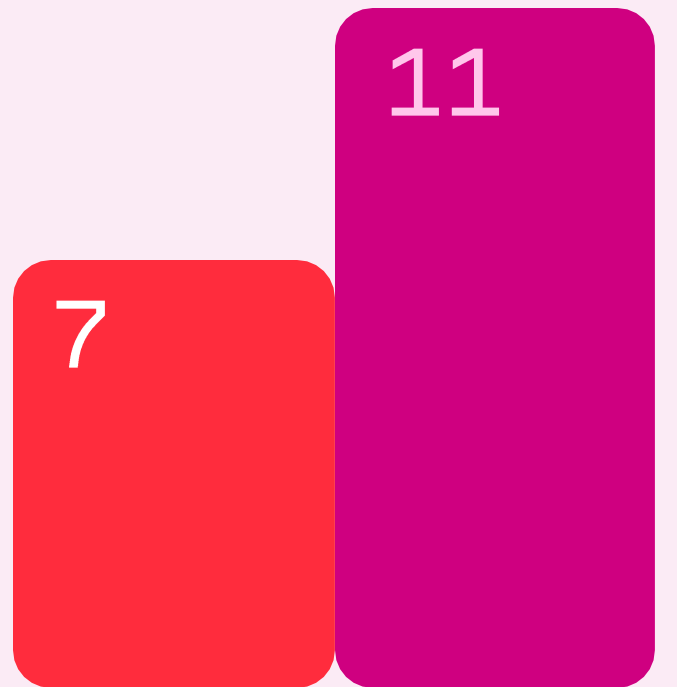
● KEEN



- Some disadvantage flags, with caring responsibilities being higher than it is for the general public.
- Less likely to be disabled, and less likely to have children in the past or present receiving free school meals.
- Majority fall into the category of middle income earners.

Child Eyesight VS General Public

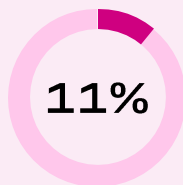
● KEEN ● GENERAL PUBLIC



POOR (NEEDS GLASSES)

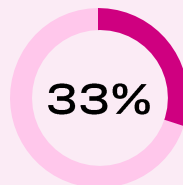
Sample size(s): Keen = 74 | Base = Those with children aged 10-16 years old (n=553) | CHILD_EYESIGHT

Free School Meals



have children who receive/ have received free school meals in the past 6 years VS 22% general public

Disability



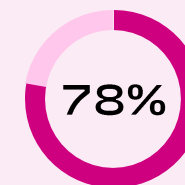
Adults with a disability VS 34% general public

Child Disability

12% of those with children aged 10-16 report having a child with a disability VS 16% of the general public

Of those that have a child with a disability, 34% report that their condition reduces their ability to read as opposed to 26% of the general public

Carers



report no caring responsibilities VS 65% general public

Savanta:

GO
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The Self- Conscious

PROFILE SEGMENTATION: THE SELF-CONSCIOUS



The Self-Conscious



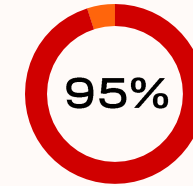
Relatively frequent readers, the Self-Conscious enjoy sharing reading with others. Their sociability motivates them to read but can also act as a barrier, heightening sensitivity as to how reading is perceived by others.

NLT Priority Audiences

- 24% are classed as disadvantaged parents
- 10% are boys aged 10-16

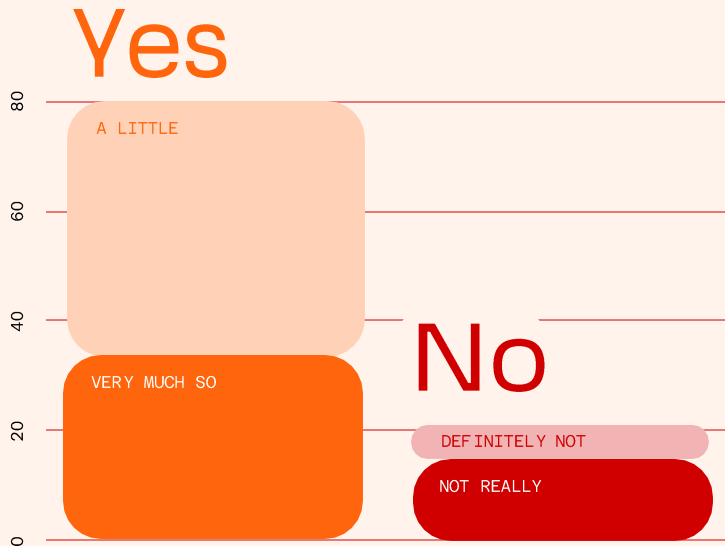


Reading Behaviour & Attitudes



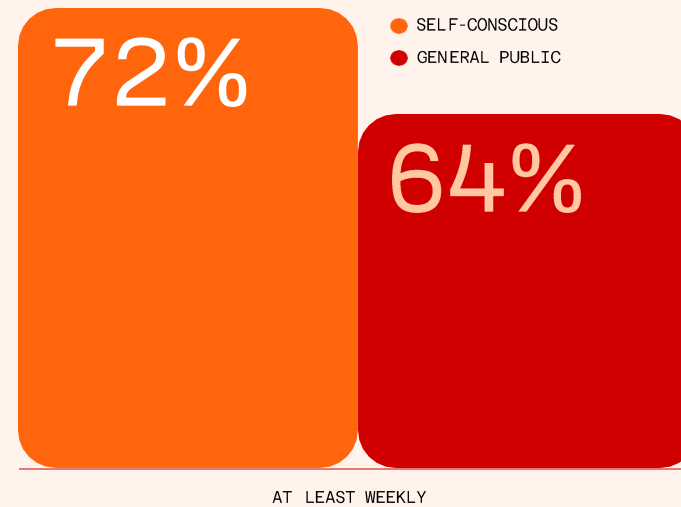
feel confident about reading

Do you consider yourself to be a 'reader'?



Sample size(s): Self-Conscious = 569 | Base = All respondents (n=6149) | Q10 = "Do you consider yourself to be a 'reader'?"

How often do you read in your free time?



Sample size(s): Self-Conscious = 569 | Base = All respondents (n=6149) | Q7 = "How often, if at all, do you read in your free time?"

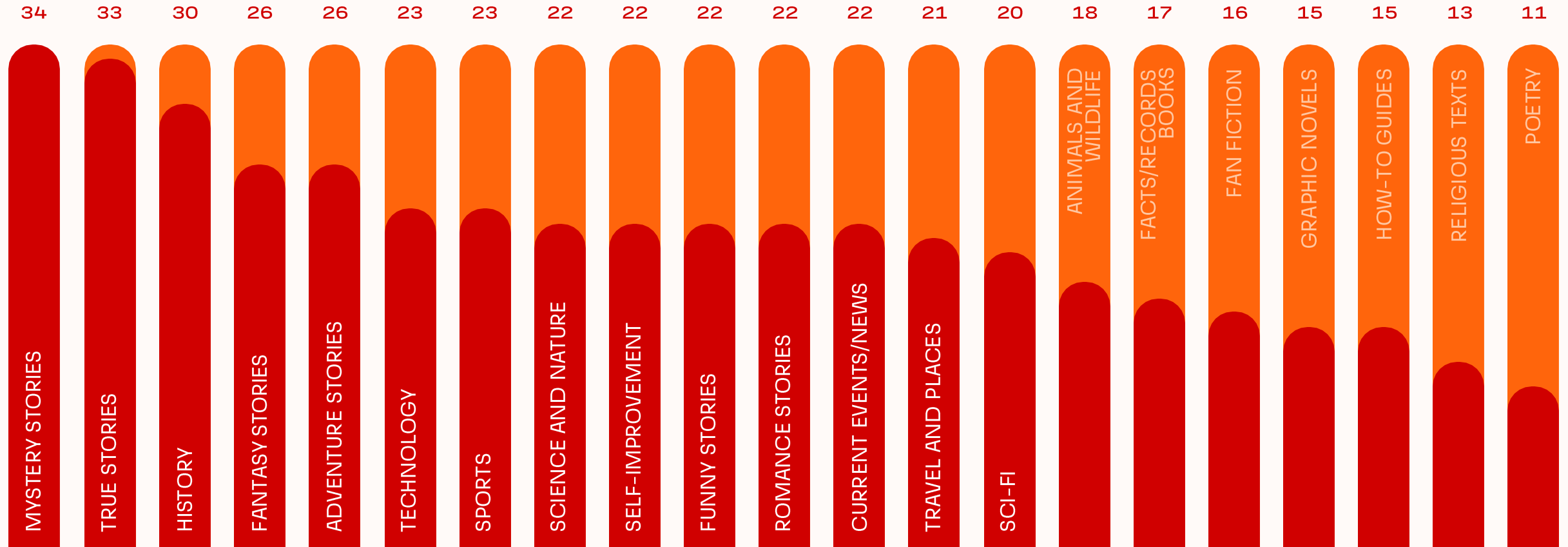
Overwhelmingly identify as readers – though the majority that identify as readers only do so tentatively

Majority are very confident in their reading capability and read more often than the general public

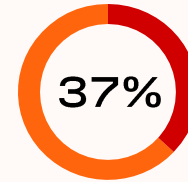
Report a high level of enjoyment across a wide range of reading formats and genres, particularly mystery stories and true stories

Do you like to read any of the following in your free time?

Sample size(s): Self-Conscious = 569 | Base = All respondents (n=6149)
 | Q19 = "Do you like to read any of the following in your free time?"

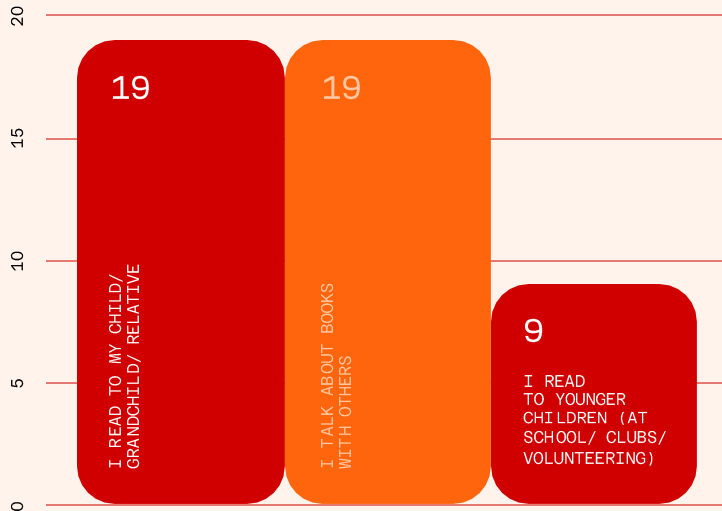


Reading Environment & Influences



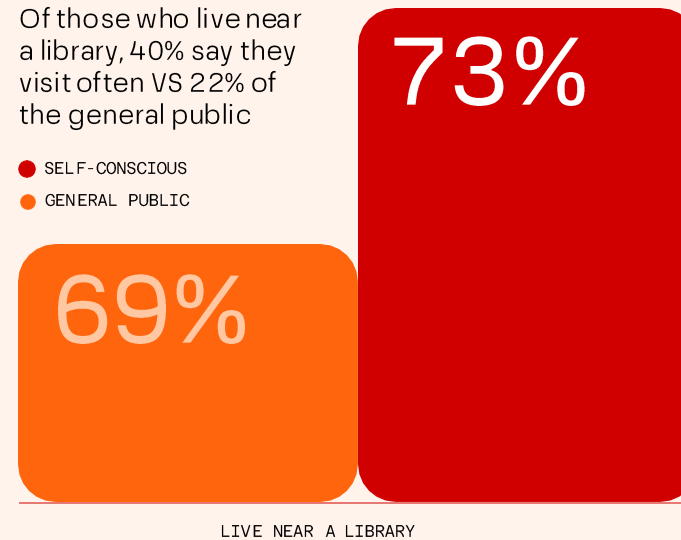
talk about things they've read with others

In which of the following ways do you share reading with other people?



Sample size(s): Self-Conscious = 569
 | Base = All respondents (n=6149) | Q23 = "In which of the following ways do you share reading with other people?"

% Living Near a Library VS General Public



Sample size(s): Self-Conscious = 569
 | Base = All respondents (n=6149) | LIBRARY_1 = "Library: Do you live near any of the following?"

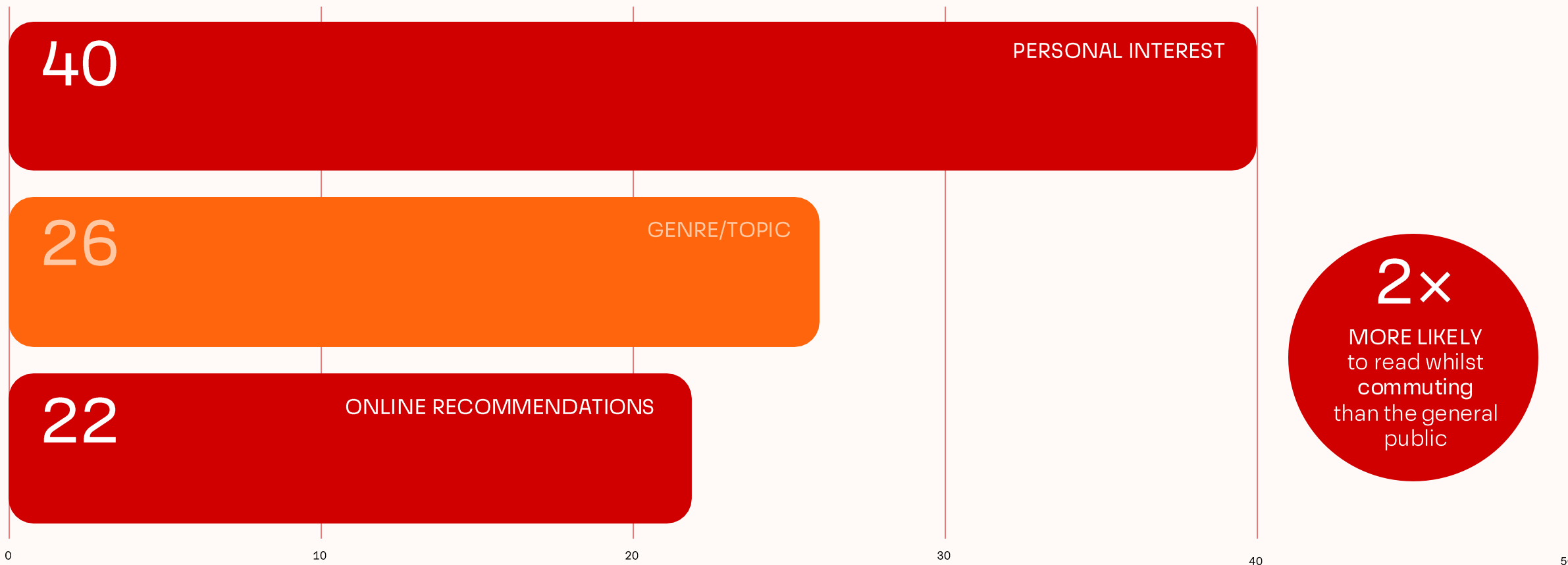
Some of the most reliably social readers; group and discussion orientated

High level of intergenerational engagement, with many reading and discussing books with their children

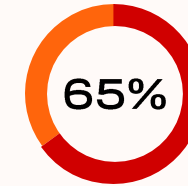
Many are opportunistic readers, with more in this group reporting to read during the commute to work and at work than any other group

Top 3 Reading Influences

Sample size(s): Self-Conscious = 569 | Base = All respondents (n=6149)
| Q15. SUMMARY - (Rank 1-3) = "Who or what most influences what you choose to read in your free time?"

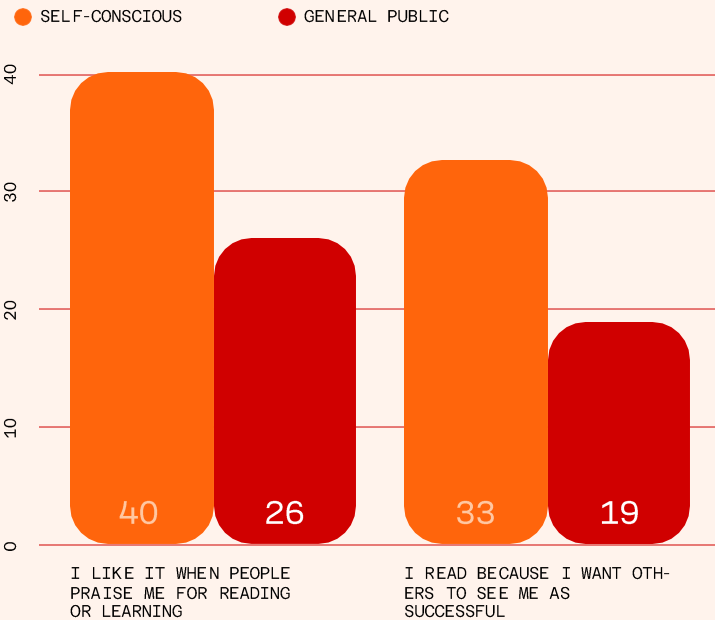


Barriers, Motivations & Values



like a regular routine & 57% like trying new things

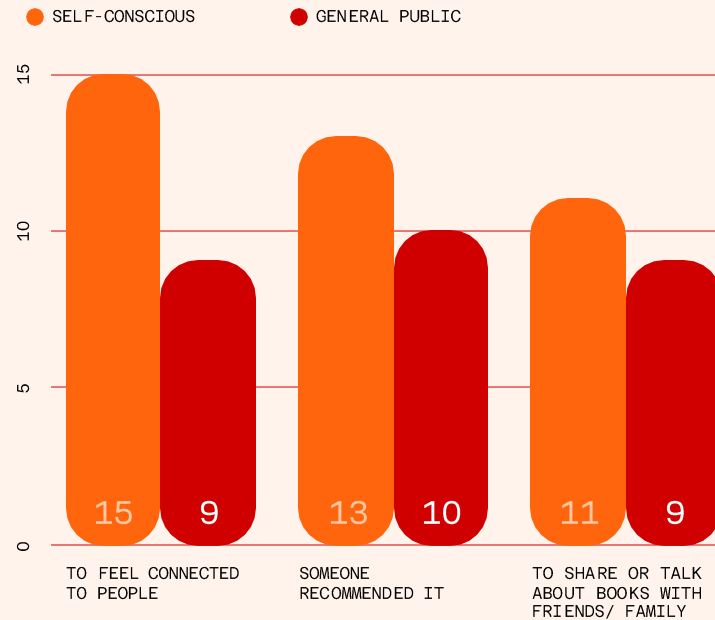
To what extent do you agree with the following statements?



Sample size(s): Self-Conscious = 569
 | Base = All respondents (n=6149) | Q25. SUMMARY - (NET: Promoters) = "To what extent do you agree, or disagree, with the following statements?"

Main motivations for reading

(TOP 3 CHOICES >= GENERAL PUBLIC)



Sample size(s): Self-Conscious = 569
 | Base = All respondents (n=6149) | Q21 = "What are the main reasons or motivations that you read in your free time?"

Social judgement is the biggest barrier to reading for this group, whilst social validation is a big motivator

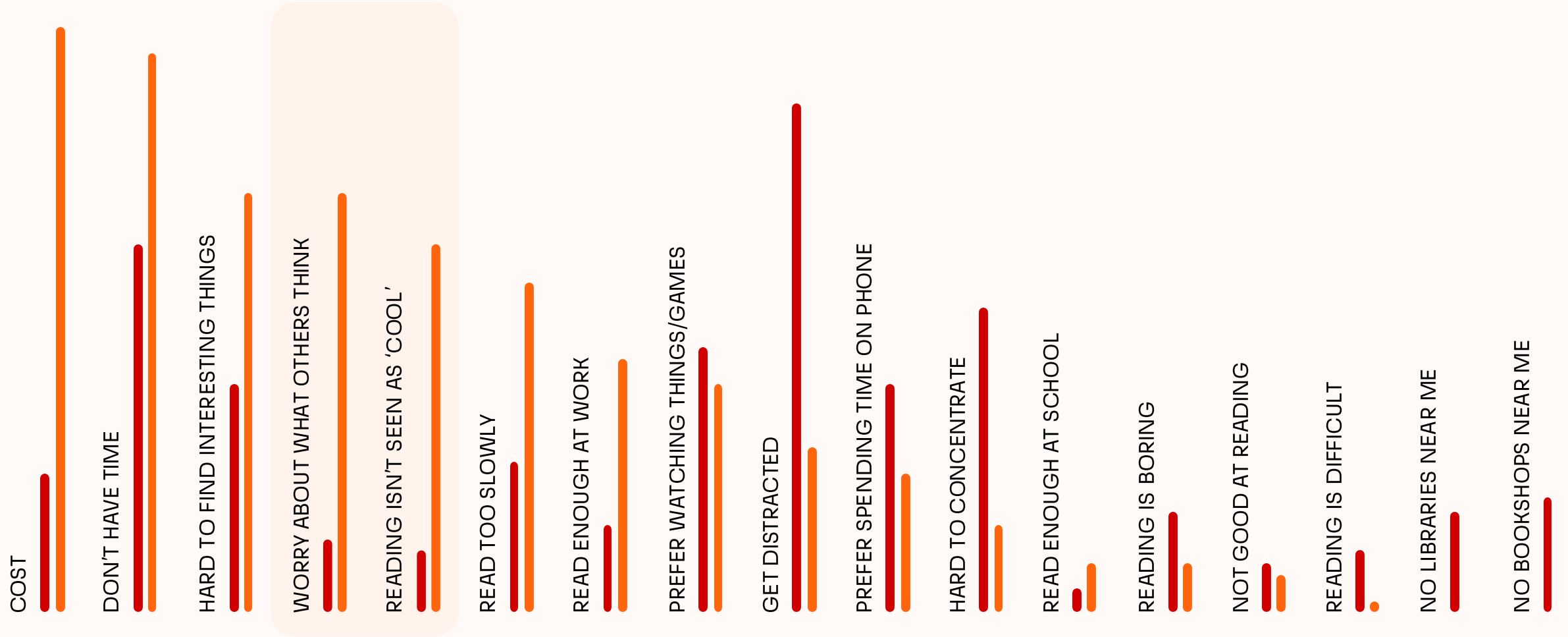
More likely to be embarrassed about book choice and worry that reading is seen as "uncool"

Value community and routine, but not afraid to try something new

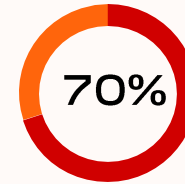
Barriers to reading

Sample size(s): Self-Conscious = 569 | Base = All respondents (n=6149)
 | Q16. SUMMARY - (Rank 1-3) = "Who or what most influences what you choose to read in your free time?"

● SELF-CONSCIOUS ● GENERAL PUBLIC



Digital & Media Habits



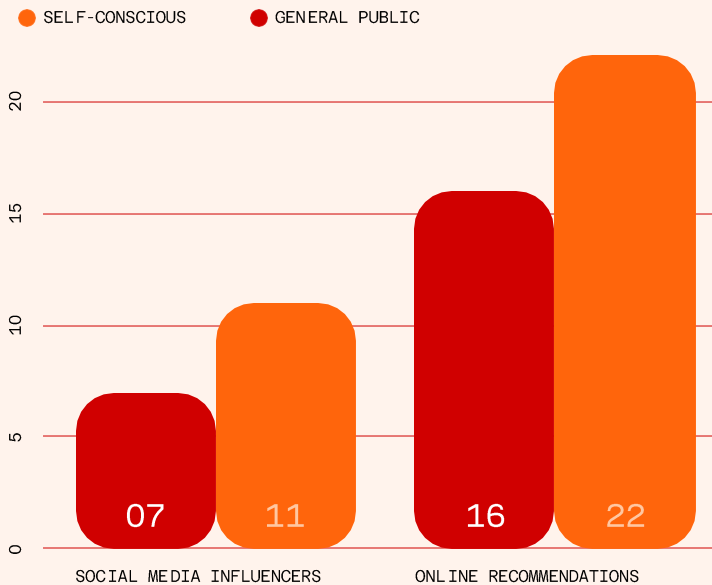
enjoy audiobooks VS 59% of the general public

When you want to learn about something new, which one of the following are you most likely to do first?



Sample size(s): Self-Conscious = 569 | Base = All respondents (n=6149) | Q6 = "When you want to learn about something new, which one of the following are you most likely to do first?"

Who or what most influences what you choose to read in your free time?



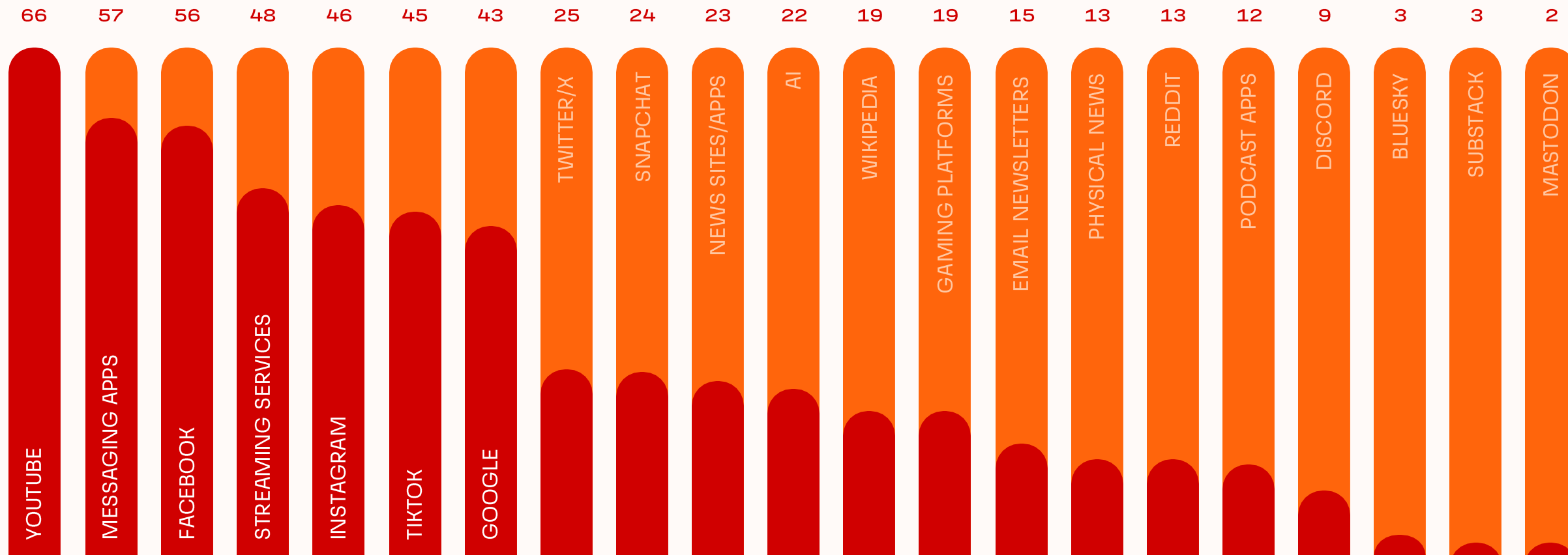
Sample size(s): Self-Conscious = 569 | Base = All respondents (n=6149) | Q15. SUMMARY - (Rank 1-3) = "Who or what most influences what you choose to read in your free time?"

- Active social media users who often browse the internet and spend time watching YouTube videos
- Are bigger consumers of short form video content, being more likely to use TikTok regularly than other groups
- More likely than other groups to consult online forums for reading recommendations

Which of the following platforms or services do you use at least once a week in your free time?

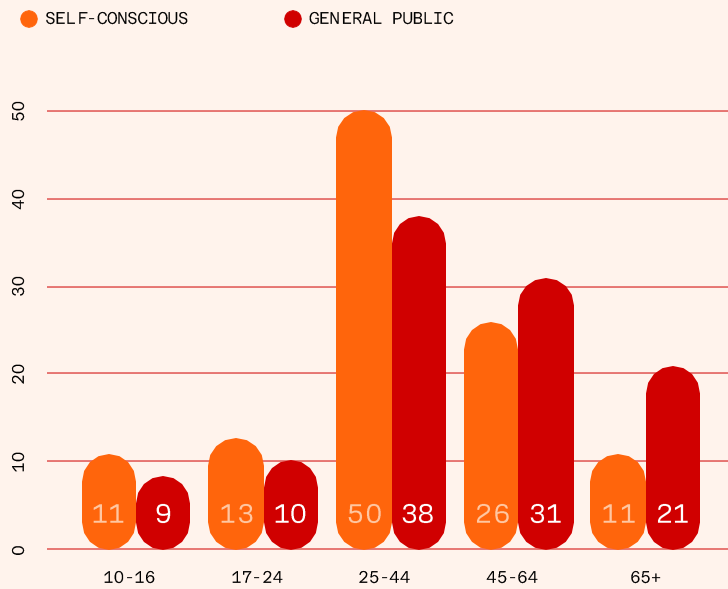
Sample size(s): Self-Conscious = 569 | Base = All respondents (n=6149)
 | Q4 = "Which of the following platforms or services do you use at least once a week in your free time? (This can be for any purpose-entertainment, chatting, finding information, etc.)"

45% use TikTok at least once a week VS 36% of the general public



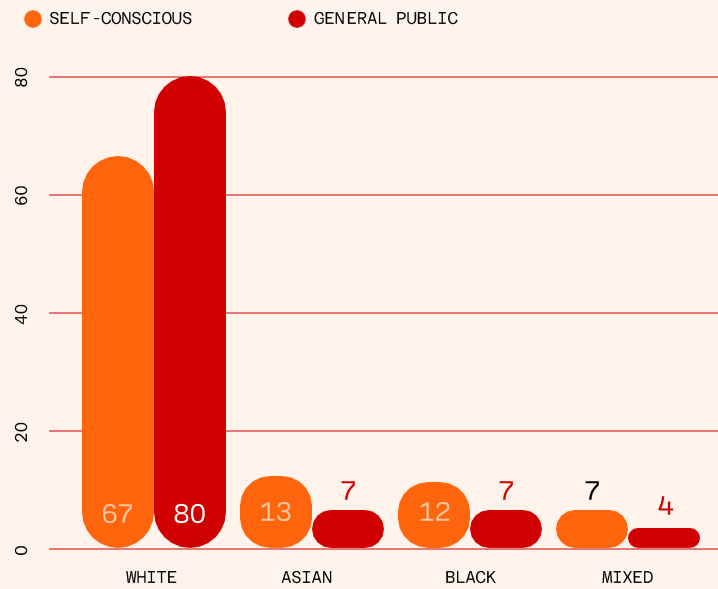
Basic Demographics

Age VS General Public



Sample size(s): Self-Conscious = 569
 | Base = All respondents (n=6149) | AGE

Ethnicity VS General Public



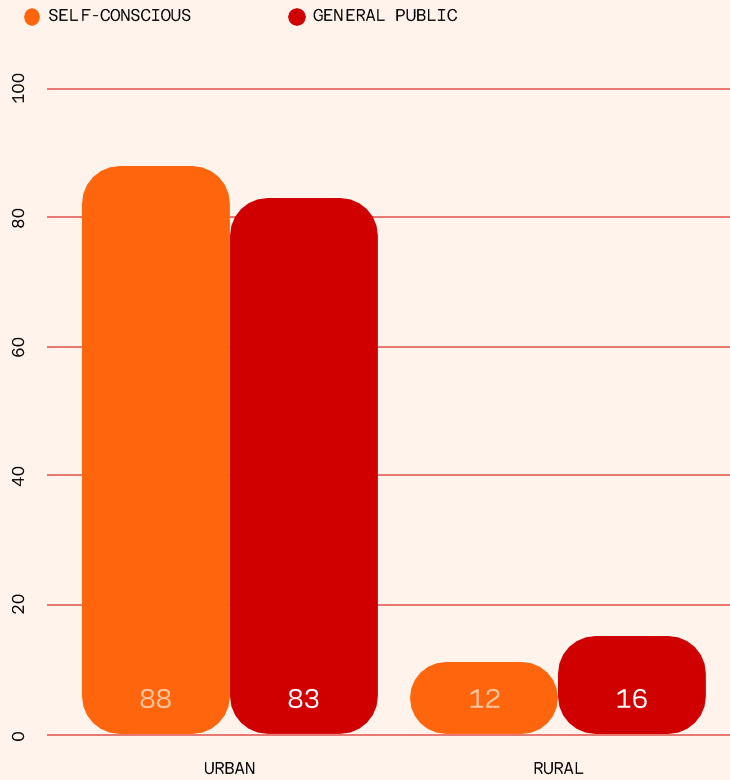
Sample size(s): Self-Conscious = 569
 | Base = All respondents (n=6149) | ETHNICITY

This group skews younger than average, with half falling between 25-44 years old

Mostly populated by working, urban-dwelling adults, this group is the least likely to be unemployed out of all other groups

Highest proportion of ethnic minority adults out of all groups

Location VS General Public



Sample size(s): Self-Conscious = 569
 | Base = All respondents (n=6149) | URBANRURAL

Sexual & Gender Identity

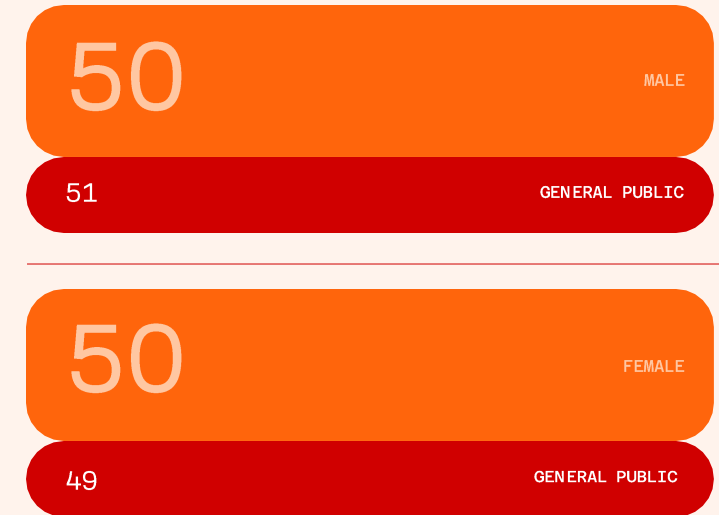
- 11% of adults identify as Lesbian, Gay or Bisexual vs 8% general public
- 1% say that their gender is different to their sex assigned at birth

Education

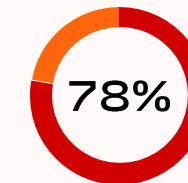
- Secondary School: 43% vs 50% general public
- University Degree: 28% vs 28% general public
- Higher University Degree: 23% vs 17% general public

Sample size(s): Self-Conscious = 569
 | Base = All Respondents (n=6149) | EDUCATION

Sex VS General Public



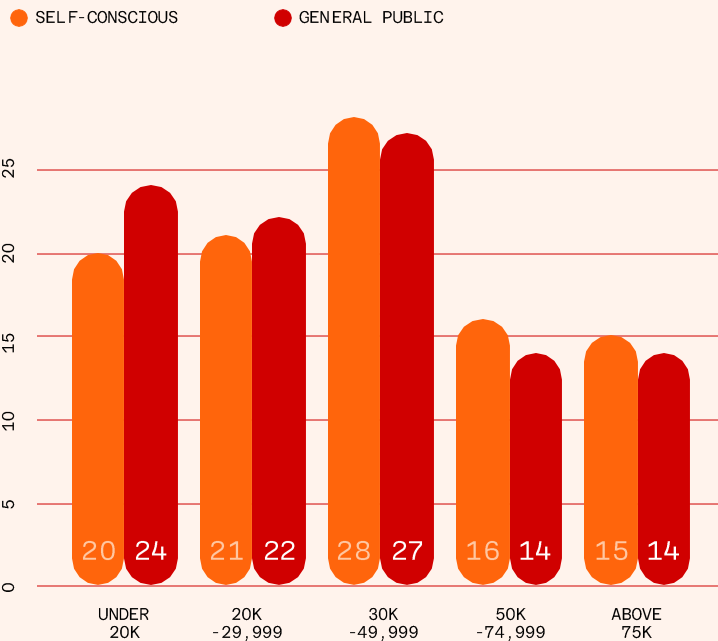
Sample size(s): Self-Conscious = 569 | Base = Adults & Children (n=6149) | SEX: Adults & Children



78% speak only English at home VS 86% general public

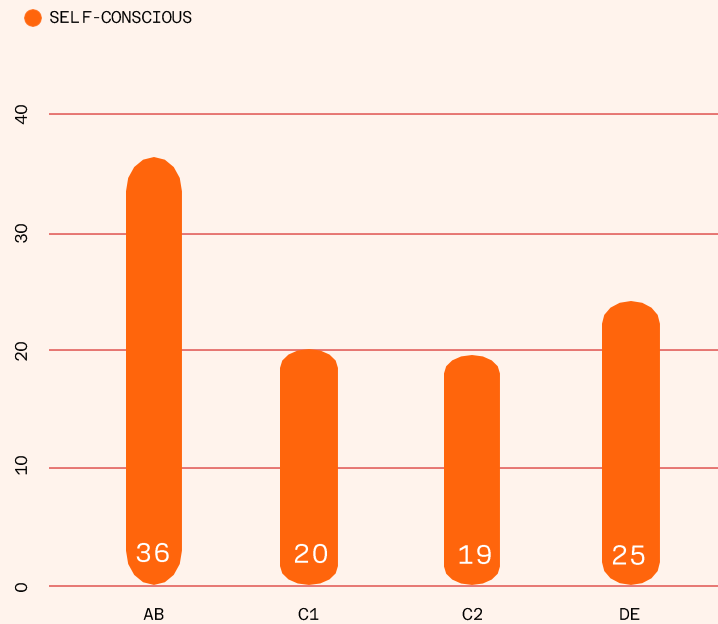
Socioeconomics & Vulnerability

Income VS General Public



Sample size(s): Self-Conscious = 569
 | Base = All respondents (n=6149) | INCOME

Socioeconomic Grade (SEG)

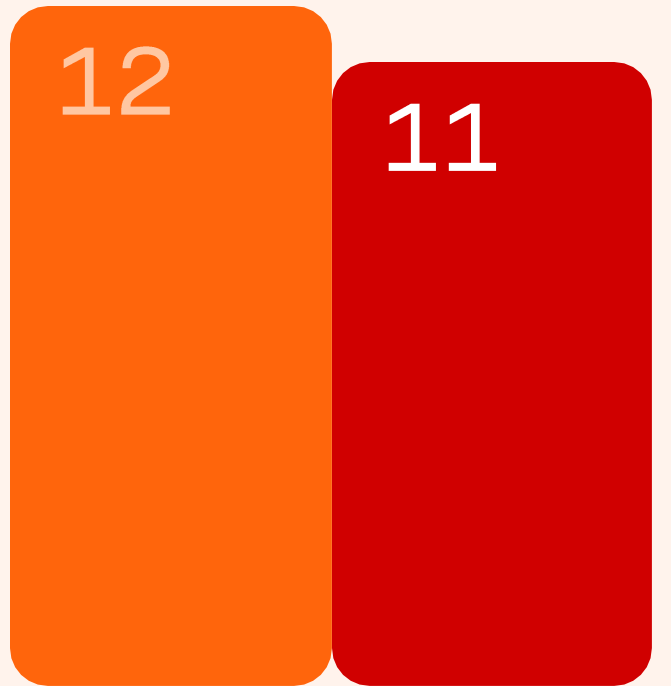


- Some disadvantage flags, with risk factors centred around childcare/ general caring responsibilities.
- More likely to be carers and to have children in past or present receipt of free school meals.
- Mostly middle-income earners and have rates of disability that align with the general public.

Child Eyesight VS General Public

SELF-CONSCIOUS

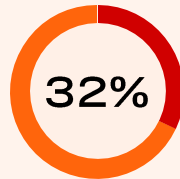
GENERAL PUBLIC



POOR (NEEDS GLASSES)

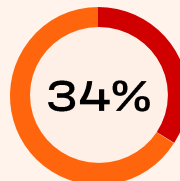
Sample size(s): Self-Conscious = 60 | Base = Those with children aged 10-16 years old (n=553) | CHILD_EYESIGHT

Free School Meals



have children who receive/ have received free school meals in the past 6 years VS 22% general public.

Disability



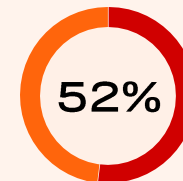
Adults with a disability VS 34% general public

Child Disability

17% of those with children aged 10-16 report having a child with a disability VS 16% of the general public.

Of those that have a child with a disability, 37% report that their condition reduces their ability to read as opposed to 26% of the general public.

Carers



report no caring responsibilities VS 65% general public

Savanta:

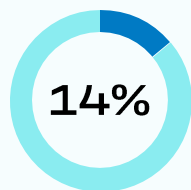
GO
ALL
IN.

The Modern

PROFILE SEGMENTATION: THE MODERN



The Modern



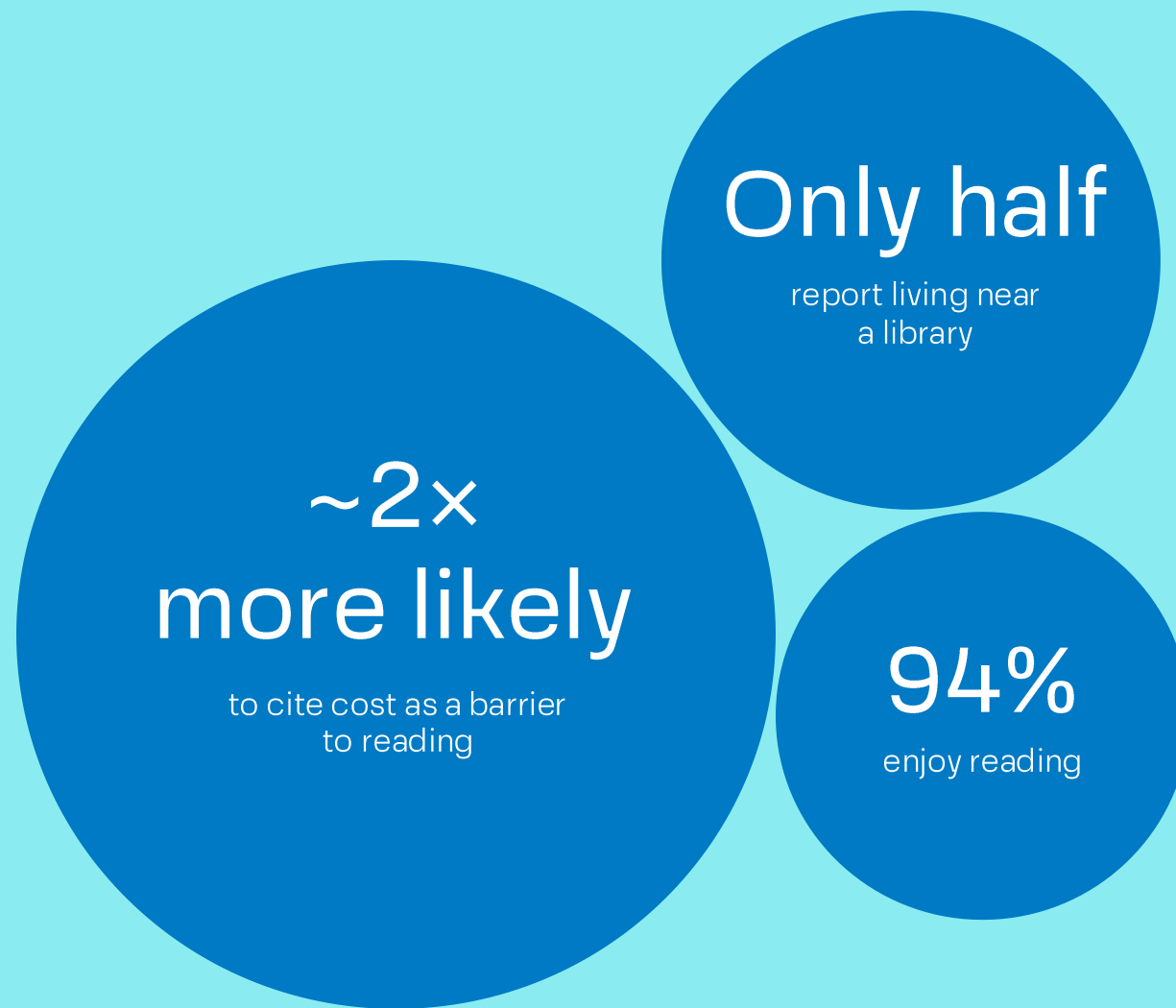
14% of the population

858 OUT OF 6149 RESPONDENTS

Regular readers who favour digital formats, the Modern navigate barriers to traditional reading spaces with a receptivity to new ways of accessing content.

NLT Priority Audiences

- 25% are disadvantaged parents / carers
- 10% are boys aged 10-16

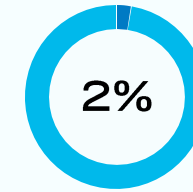


**~2x
more likely**
to cite cost as a barrier
to reading

Only half
report living near
a library

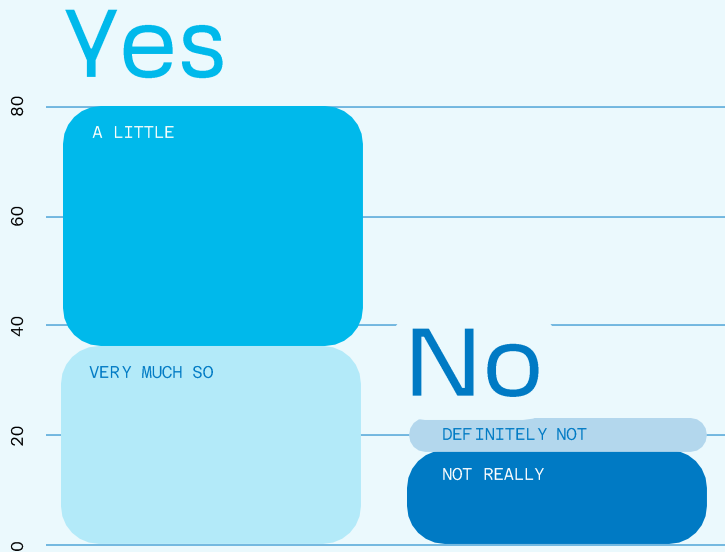
94%
enjoy reading

Reading Behaviour & Attitudes



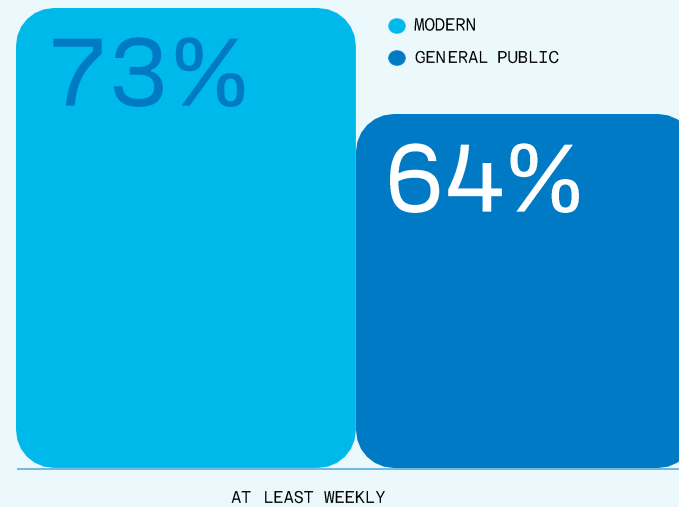
Only 2% do not read at all in their free time

Do you consider yourself to be a 'reader'?



Sample size(s): Modern = 858 | Base = All respondents (n=6149)
| Q10 = "Do you consider yourself to be a 'reader'?"

How often do you read in your free time?



Sample size(s): Modern = 858 | Base = All respondents (n=6149)
| Q7 = "How often, if at all, do you read in your free time?"

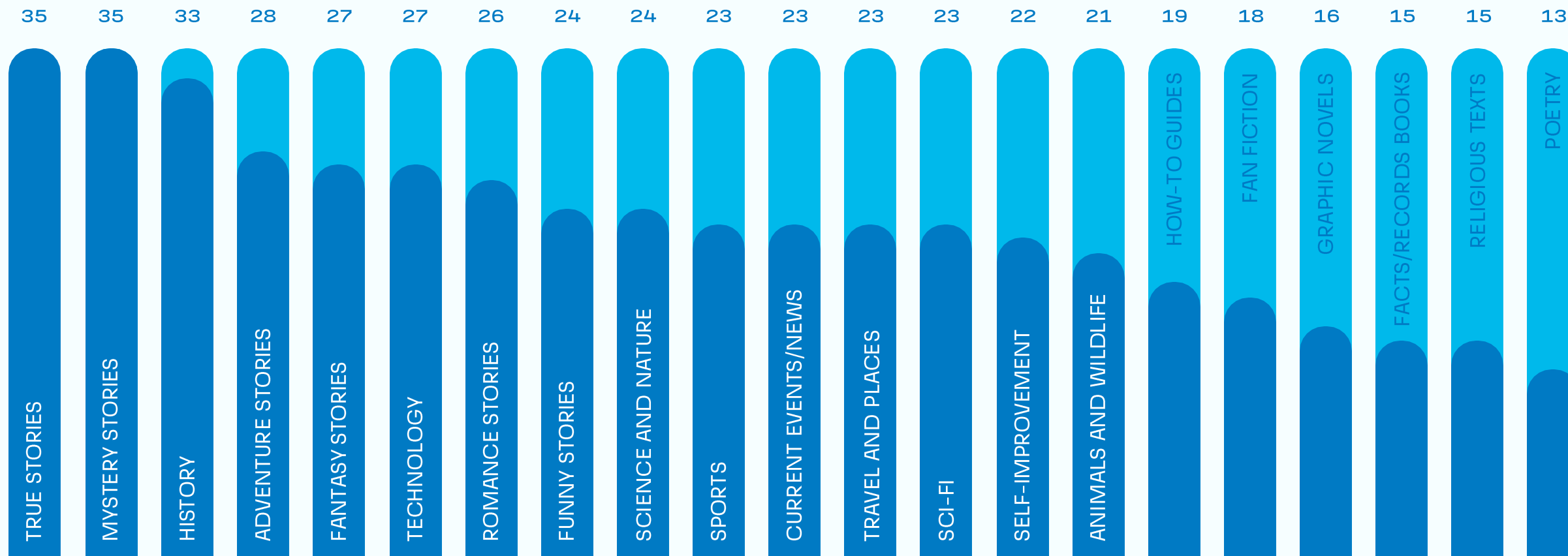
The majority consider themselves to be readers and are confident in their reading ability

Most read often and at a higher rate than the general public, indicating that reading is somewhat of a priority in day-to-day life

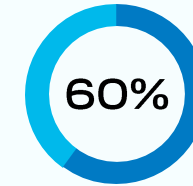
Sustained enjoyment across a range of genres, enjoying Fan fiction more than any other group

Do you like to read any of the following in your free time?

Sample size(s): Modern = 858 | Base = All respondents (n=6149)
 | Q19 = "Do you like to read any of the following in your free time?"

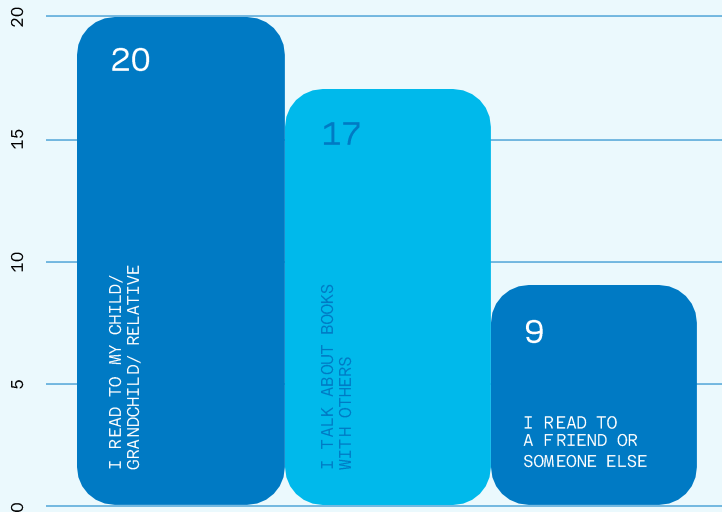


Reading Environment & Influences



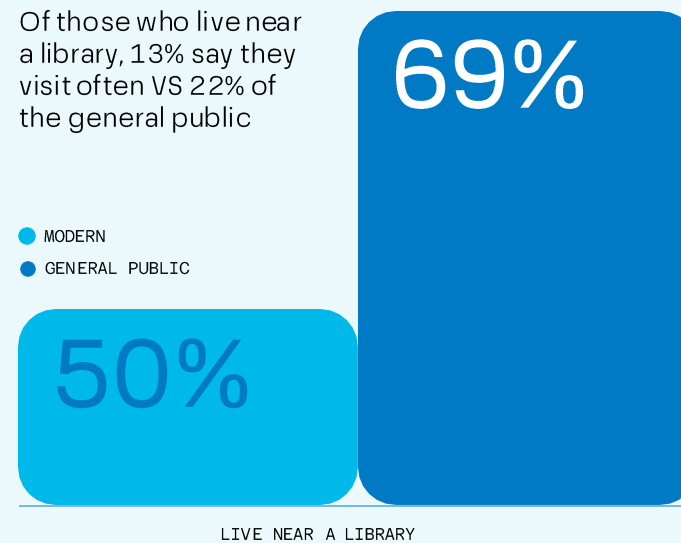
do not live near a bookshop VS 48% of the general public

In which of the following ways do you share reading with other people?



Sample size(s): Modern = 858 | Base = All respondents (n=6149)
 | Q23 = "In which of the following ways do you share reading with other people?"

% Living Near a Library VS General Public



Sample size(s): Modern = 858 | Base = All respondents (n=6149)
 | LIBRARY_1 = "Library: Do you live near any of the following?"

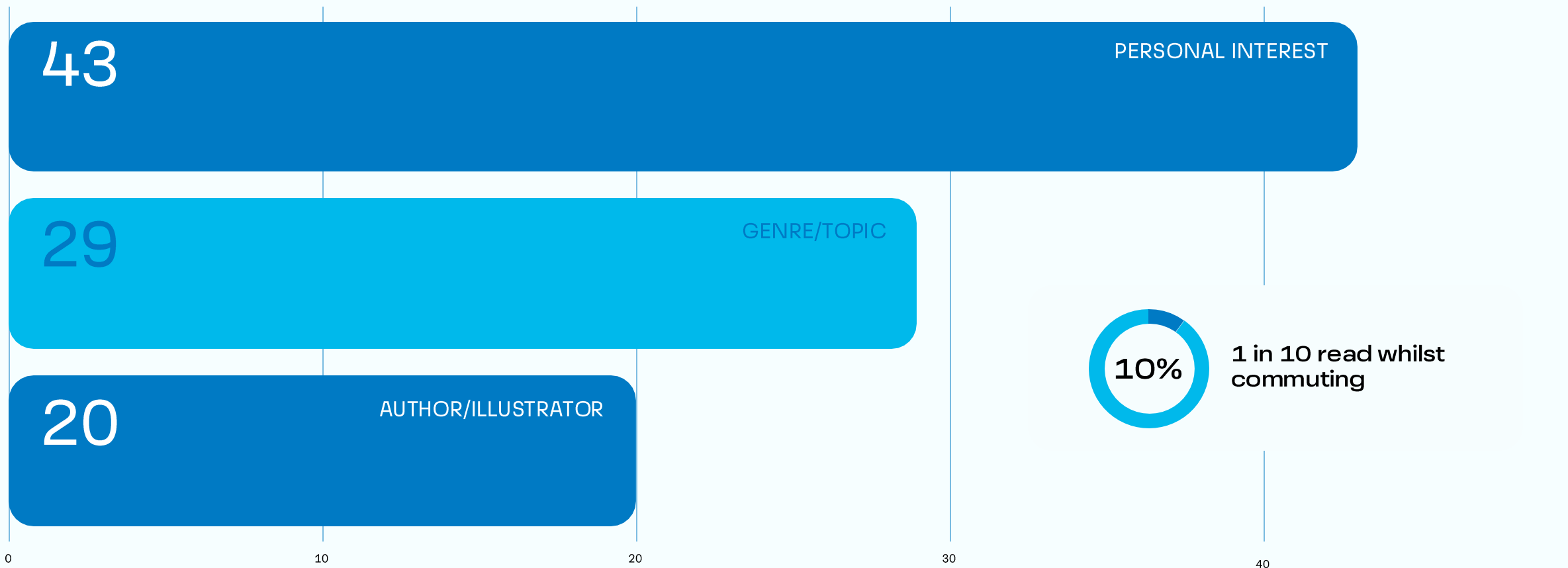
Significantly reduced access to libraries and bookshops compared to the general public

Despite a lack of access to public reading spaces, a majority report sharing reading with others in some shape or form

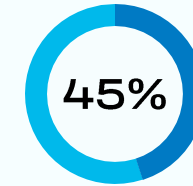
Most likely out of all groups to have reading choice be influenced by a popular franchise/media universe

Top 3 Reading Influences

Sample size(s): Modern = 858 | Base = All respondents (n=6149)
| Q15. SUMMARY - (Rank 1-3) = "Who or what most influences what you choose to read in your free time?"

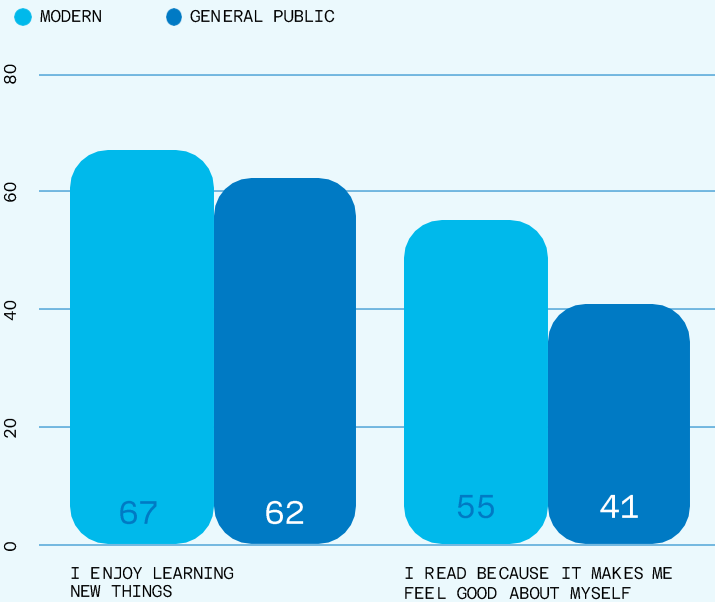


Barriers, Motivations & Values



always fit reading into their life and really enjoy it

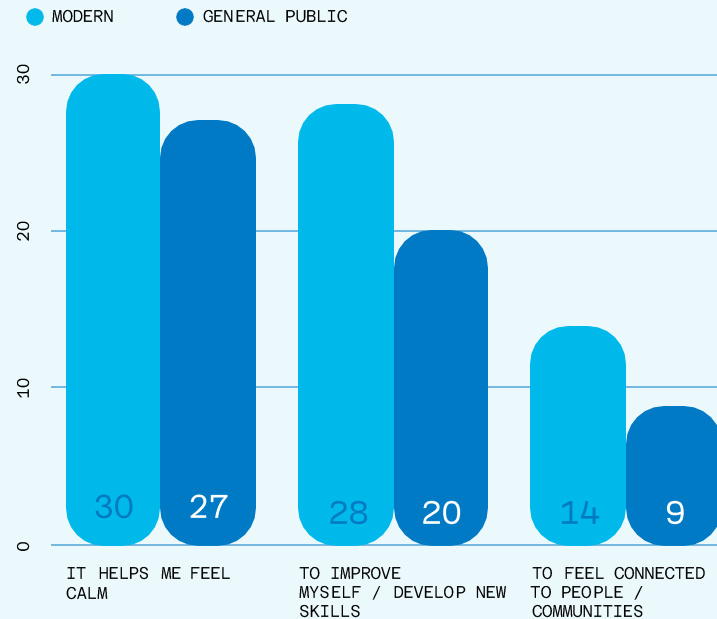
To what extent do you agree with the following statements?



Sample size(s): Modern = 858 | Base = All respondents (n=6149)
 | Q25. SUMMARY - (NET: Promoters) = "To what extent do you agree, or disagree, with the following statements?"

Main motivations for reading

(TOP 3 CHOICES >= GENERAL PUBLIC)



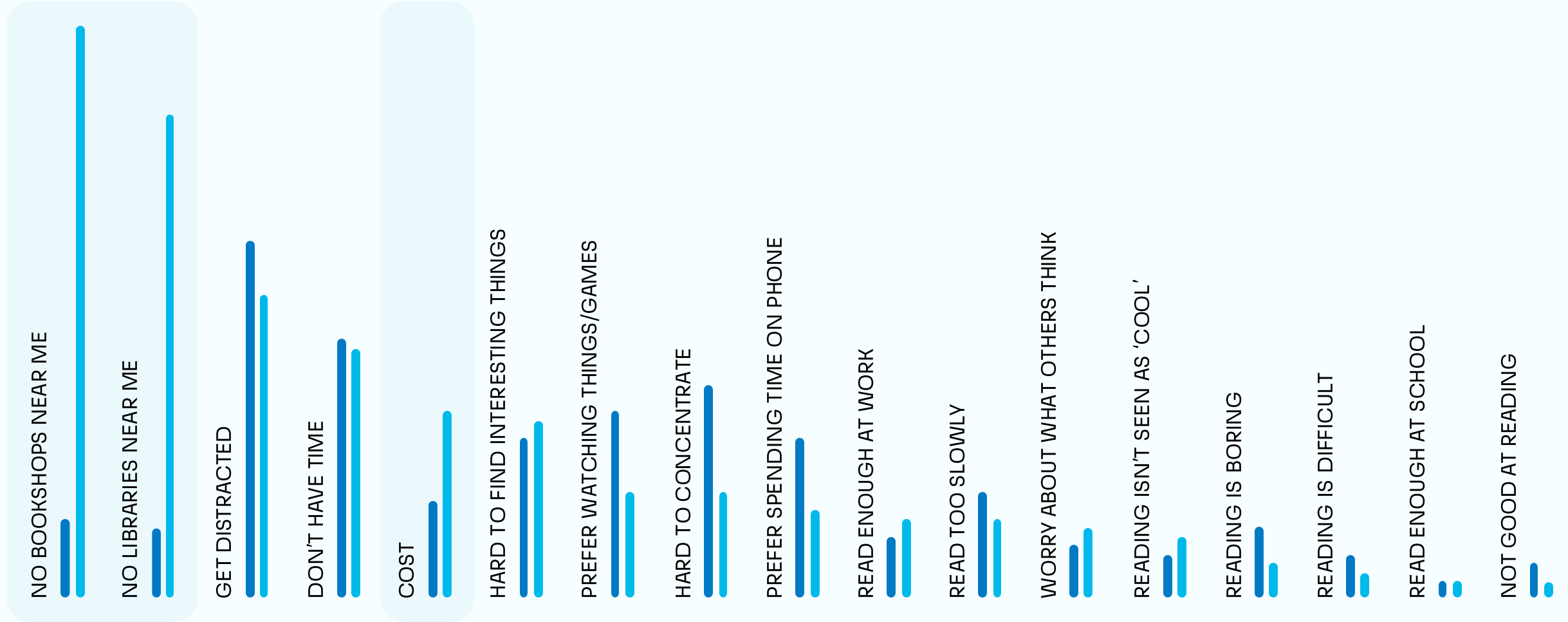
Sample size(s): Modern = 858 | Base = All respondents (n=6149)
 | Q21 = "What are the main reasons or motivations that you read in your free time?"

- A lack of access to physical reading spaces is cited as the main barrier to reading
- More likely than any other group to cite "self improvement" as a motivator for reading
- High internal drive and enthusiasm to participate in reading is restricted by geographic and financial constraints

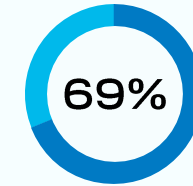
Barriers to reading

Sample size(s): Modern = 858 | Base = All respondents (n=6149)
 | Q16. SUMMARY - (Rank 1-3) = "Who or what most influences what you choose to read in your free time?"

● MODERN ● GENERAL PUBLIC

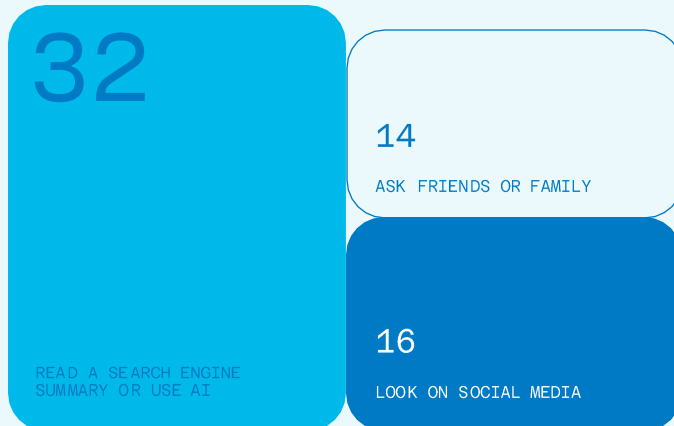


Digital & Media Habits



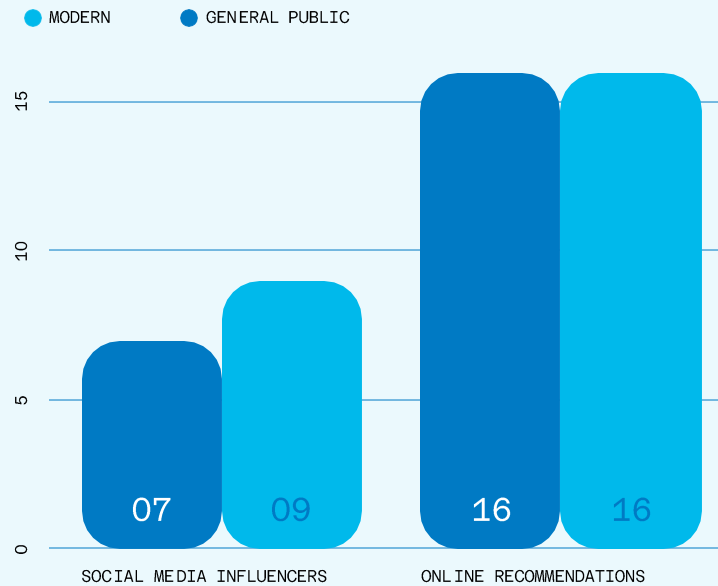
enjoy audiobooks/
podcasts

When you want to learn about something new, which one of the following are you most likely to do first?



Sample size(s): Modern = 858 | Base = All respondents (n=6149)
| Q6 = "When you want to learn about something new, which one of the following are you most likely to do first?"

Who or what most influences what you choose to read in your free time?



Sample size(s): Modern = 858 | Base = All respondents (n=6149)
| Q15. SUMMARY - (Rank 1-3) = "Who or what most influences what you choose to read in your free time?"

Active social media users who are more likely to look online for information before consulting friends/family

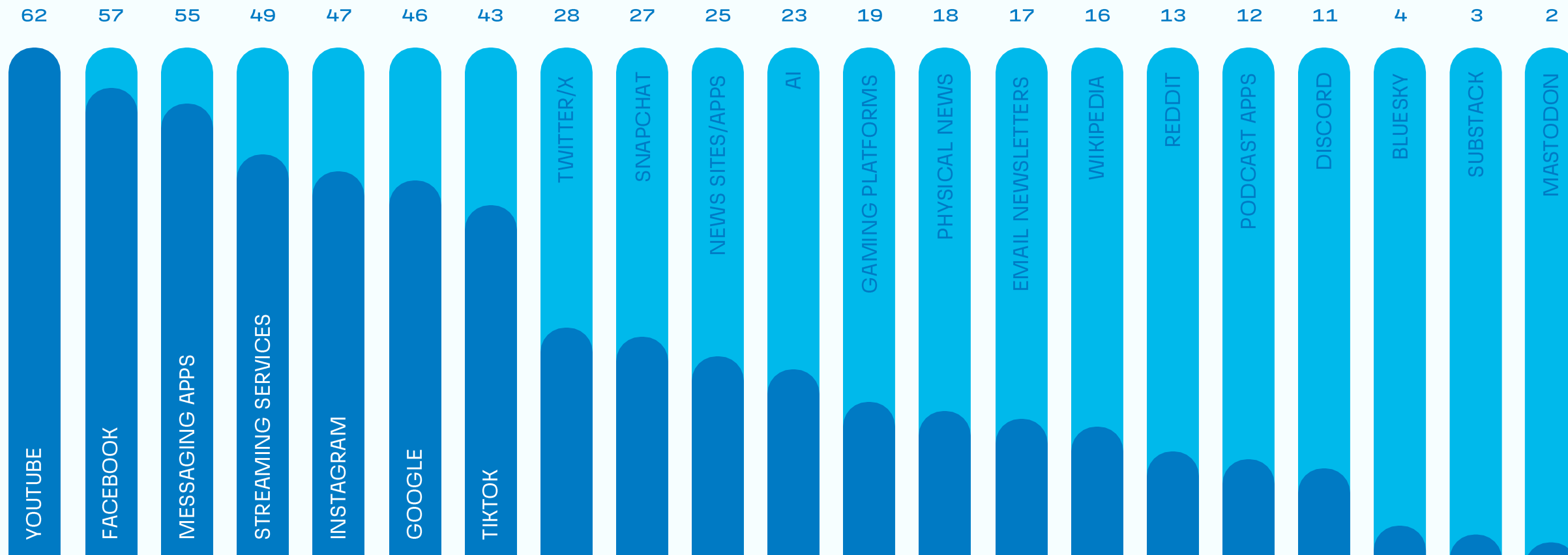
Slightly more likely than the general public to be swayed by social media influencers

Biggest users of AI (e.g. ChatGPT) compared to other groups

Which of the following platforms or services do you use at least once a week in your free time?

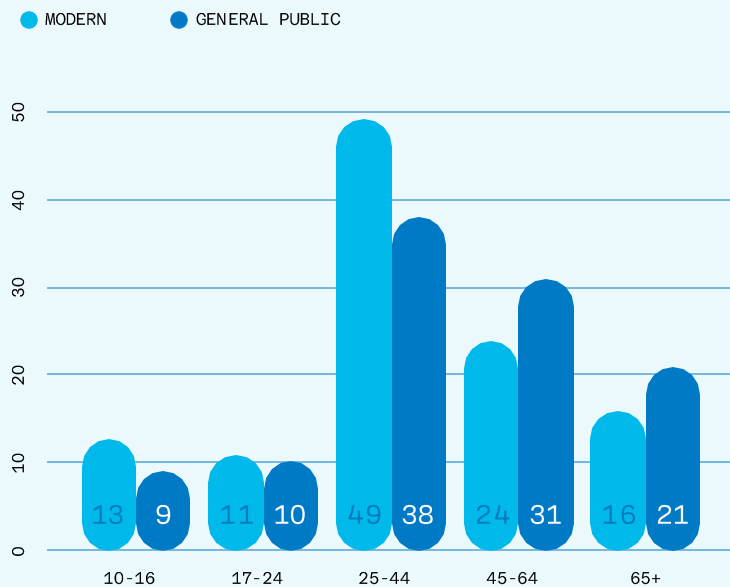
Sample size(s): Modern = 858 | Base = All respondents (n=6149)
 | Q4 = "Which of the following platforms or services do you use at least once a week in your free time? (This can be for any purpose-entertainment, chatting, finding information, etc.)"

28% use Twitter/X at least once a week
 VS 18% of the general public



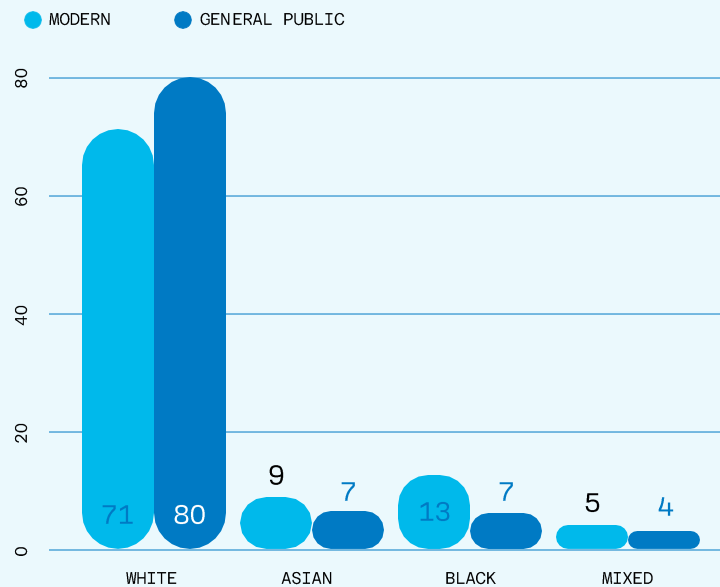
Basic Demographics

Age VS General Public



Sample size(s): Modern = 858 | Base = All respondents (n=6149)
| AGE

Ethnicity VS General Public



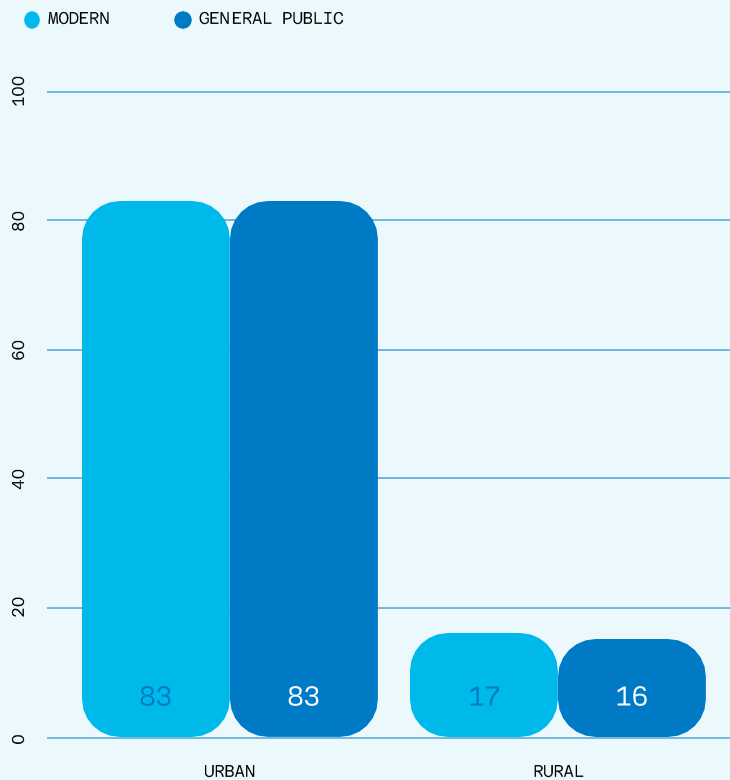
Sample size(s): Modern = 858 | Base = All respondents (n=6149)
| ETHNICITY

This group skews slightly younger than average, with a significantly higher proportion of older Gen Z and Millennials (those aged 25-44 years old).

Slightly more likely to be male and to come from a multilingual household.

More likely than any other group to have a postgraduate degree.

Location VS General Public



Sample size(s): Modern = 858 | Base = All respondents (n=6149)
| URBANRURAL

Sexual & Gender Identity

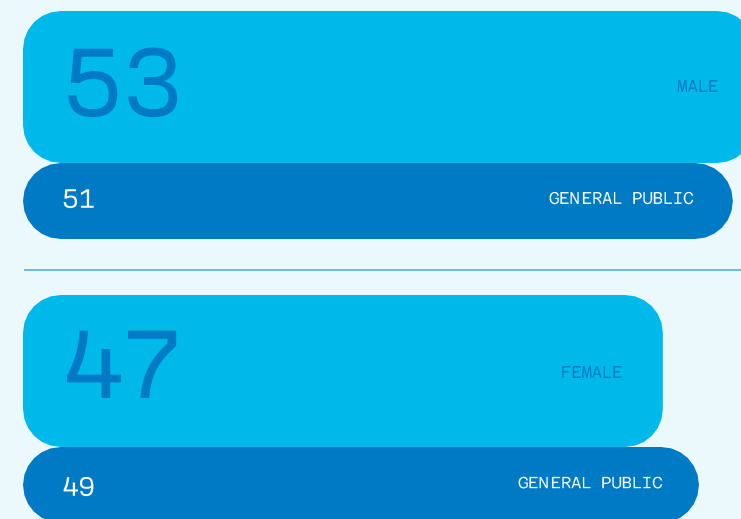
- 8% of adults identify as Lesbian, Gay or Bisexual VS 8% general public
- 1% say that their gender is different to their sex assigned at birth

Education

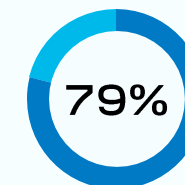
- Secondary School: 41% VS 50% General Public
- University Degree: 27% VS 28% General Public
- Higher University Degree: 27% VS 17% General Public

Sample size(s): Modern = 858
| Base = All Respondents (n=6149) | EDUCATION

Sex VS General Public



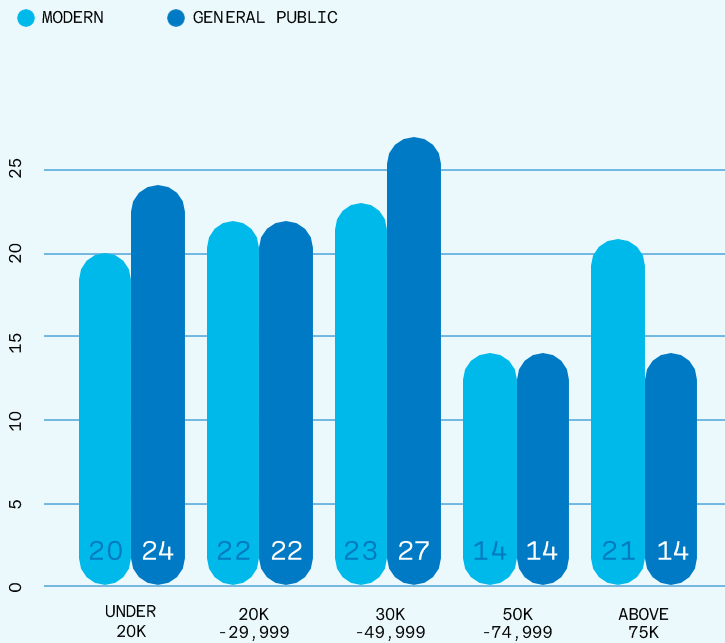
Sample size(s): Modern = 858 | Base = Adults & Children (n=6149)
| SEX: Adults & Children



79% speak only English at home VS 86% general public

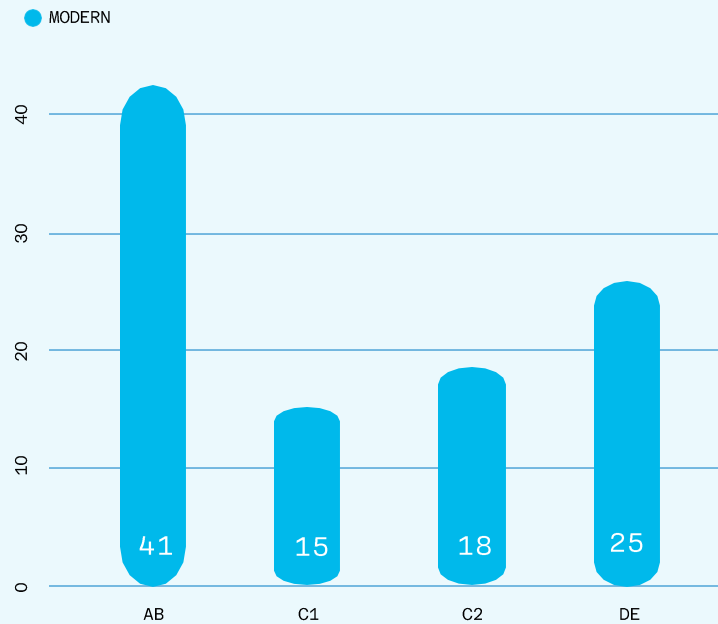
Socioeconomics & Vulnerability

Income VS General Public



Sample size(s): Modern = 858 | Base = All respondents (n=6149)
| INCOME

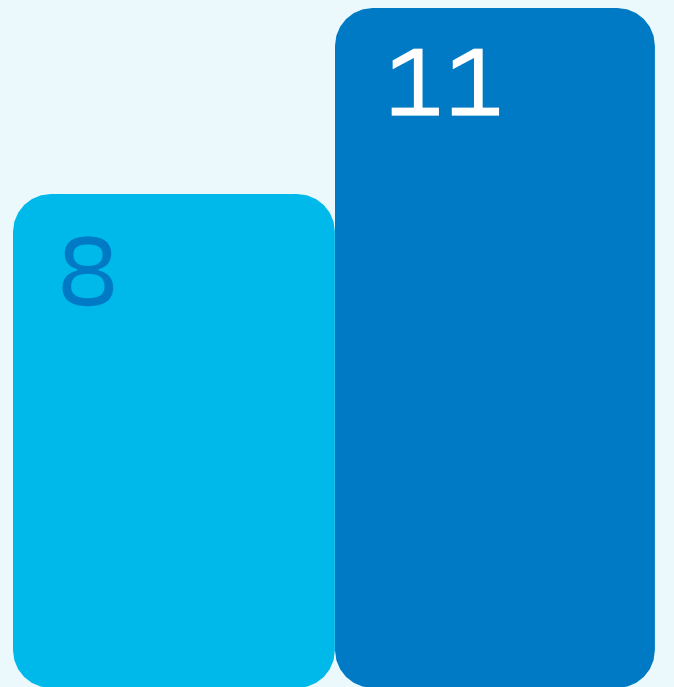
Socioeconomic Grade (SEG)



- Some notable disadvantage flags but not a consistently vulnerable socioeconomic profile.
- Similar rates of disability to that of the general public, but more likely to be carers.
- Highest proportion in receipt (ongoing or past) of free school meals compared to any other group, though this group also encompasses a significant minority of high-income earners.

Child Eyesight VS General Public

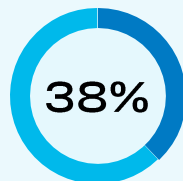
● MODERN ● GENERAL PUBLIC



POOR (NEEDS GLASSES)

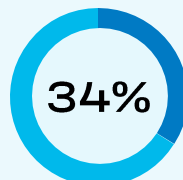
Sample size(s): Modern = 60 | Base = Those with children aged 10-16 years old (n=553) | CHILD_EYESIGHT

Free School Meals



have children who receive/ have received free school meals in the past 6 years VS 22% general public

Disability



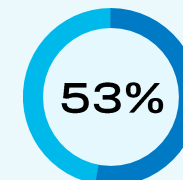
Adults with a disability VS 34% general public

Child Disability

15% of those with children aged 10-16 report having a child with a disability VS 16% of the general public.

Of those that have a child with a disability, 30% report that their condition significantly reduces their ability to read as opposed to 26% of the general public.

Carers



report no caring responsibilities VS 65% general public

Savanta:

GO
ALL
IN.

The Distracted

PROFILE SEGMENTATION: THE DISTRACTED



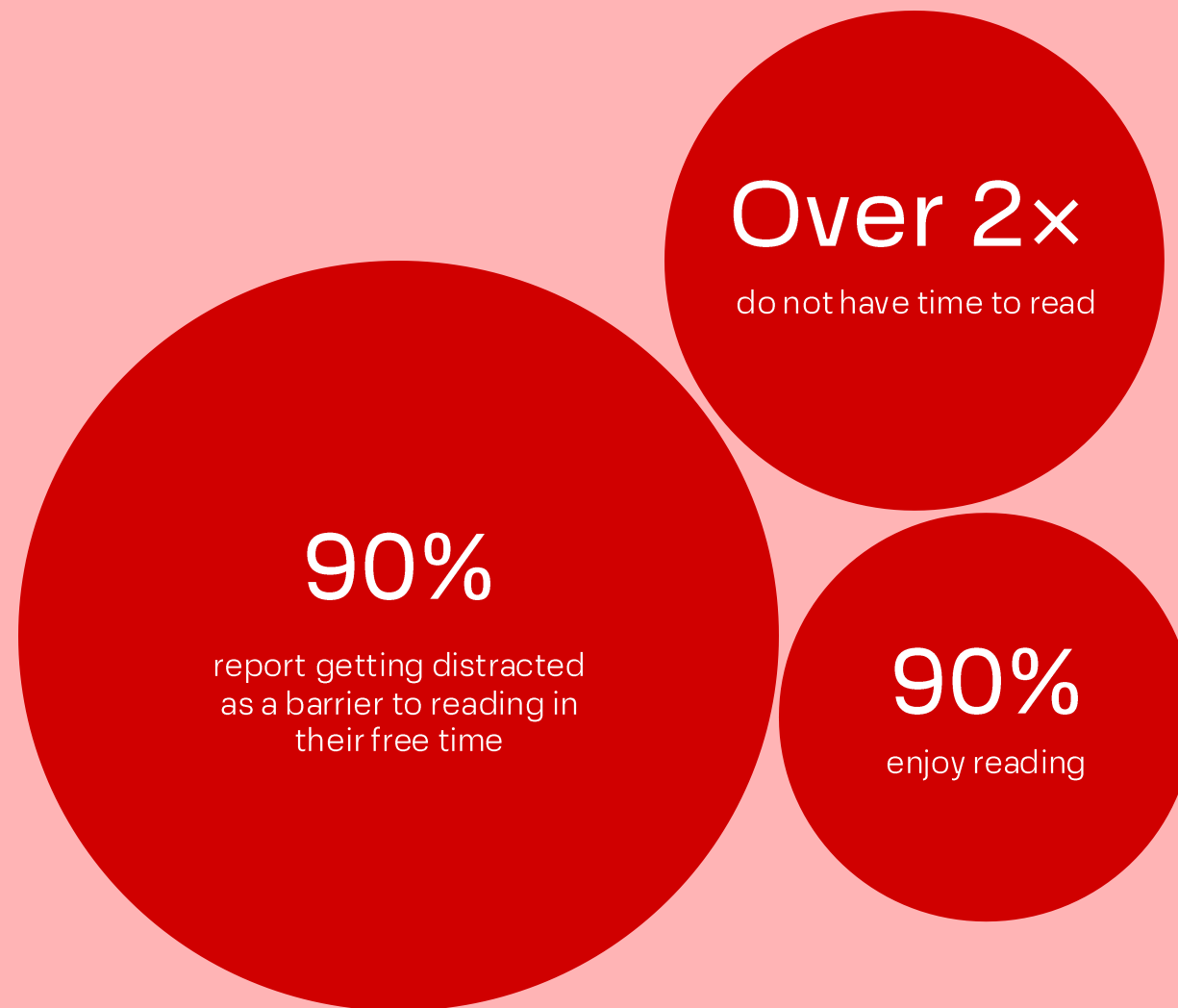
The Distracted



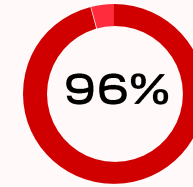
Occasional readers, the Distracted struggle to maintain engagement with books. Motivation is undermined by digital distractions, making it difficult for them to focus or form sustained reading habits.

NLT Priority Audiences

- 19% are disadvantaged parents / carers
- 4% are boys aged 10-16

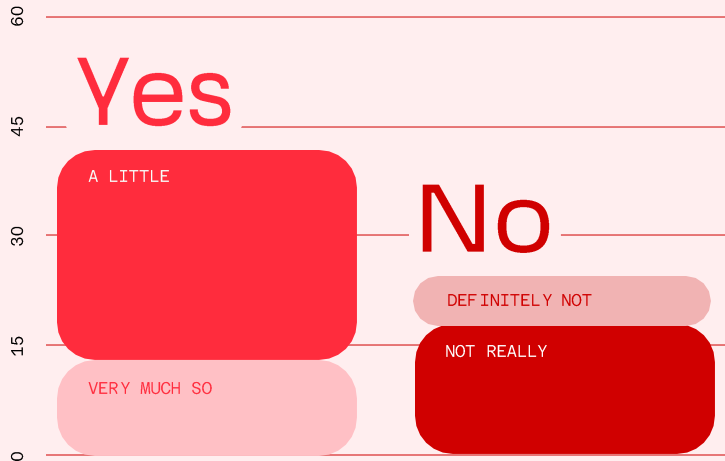


Reading Behaviour & Attitudes



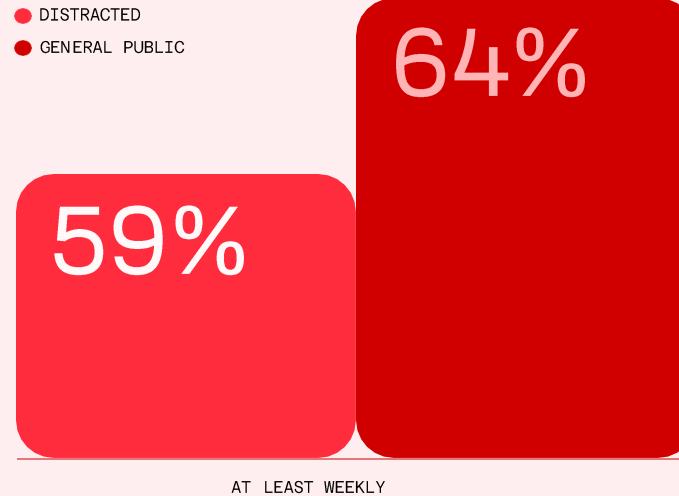
feel confident about reading

Do you consider yourself to be a 'reader'?



Sample size(s): Distracted = 1759 | Base = All respondents (n=6149) | Q10 = "Do you consider yourself to be a 'reader'?"

How often do you read in your free time?



Sample size(s): Distracted = 1759 | Base = All respondents (n=6149) | Q7 = "How often, if at all, do you read in your free time?"

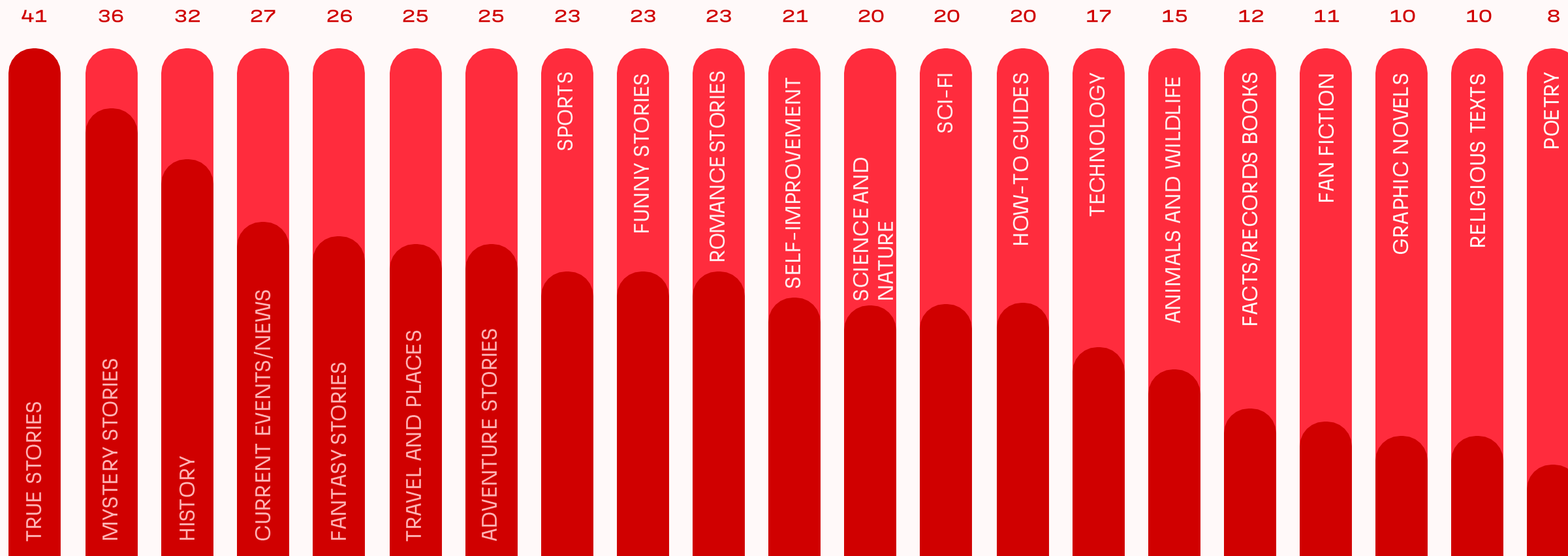
Generally identify as readers, though the majority of those that do, do so tentatively

Confident readers who nevertheless struggle to make time to read and do so less frequently than the general public

Enjoy genres relating to real life, e.g., true stories, history, and current/news events, though align with other groups with an additional preference for mysteries

Do you like to read any of the following in your free time?

Sample size(s): Distracted = 1759 | Base = All respondents (n=6149)
| Q19 = "Do you like to read any of the following in your free time?"

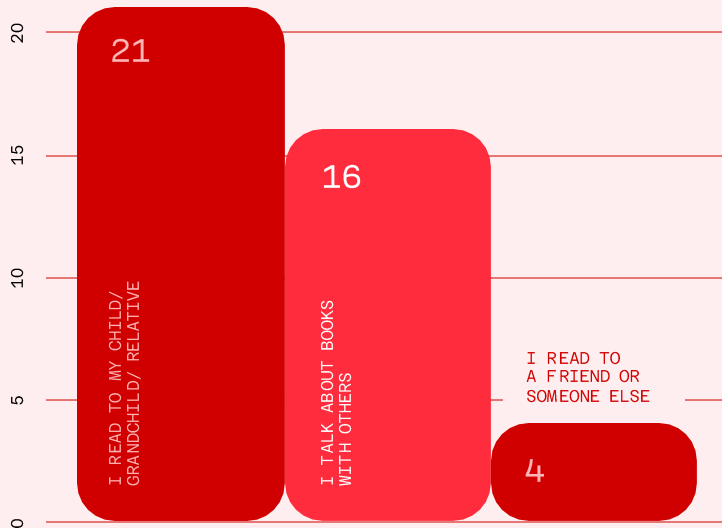


Reading Environment & Influences



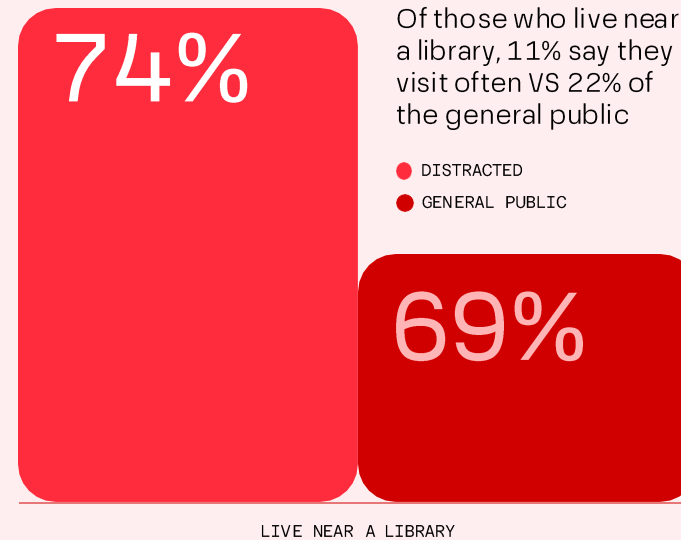
wish they could read more but struggle to fit it into their life

In which of the following ways do you share reading with other people?



Sample size(s): Distracted = 1759 | Base = All respondents (n=6149) | Q23 = "In which of the following ways do you share reading with other people?"

% Living Near a Library VS General Public



Sample size(s): Distracted = 1759 | Base = All respondents (n=6149) | LIBRARY_1 = "Library: Do you live near any of the following?"

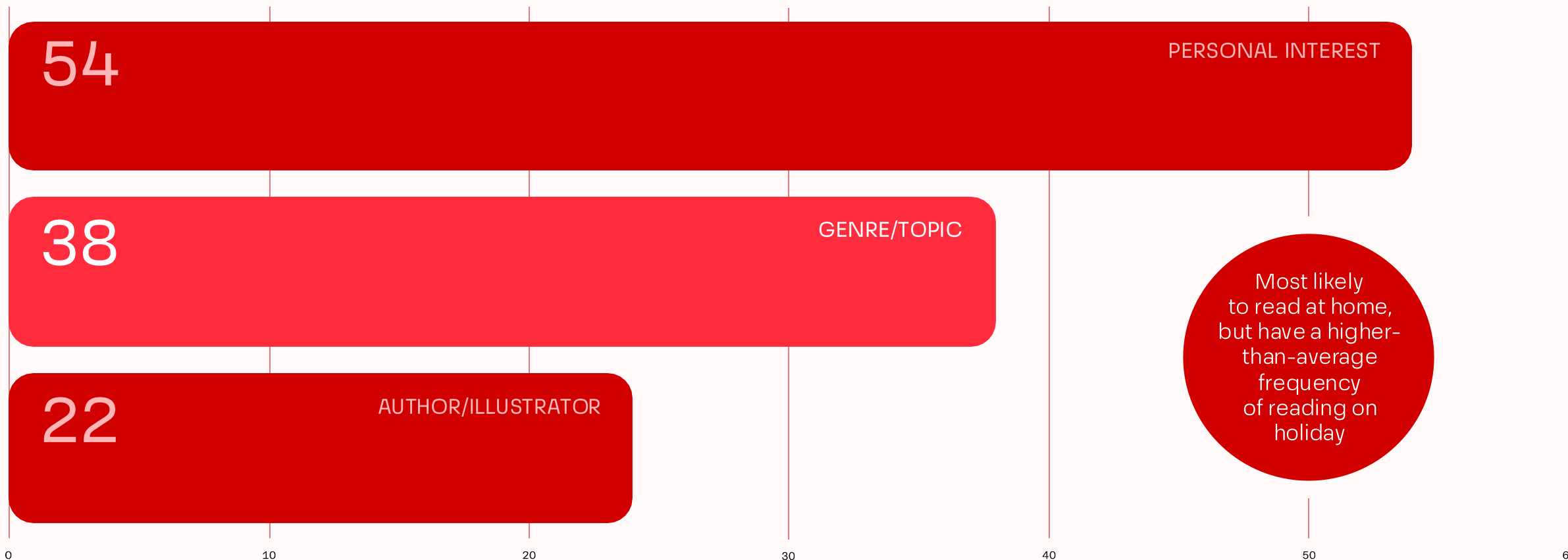
Unlikely to seek out specific reading environments despite having good access to libraries, and are the least likely group to have ever joined a book club

More likely to read to a relative (e.g. child/grandchild) than any other group

Are more driven by personal interests / curiosity than any other group

Top 3 Reading Influences

Sample size(s): Distracted = 1759 | Base = All respondents (n=6149)
| Q15. SUMMARY - (Rank 1-3) = "Who or what most influences what you choose to read in your free time?"

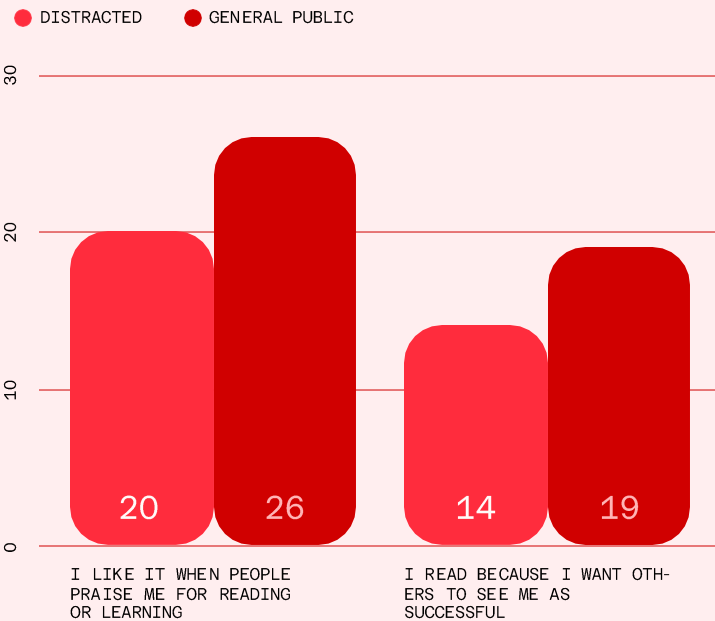


Barriers, Motivations & Values



report enjoying reading in their free time

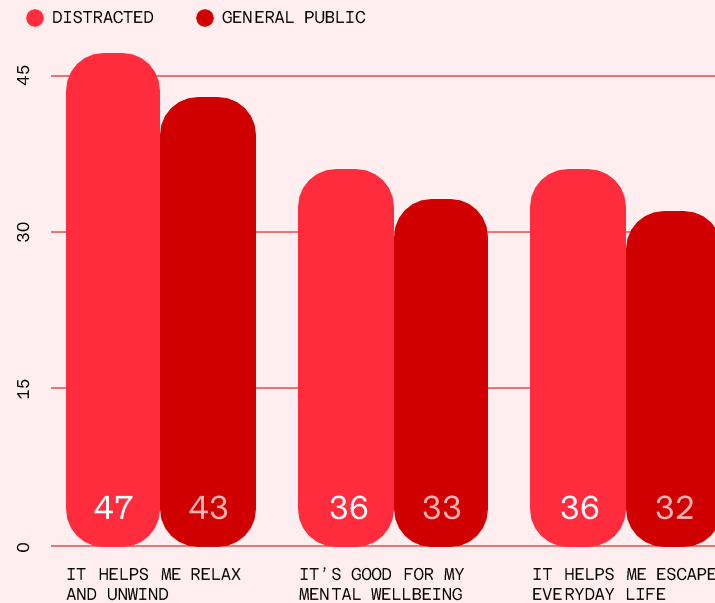
To what extent do you agree with the following statements?



Sample size(s): Distracted = 1759 | Base = All respondents (n=6149) | Q25. SUMMARY - (NET: Promoters) = "To what extent do you agree, or disagree, with the following statements?"

Main motivations for reading

(TOP 3 CHOICES >/= GENERAL PUBLIC)



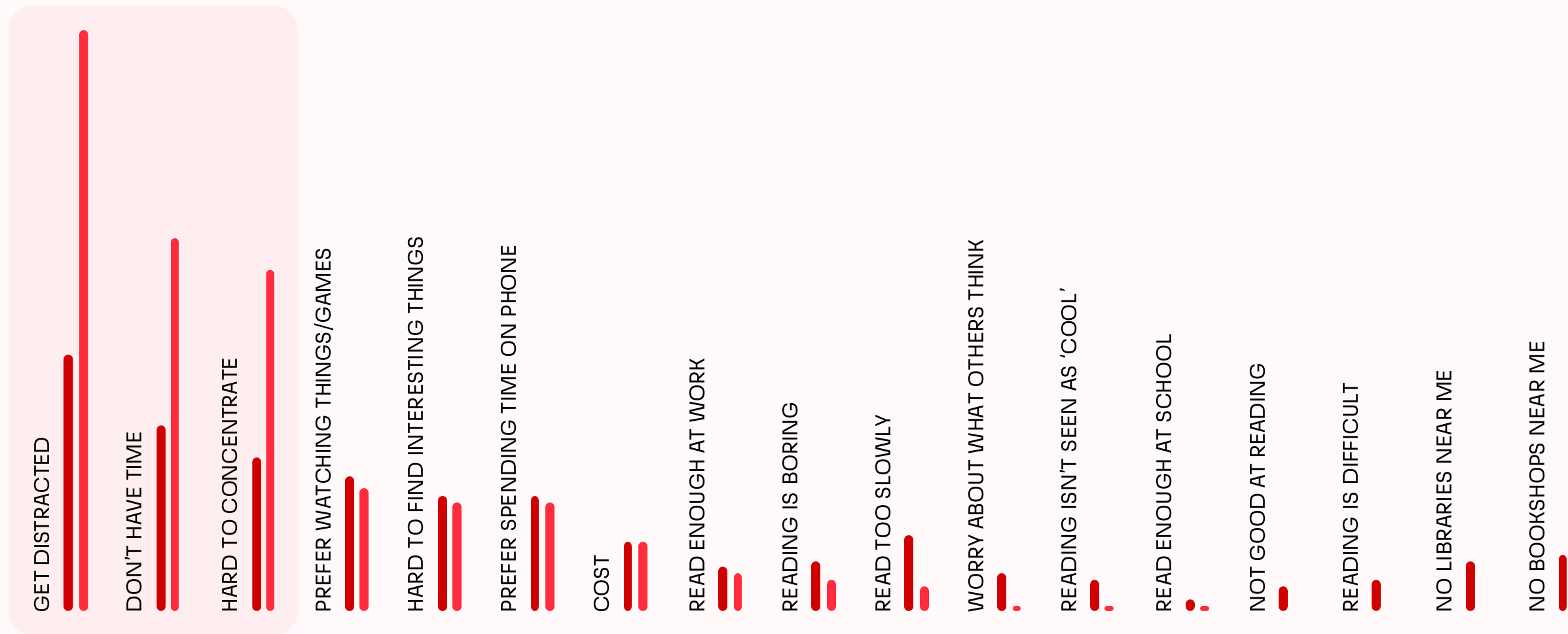
Sample size(s): Distracted = 1759 | Base = All respondents (n=6149) | Q21 = "What are the main reasons or motivations that you read in your free time?"

- Distraction and limited time are the biggest barriers to reading
- Less likely to be impacted by external factors such as others' opinion of reading
- More likely to see reading as a means of relaxation and escapism than the general public

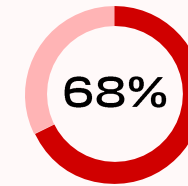
Barriers to reading

Sample size(s): Distracted = 1759 | Base = All respondents (n=6149)
 | Q16. SUMMARY - (Rank 1-3) = "Who or what most influences what you choose to read in your free time?"

● DISTRACTED ● GENERAL PUBLIC

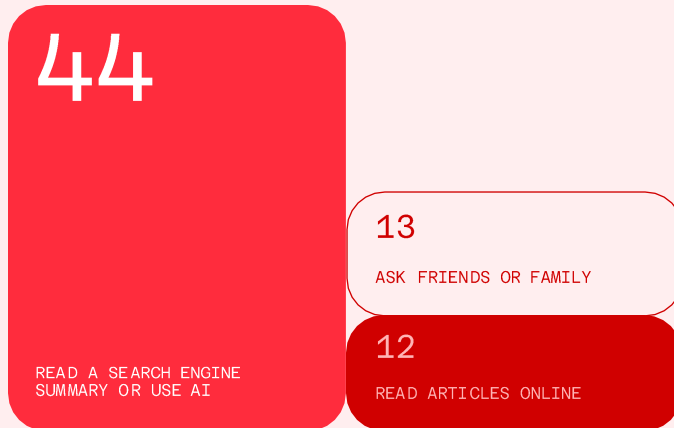


Digital & Media Habits



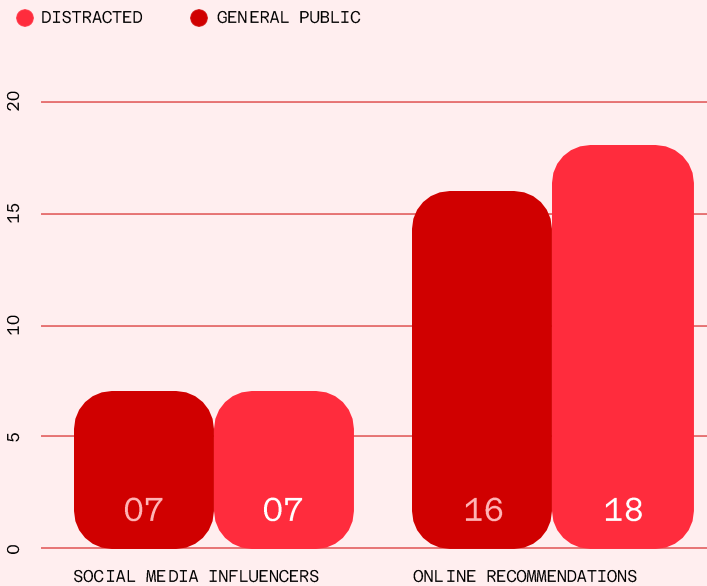
Of those who use TikTok at least once a week, 68% report daily usage

When you want to learn about something new, which one of the following are you most likely to do first?



Sample size(s): Distracted = 1759 | Base = All respondents (n=6149)
 | Q6 = "When you want to learn about something new, which one of the following are you most likely to do first?"

Impact of social media influencers & online recommendations



Sample size(s): Distracted = 1759 | Base = All respondents (n=6149)
 | Q15. SUMMARY - (Rank 1-3) = "Who or what most influences what you choose to read in your free time?"

Relatively high social media usage, with those that use short form video platforms (TikTok) likely to use them daily

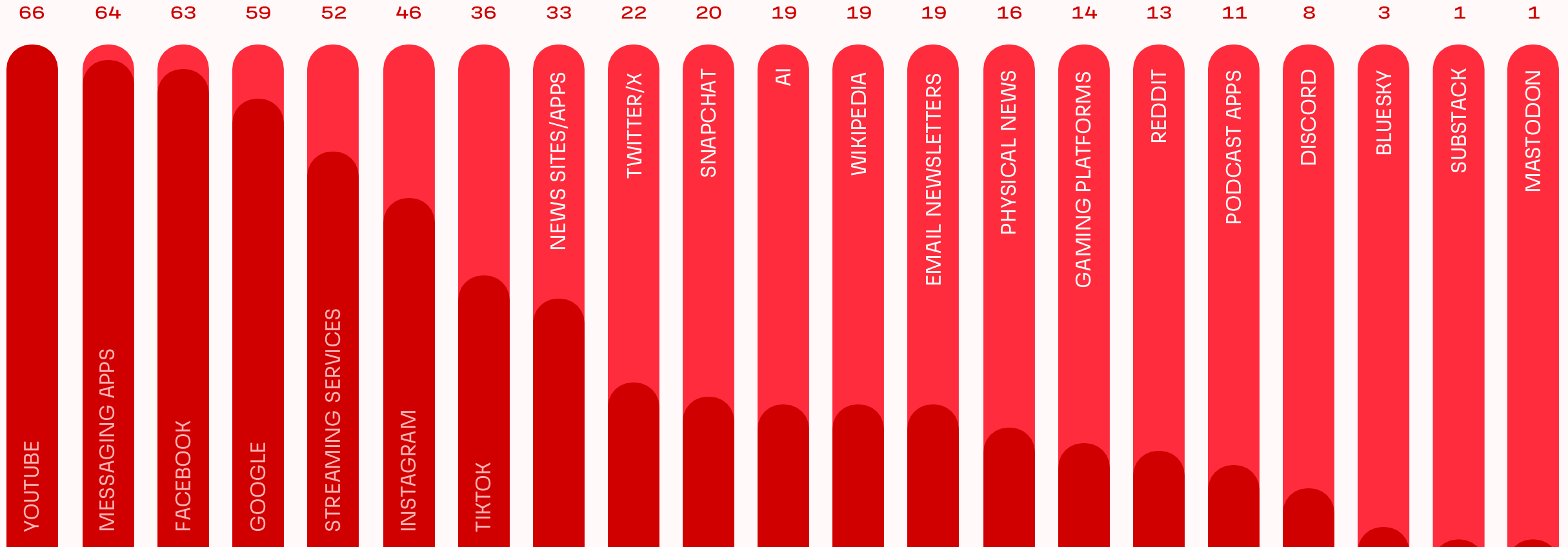
More likely than any other group to read a search engine summary / use AI as their primary means of finding new information

Despite high social media engagement, this group is not overly swayed by social media influencers

Which of the following platforms or services do you use at least once a week in your free time?

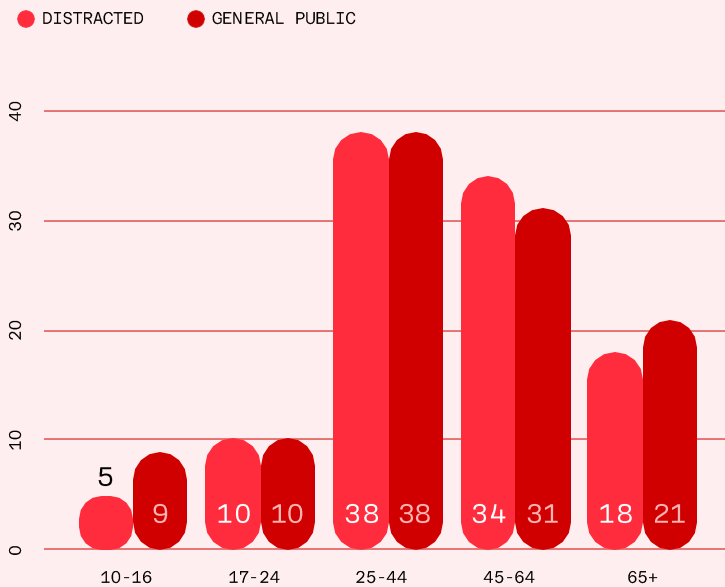
Sample size(s): Distracted = 1759 | Base = All respondents (n=6149)
 | Q4 = "Which of the following platforms or services do you use at least once a week in your free time? (This can be for any purpose-entertainment, chatting, finding information, etc.)"

63% use Facebook at least once a week vs 59% of the general public



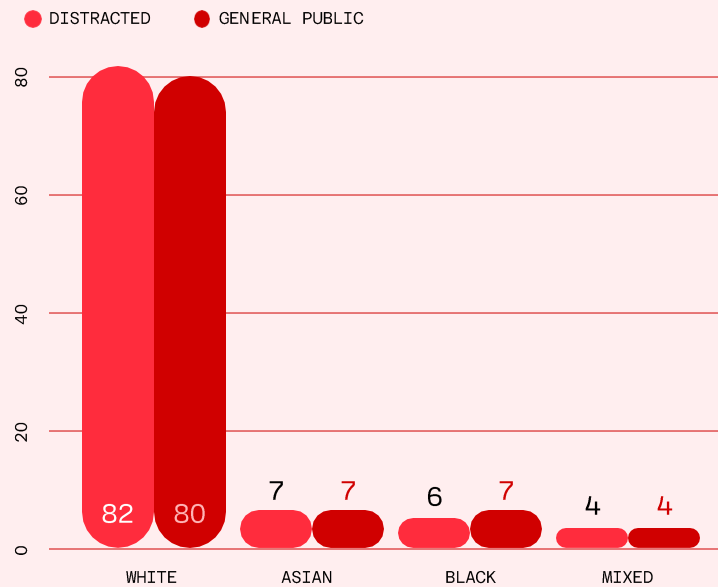
Basic Demographics

Age VS General Public



Sample size(s): Distracted = 1759 | Base = All respondents (n=6149) | AGE

Ethnicity VS General Public



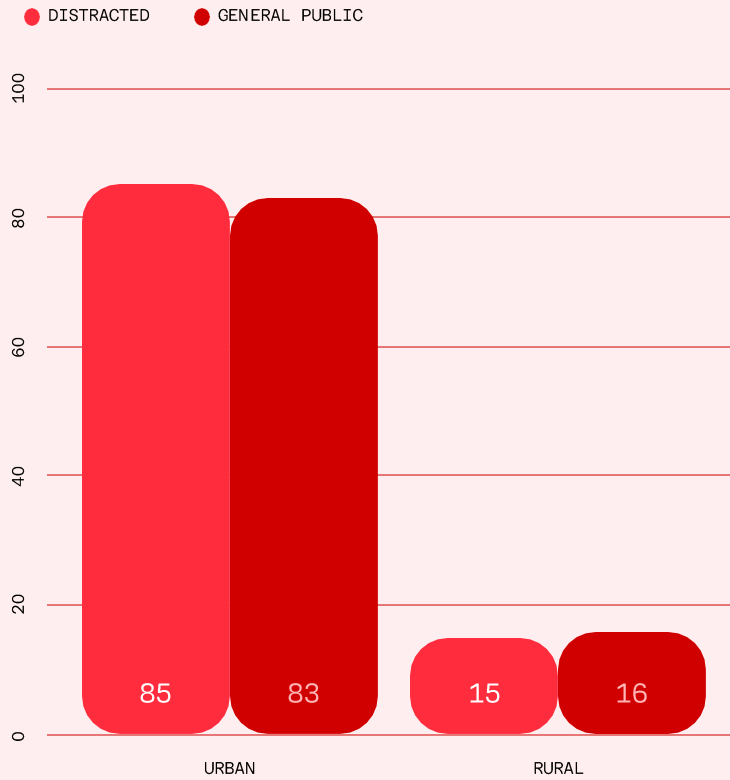
Sample size(s): Distracted = 1759 | Base = All respondents (n=6149) | ETHNICITY

Skews slightly towards middle aged with a higher-than-average representation amongst those aged 45-64

Biggest demographic divergence is in Education Level, with a slightly higher rate of university education than the general public, but a lower incidence of postgraduate qualification

Slightly more likely to be white, speak only English and to live in an urban area

Location VS General Public



Sample size(s): Distracted = 1759 | Base = All respondents (n=6149) | URBANRURAL

Sexual & Gender Identity

- 9% of adults identify as Lesbian, Gay or Bisexual VS 8% general public
- 1% say that their gender is different to their sex assigned at birth

Education

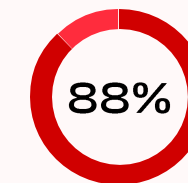
- Secondary School: 53% VS 50% general public
- University Degree: 30% VS 28% general public
- Higher University Degree: 14% VS 17% general public

Sample size(s): Distracted = 569 | Base = All Respondents (n=6149) | EDUCATION

Sex VS General Public



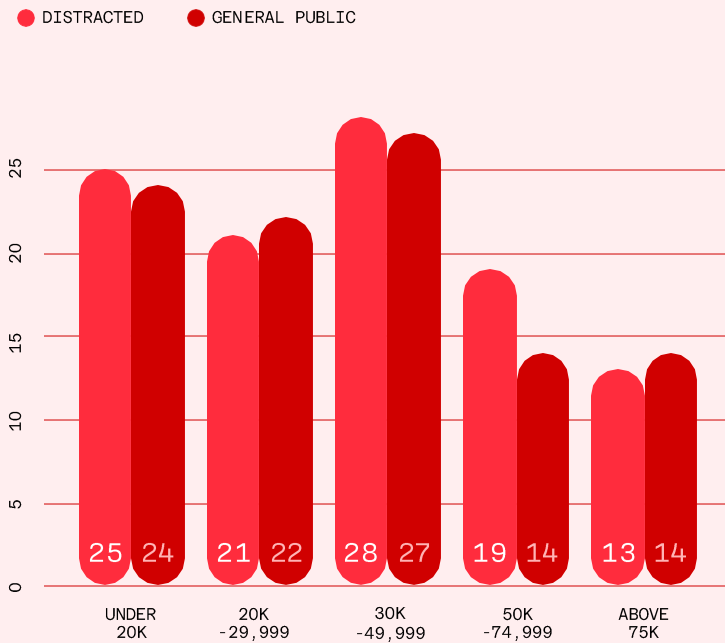
Sample size(s): Distracted = 1759 | Base = Adults & Children (n=6149) | SEX: Adults & Children



88% speak only English at home VS 86% general public

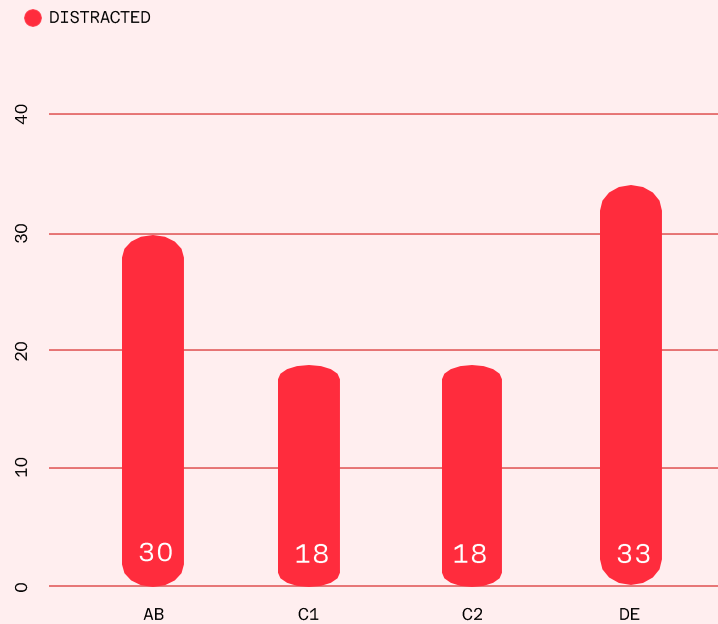
Socioeconomics & Vulnerability

Income VS General Public



Sample size(s): Distracted = 1759 | Base = All respondents (n=6149) | INCOME

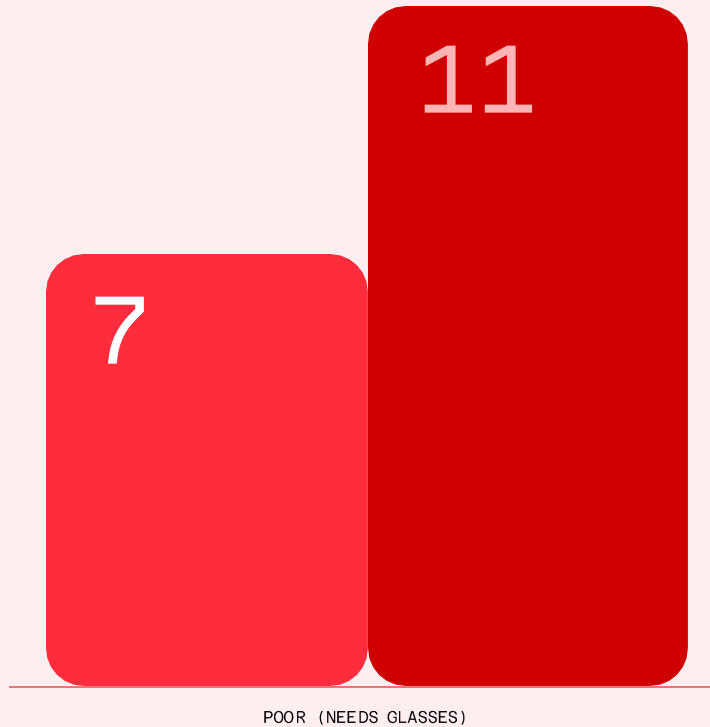
Socioeconomic Grade (SEG)



- Relatively low socioeconomic vulnerability, with no major disadvantage flags
- Less likely to be carers than the general public and significantly less likely to be/have been in receipt of free school meals
- Mostly middle-to-high income earners and have rates of disability that align with the general public

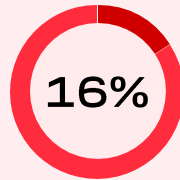
Child Eyesight VS General Public

● DISTRACTED ● GENERAL PUBLIC



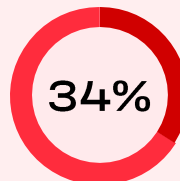
Sample size(s): Distracted = 60 | Base = Those with children aged 10-16 years old (n=553) | CHILD_EYESIGHT

Free School Meals



have children who receive/ have received free school meals in the past 6 years VS 22% general public

Disability



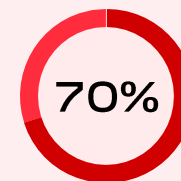
Adults with a disability VS 34% general public

Child Disability

17% of those with children aged 10-16 report having a child with a disability VS 16% of the general public

Of those that have a child with a disability, 37% report that their condition reduces their ability to read as opposed to 26% of the general public

Carers



report no caring responsibilities VS 65% general public

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The Disengaged

PROFILE SEGMENTATION: THE DISENGAGED



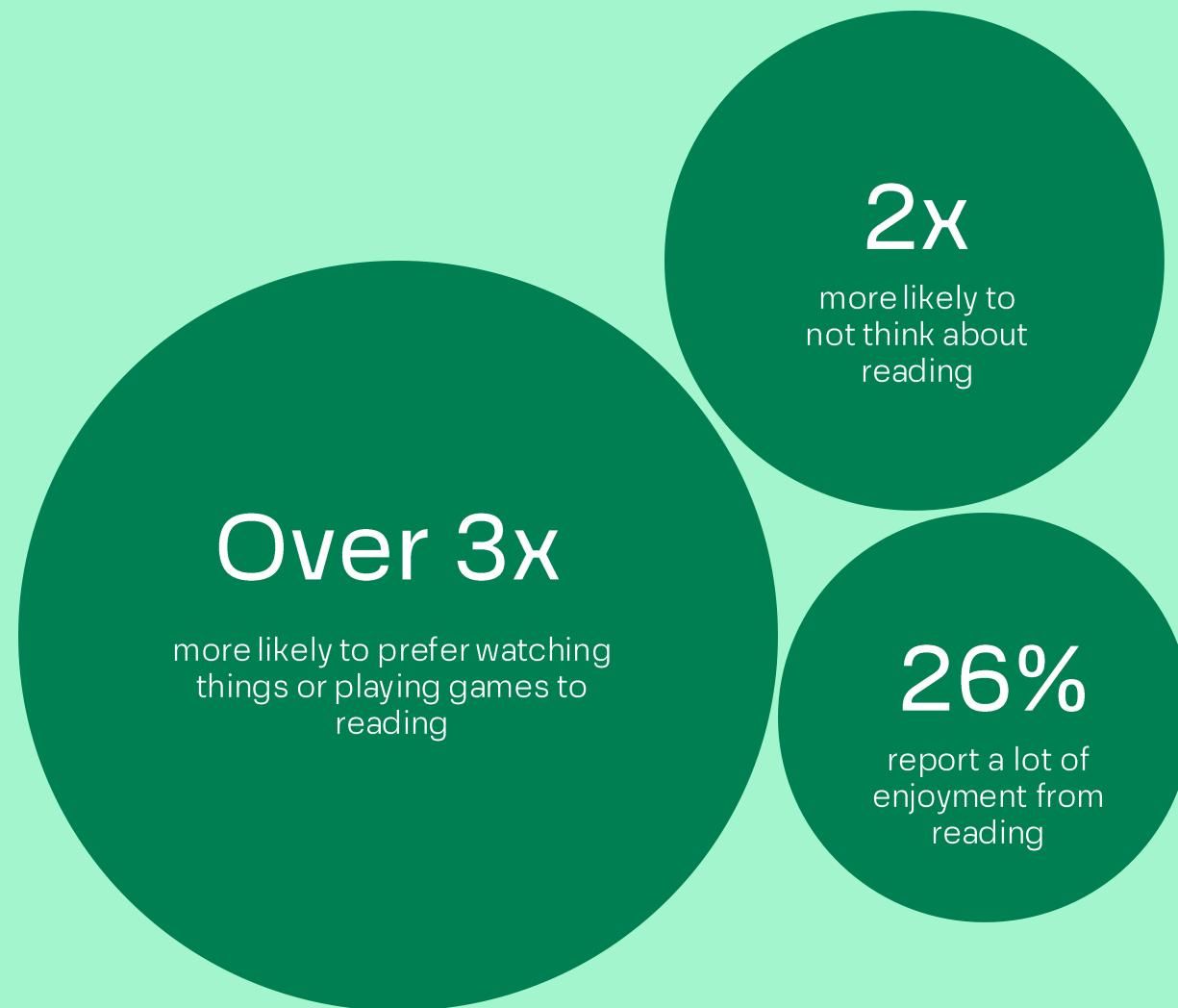
The Disengaged



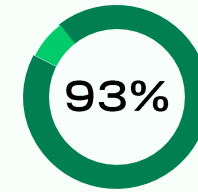
Minimal readers who lack intrinsic interest in reading, the Disengaged can be motivated to read in relation to existing interests but are likely to find reading boring, preferring TV / film, going online or using their phone instead.

NLT Priority Audiences

- 17% are disadvantaged parents / carers
- 13% are boys aged 10-16

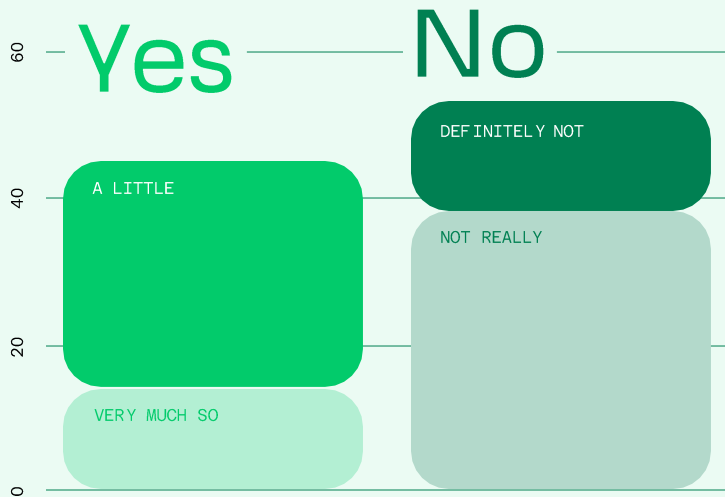


Reading Environment & Influences



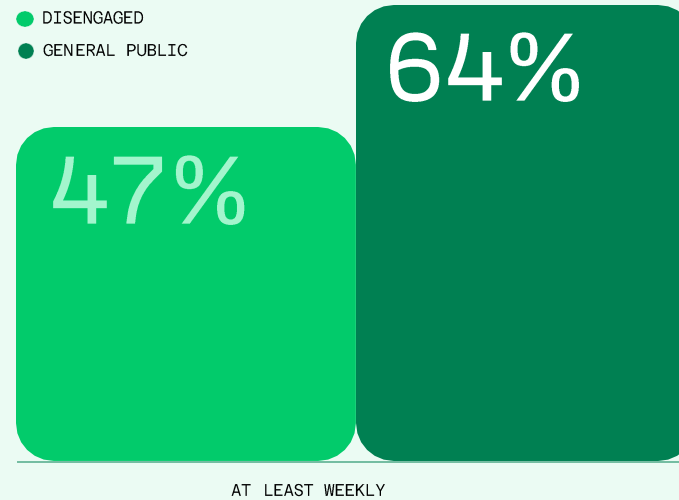
Feel confident about reading

Do you consider yourself to be a 'reader'?



Sample size(s): Disengaged = 1003 | Base = All respondents (n=6149) | Q10 = "Do you consider yourself to be a 'reader'?"

How often do you read in your free time?



Sample size(s): Disengaged = 1003 | Base = All respondents (n=6149) | Q7 = "How often, if at all, do you read in your free time?"

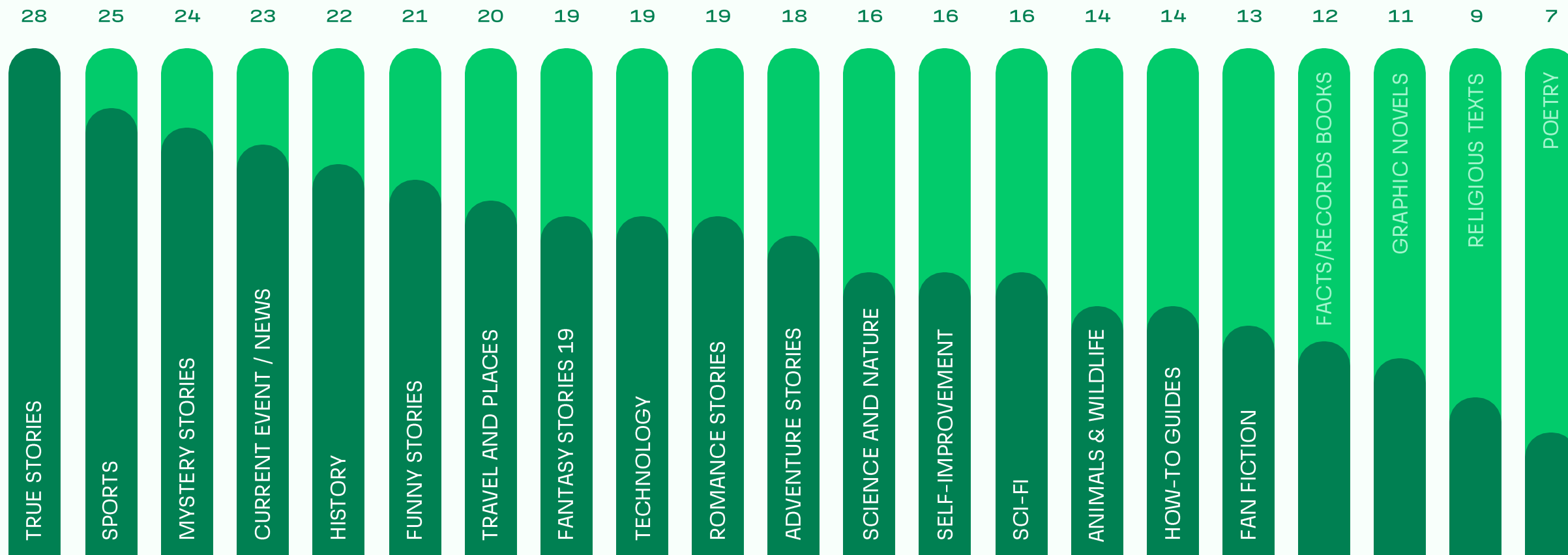
Reading is not a priority, as this group is two times more likely to not think about reading compared to the general public

Despite a high level of confidence in their reading capability, most do not identify as readers and do not read very often

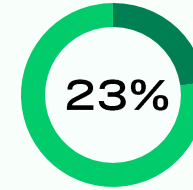
Relatively low level of enjoyment across genres, with a slight yet notable preference for true stories and sports

Do you like to read any of the following in your free time?

Sample size(s): Disengaged = 1003 | Base = All respondents (n=6149)
Q19 = "Do you like to read any of the following in your free time?"

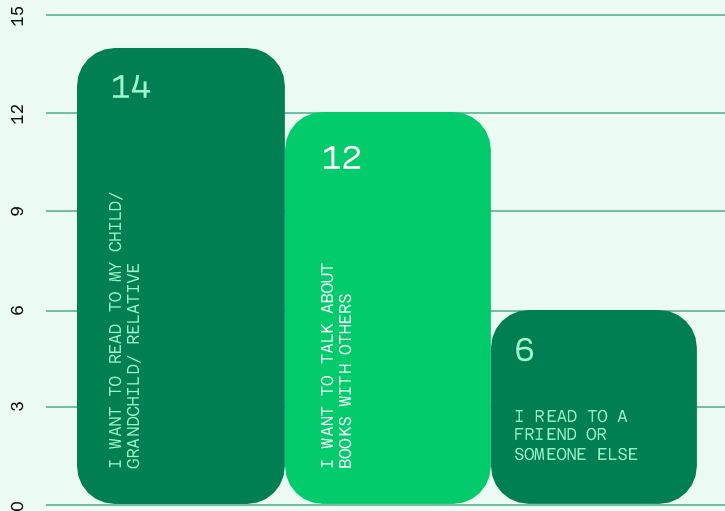


Reading Behaviour & Influences



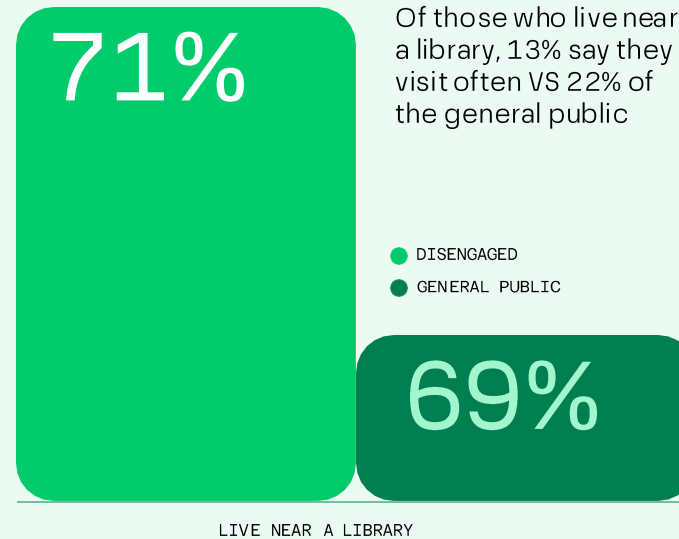
Don't care about reading, but would read something if it seemed interesting

In which of the following ways do you share reading with other people?



Sample size(s): Disengaged = 1003 | Base = All respondents (n=6149) | Q23 = "In which of the following ways do you share reading with other people?"

Living Near a Library VS General Public



Sample size(s): Disengaged = 1003 | Base = All respondents (n=6149) | LIBRARY_1 = "Library: Do you live near any of the following?"

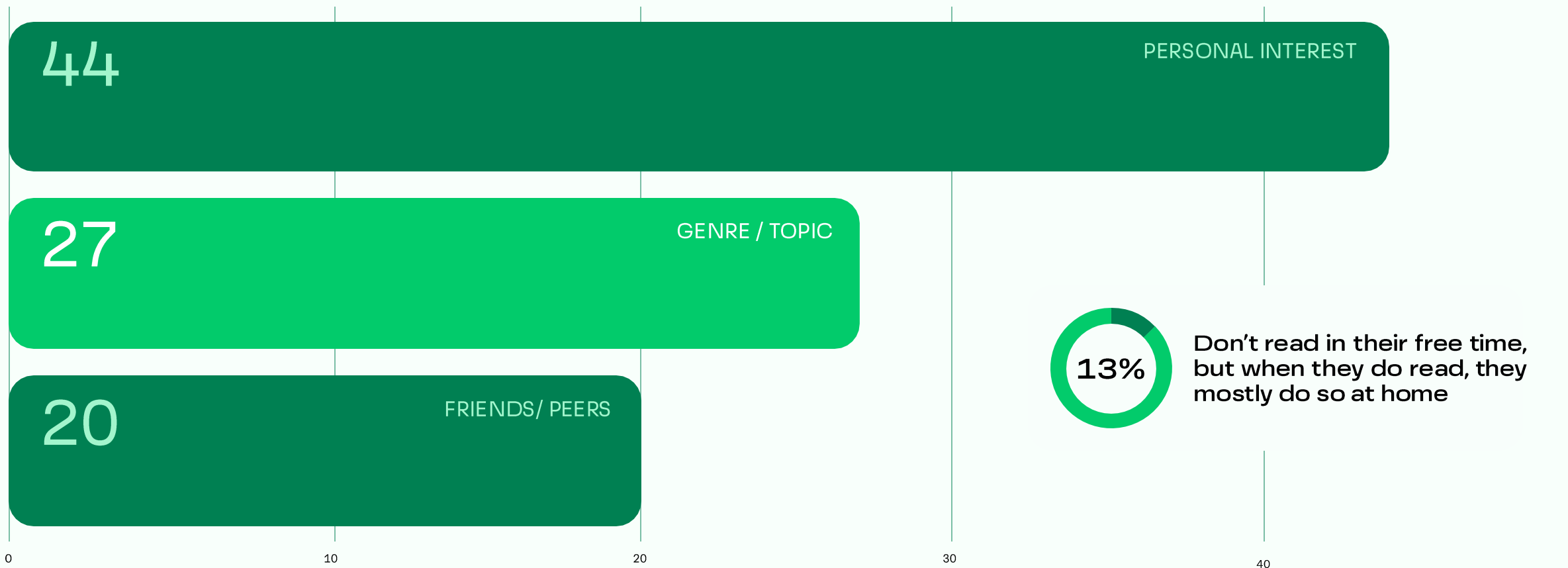
Despite having access to public reading spaces, the Disengaged do not seek out reading environments or carve out opportunities to read (e.g. reading whilst commuting)

Personal interest and genre preference are one of the few factors that positively influence reading habits

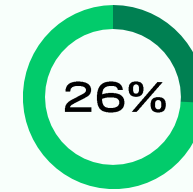
Over half do not share reading with others, but if they do, it is likely to be with a relative

Top 3 Reading Influences

Sample size(s): Disengaged = 1003 | Base = All respondents (n=6149) | Q15.
SUMMARY - (Rank 1-3) = "Who or what most influences what you choose to read in your free time?"

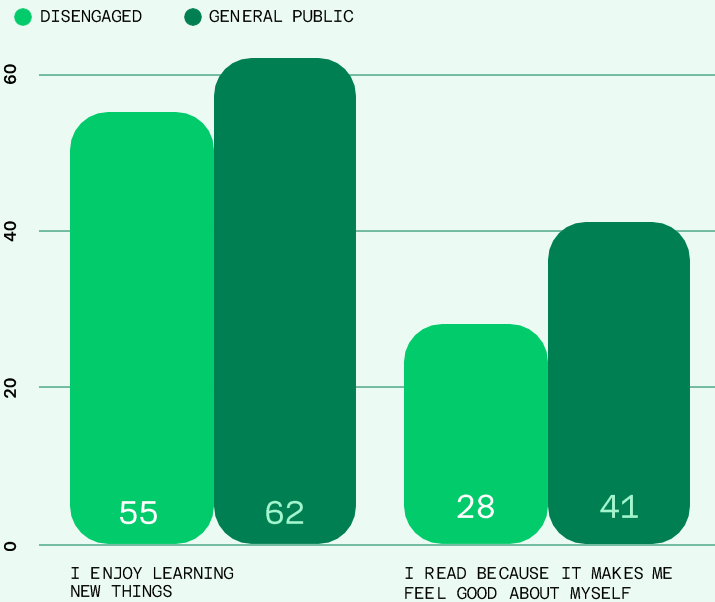


Barriers, Motivations & Values



report enjoying reading a lot VS 44% general public

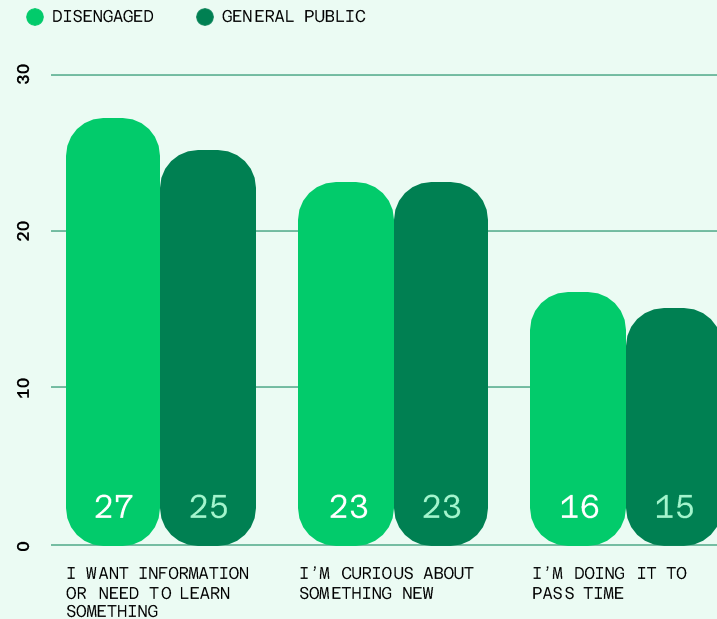
To what extent do you agree with the following statements?



Sample size(s): Disengaged = 1003 | Base = All respondents (n=6149) | Q25. SUMMARY - (NET: Promoters) = "To what extent do you agree, or disagree, with the following statements?"

Main motivations for reading

(TOP 3 CHOICES >= GENERAL PUBLIC)



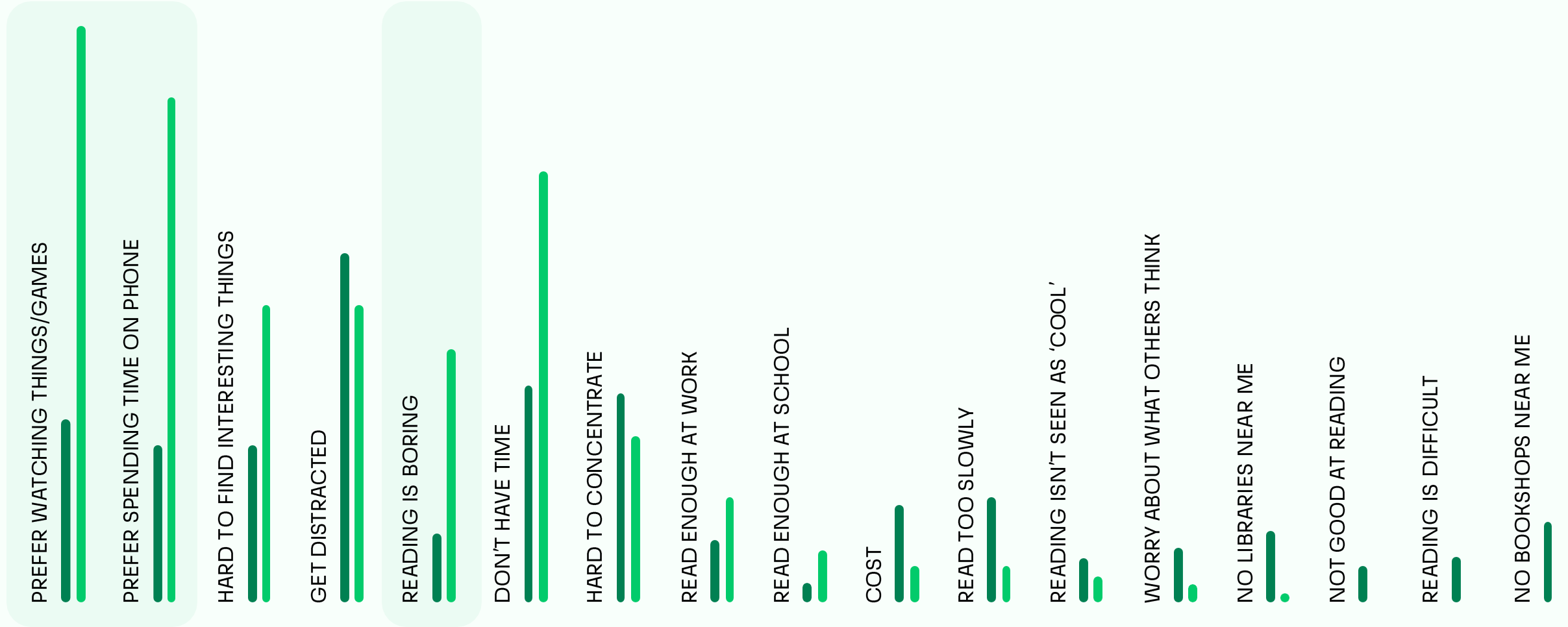
Sample size(s): Disengaged = 1003 | Base = All respondents (n=6149) | Q21 = "What are the main reasons or motivations that you read in your free time?"

- General disinterest for reading as a medium is the biggest barrier for this group
- Over three times more likely to find reading boring than the general public
- Motivations for reading that index higher or equal to the general public are not reading-specific; reading is a means to an end rather than an enjoyable activity in and of itself

Barriers to Reading

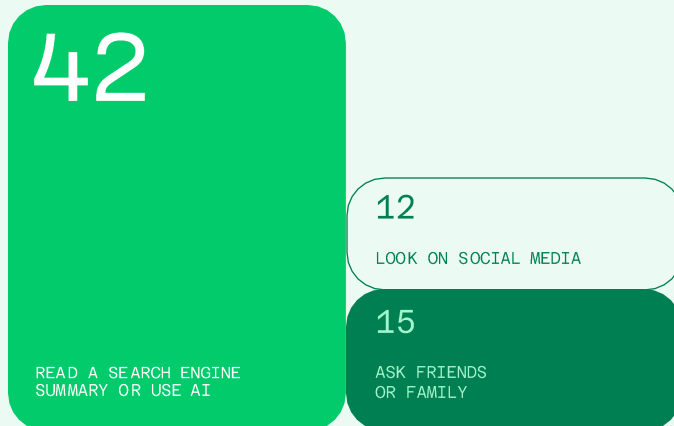
Sample size(s): Disengaged = 1003 | Base = All respondents (n=6149) | Q16. SUMMARY - (Rank 1-3) = "Who or what most influences what you choose to read in your free time?"

● DISENGAGED ● GENERAL PUBLIC



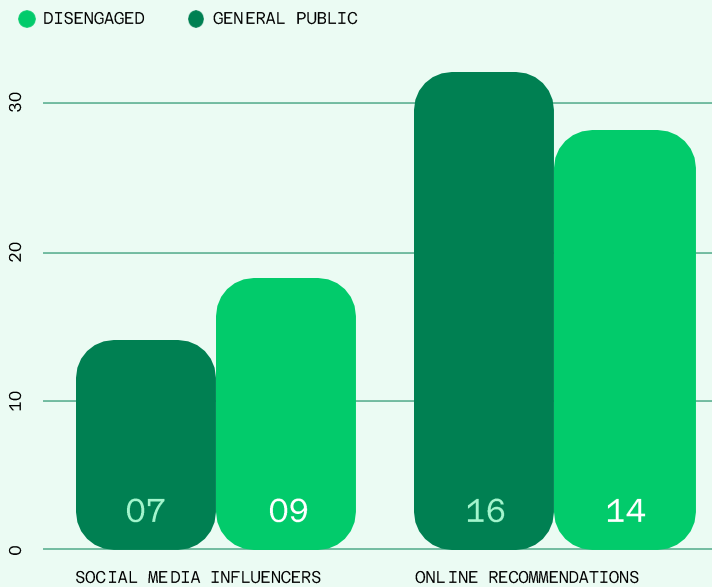
Digital & Media Habits

When you want to learn about something new, which one of the following are you most likely to do first?



Sample size(s): Disengaged = 1003 | Base = All respondents (n=6149) | Q6 = "When you want to learn about something new, which one of the following are you most likely to do first?"

Who or what most influences what you choose to read in your free time?



Sample size(s): Disengaged = 1003 | Base = All respondents (n=6149) | Q15. SUMMARY - (Rank 1-3) = "Who or what most influences what you choose to read in your free time?"

Active social media users who are significantly more likely to engage in short form video content (e.g., TikTok) than the general public

More likely than the general public to be swayed by social media influencers

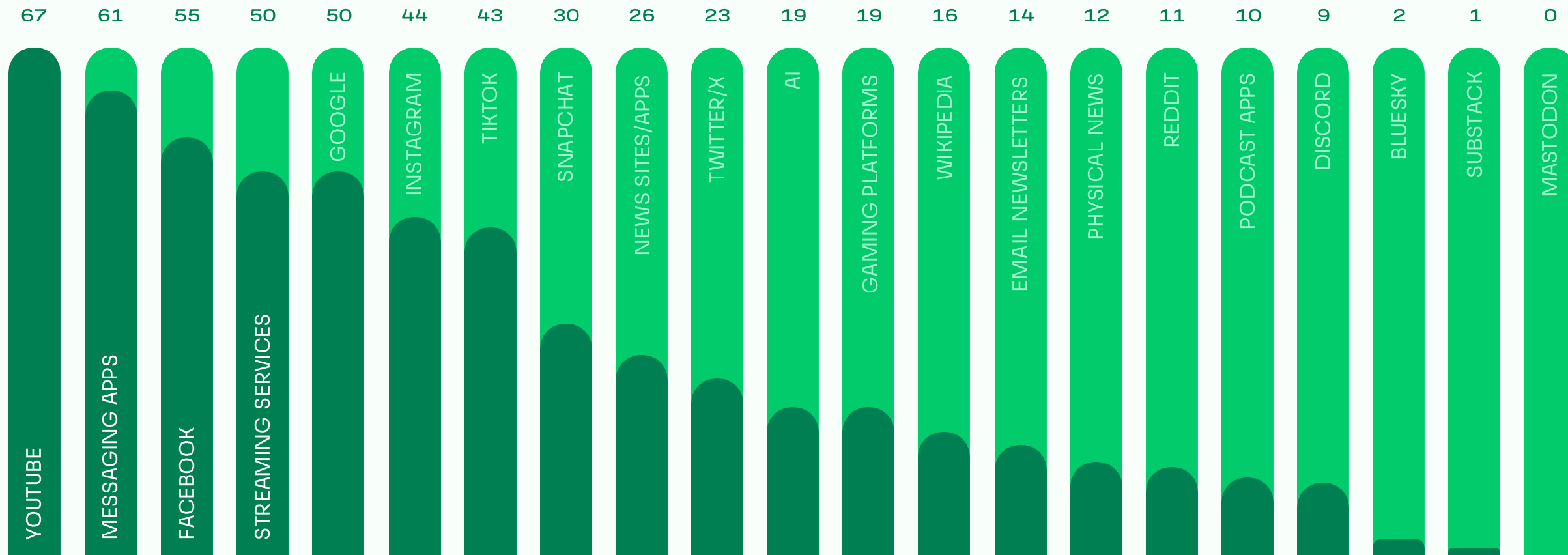
More time spent watching TV/ videos/ films than any other group

More likely to use Podcast apps than any other group

Which of the following platforms or services do you use at least once a week in your free time?

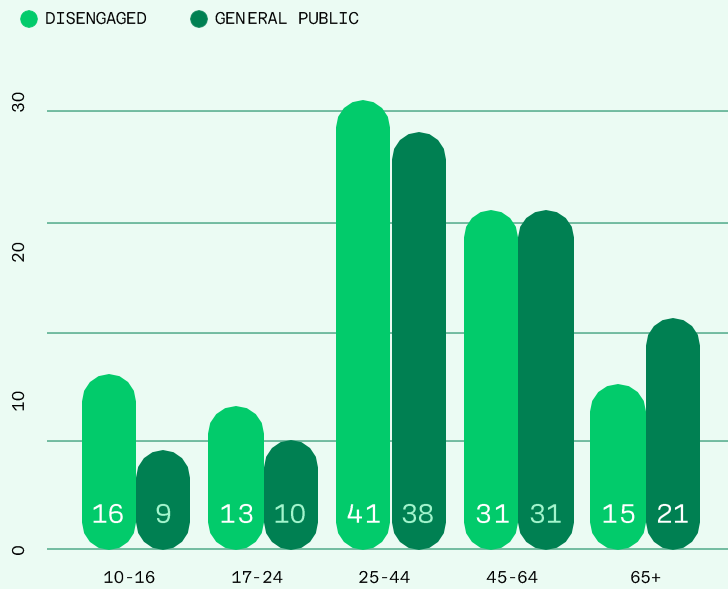
Sample size(s): Disengaged = 1003 | Base = All respondents (n=6149)
 Q4 = "Which of the following platforms or services do you use at least once a week in your free time? (This can be for any purpose-entertainment, chatting, finding information, etc.)"

43% use TikTok at least once a week
 VS 36% of the general public



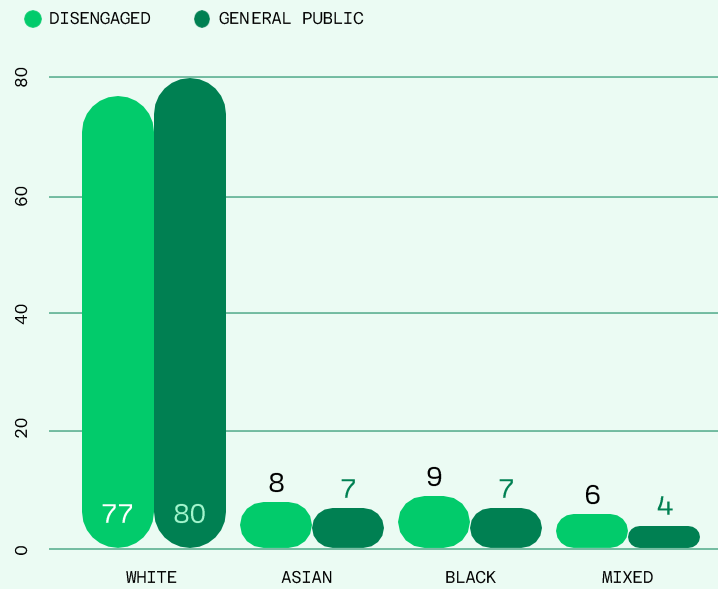
Basic Demographics

Age VS General Public



Sample size(s): Disengaged = 1003 | Base = All respondents (n=6149) | AGE

Ethnicity VS General Public



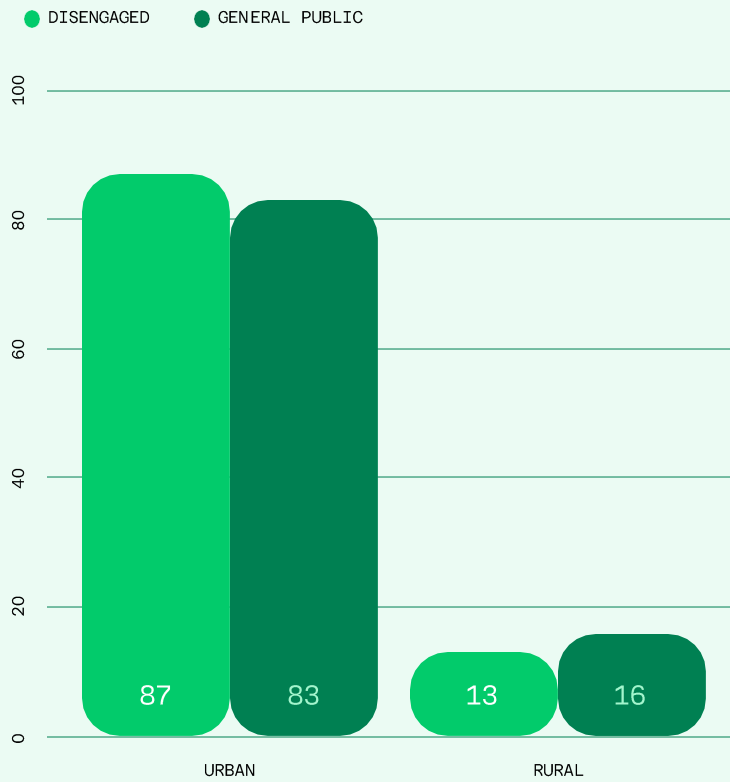
Sample size(s): Disengaged = 1003 | Base = All respondents (n=6149) | ETHNICITY

This group skews younger than average, with a significantly higher proportion of those aged 10-16 years old

Slightly more likely to be male and live in an urban area

Relatively average level of education compared to the general public, but slightly lower chance of having a postgraduate degree

Location VS General Public



Sample size(s): Disengaged = 1003 | Base = All respondents (n=6149) | URBANRURAL

Sexual & Gender Identity

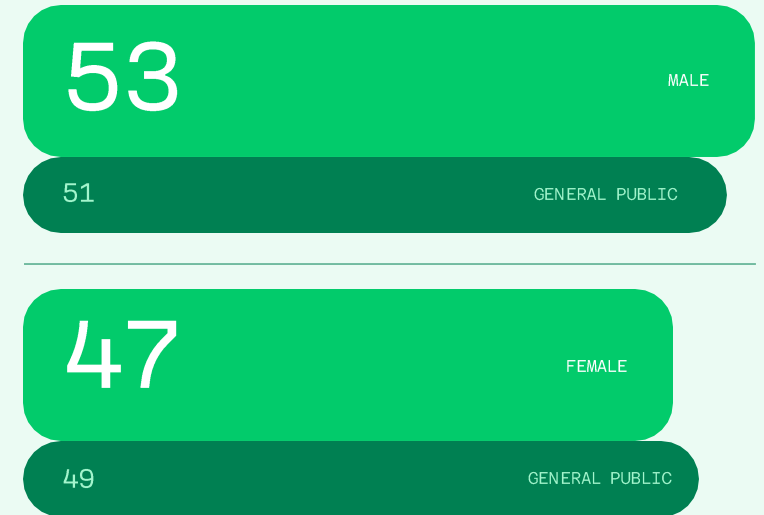
- 8% of adults identify as Lesbian, Gay or Bisexual VS 8% general public
- 1% say that their gender is different to their sex assigned at birth

Education (Highest Level)

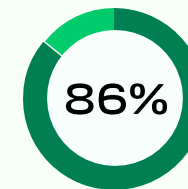
- Secondary School: 53% VS 50% general public
- University Degree: 28% VS 28% general public
- Higher University Degree: 15% VS 17% general public

Sample size(s): Disengaged = 1003 | Base = All Respondents (n=6149) | EDUCATION

Sex VS General Public



Sample size(s): Disengaged = 1003 | Base = Adults & Children (n=6149) | SEX: Adults & Children

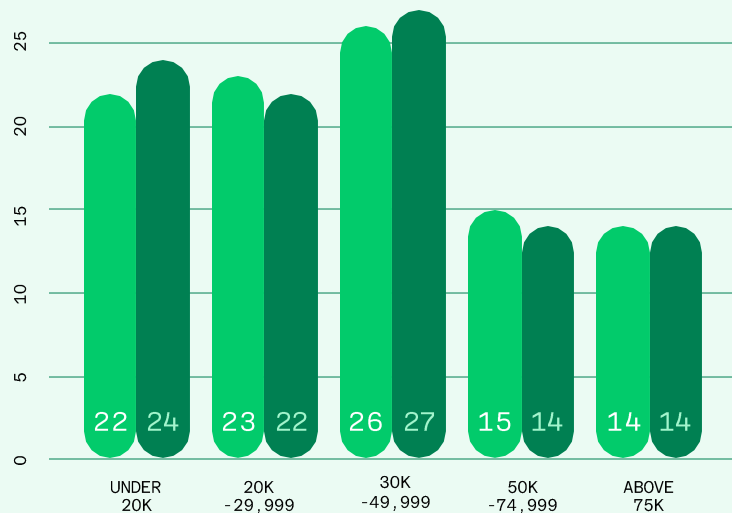


86% speak only English at home VS 86% general public

Socioeconomics & Vulnerability

Income VS General Public

● DISENGAGED ● GENERAL PUBLIC



Sample size(s): Disengaged = 1003 | Base = All respondents (n=6149) | INCOME

Socioeconomic Grade (SEG)

● DISENGAGED



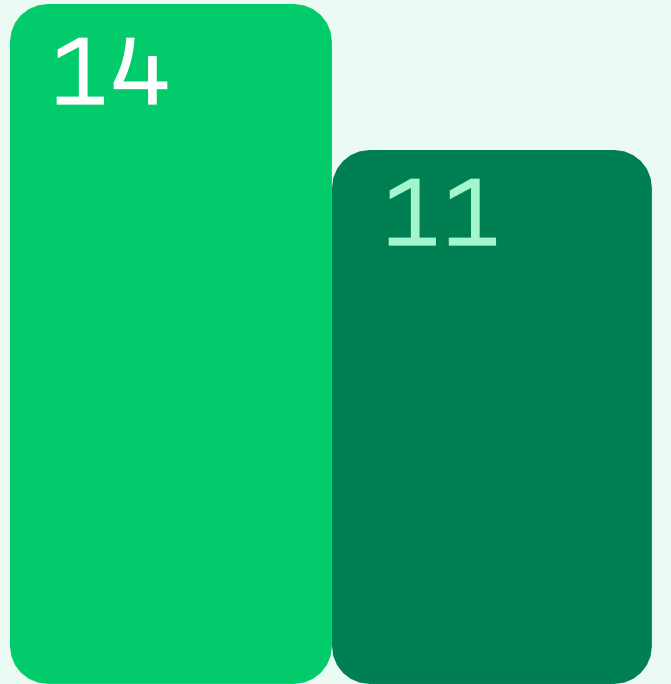
Similar/average level of socioeconomic vulnerability compared to the general public

Those that have a child with a disability are half as likely to state that this disability affects their child's reading ability compared to the general public

Mostly middle-income earners and have rates of disability that align with the general public

Child Eyesight VS General Public

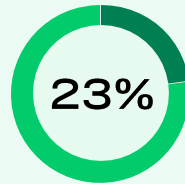
● DISENGAGED ● GENERAL PUBLIC



POOR (NEEDS GLASSES)

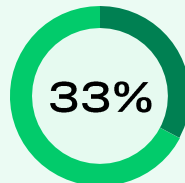
Sample size(s): Disengaged = 60 | Base = Those with children aged 10-16 years old (n=553) | CHILD_EYESIGHT

Free school meals



have children who receive /have received free school meals in the past 6 years VS 22% general public

Disability



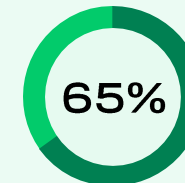
disabled adults VS 34% general public

Child Disability

16% of those with children aged 10-16 report having a child with a disability VS 16% of the general public

Of those that have a child with a disability, 13% report that their condition significantly reduces their ability to read as opposed to 26% of the general public

Carers



report no caring responsibilities VS 65% general public

Savanta:



The Unconfident

PROFILE SEGMENTATION: THE UNCONFIDENT



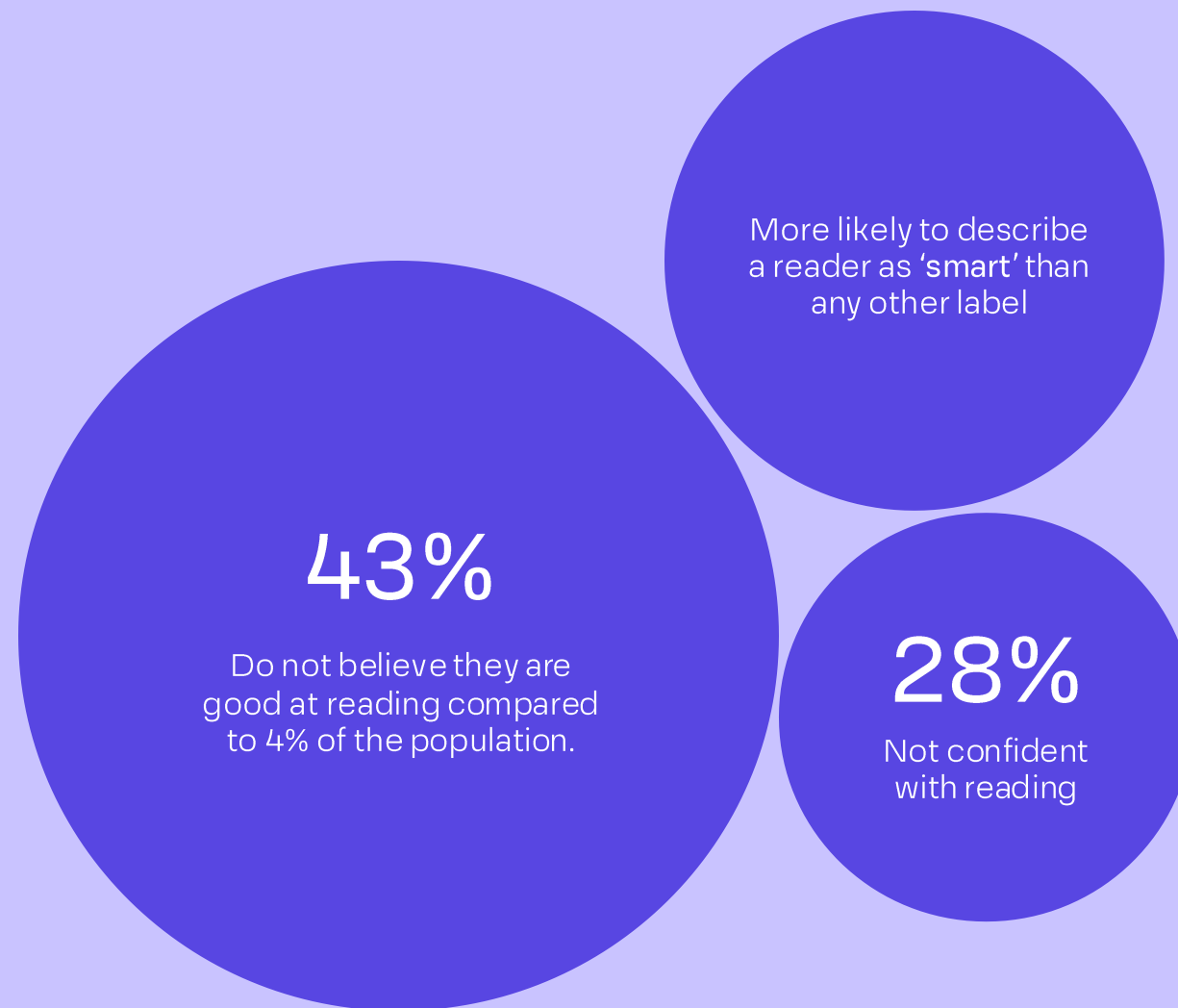
The Unconfident



Infrequent readers who struggle with reading, the Unconfident face challenges with skills and confidence. Prior difficulties and, for some, disabilities affecting reading contribute to low reading enjoyment and low motivation to read.

NLT Priority Audiences

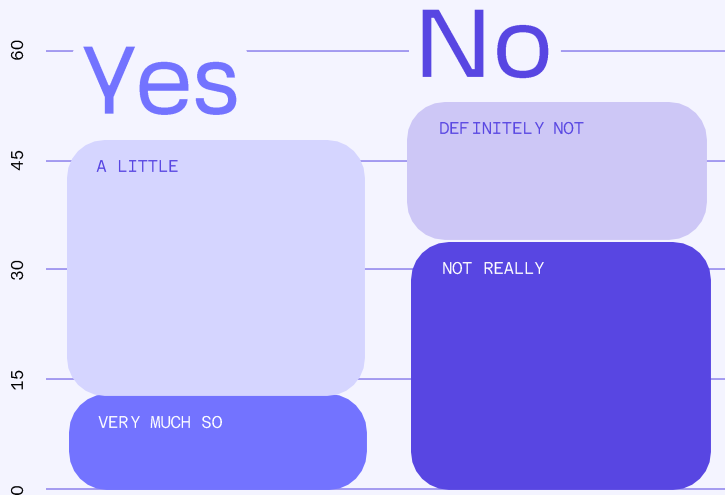
- 16% are classed as disadvantaged parents
- 9% of boys who are aged 10-16 are Unconfident



Reading Behaviour & Attitudes

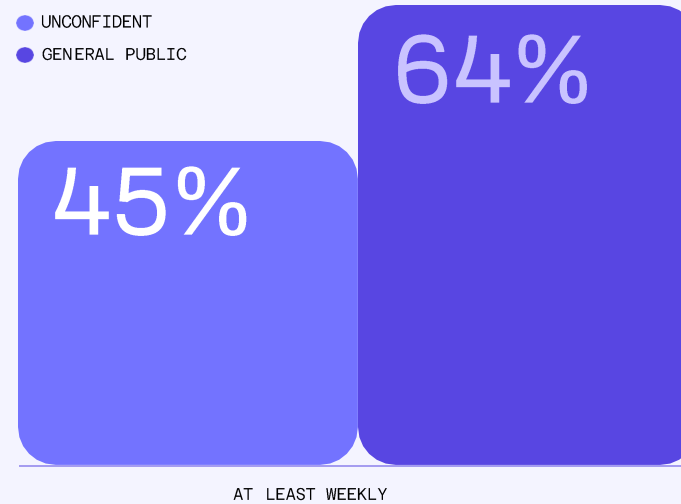


Do you consider yourself to be a 'reader'?



Sample size(s): Unconfident = 518 | Base = All respondents (n=6149) | Q10 = "Do you consider yourself to be a 'reader'?"

How often do you read in your free time?

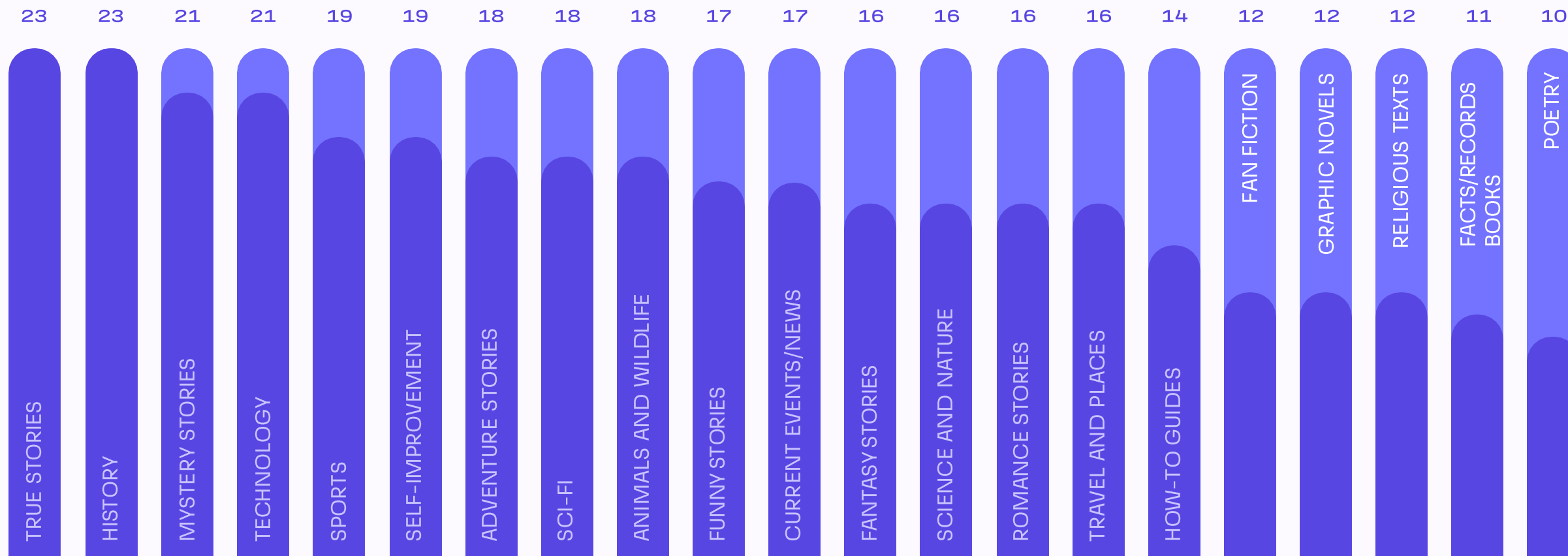


Sample size(s): Unconfident = 518 | Base = All respondents (n=6149) | Q7 = "How often, if at all, do you read in your free time?"

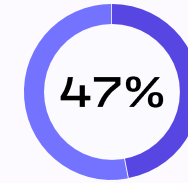
- Overwhelmingly do not identify as readers and one in five stating they definitely do not read.
- This group has a substantial gap in confidence compared to the general public.
- There are low levels of reported enjoyment across a wide range of reading formats and genres.

Do you like to read any of the following in your free time?

Sample size(s): Unconfident = 518 | Base = All respondents (n=6149) Q19
= "Do you like to read any of the following in your free time?"

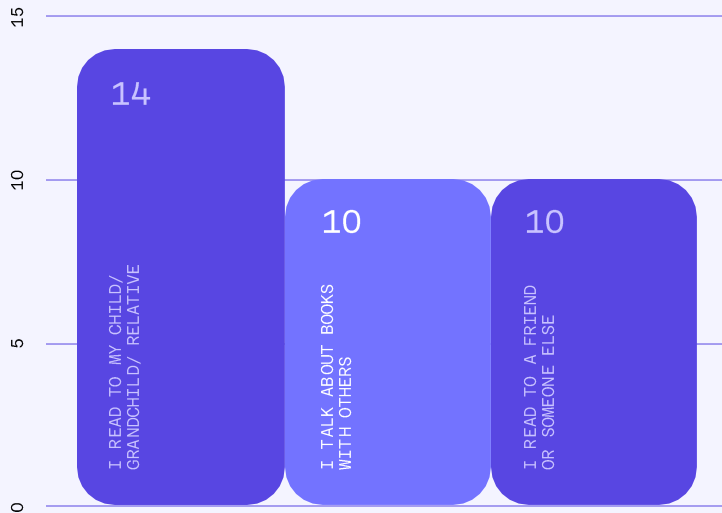


Reading Environment & Influences



do not share reading with others

In which of the following ways do you share reading with other people?

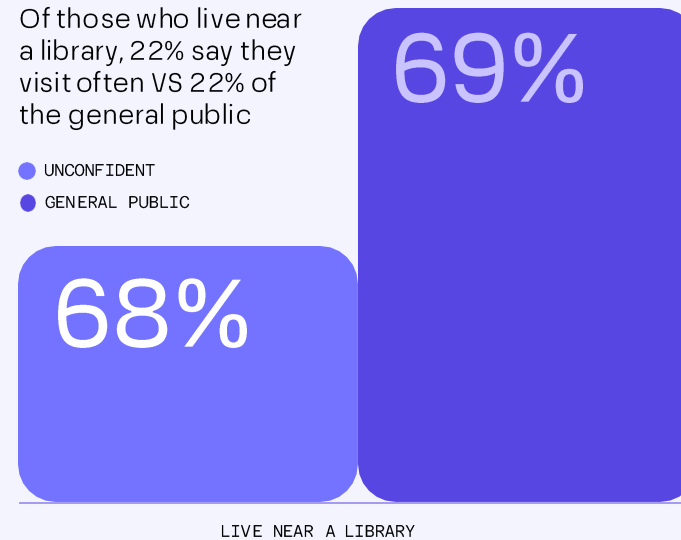


Sample size(s): Unconfident = 518 | Base = All respondents (n=6149) Q23 = "In which of the following ways do you share reading with other people?"

% Living Near a Library VS General Public

Of those who live near a library, 22% say they visit often VS 22% of the general public

● UNCONFIDENT
● GENERAL PUBLIC



Sample size(s): Unconfident = 518 | Base = All respondents (n=6149) | LIBRARY_1 = "Library: Do you live near any of the following?"

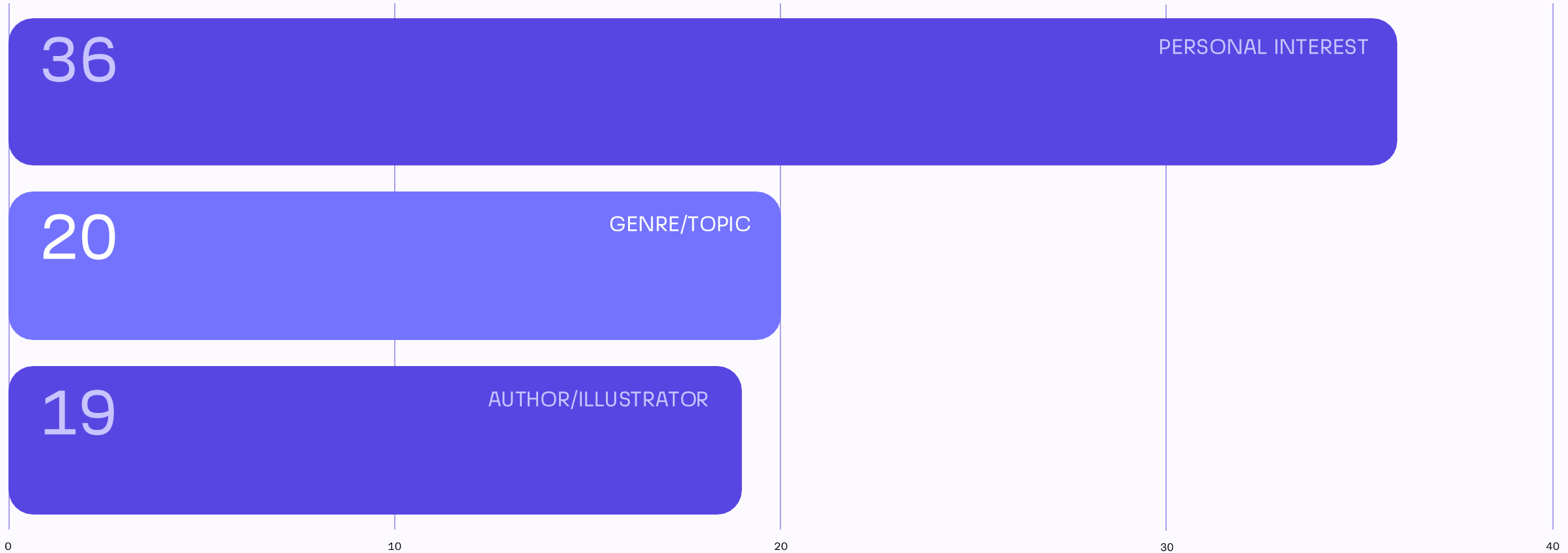
Living near a library does not make it more likely for those the Unconfident to visit compared to the general public.

Personal interest is a driving factor to read.

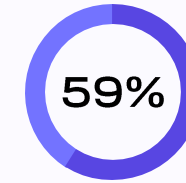
Almost half do not share reading with others. However, when they do, the largest proportion read to a child/grandchild/ relative.

Top 3 Reading Influences

Sample size(s): Unconfident = 518 | Base = All respondents (n=6149)
| Q15. SUMMARY - (Rank 1-3) = "Who or what most influences what you choose to read in your free time?"

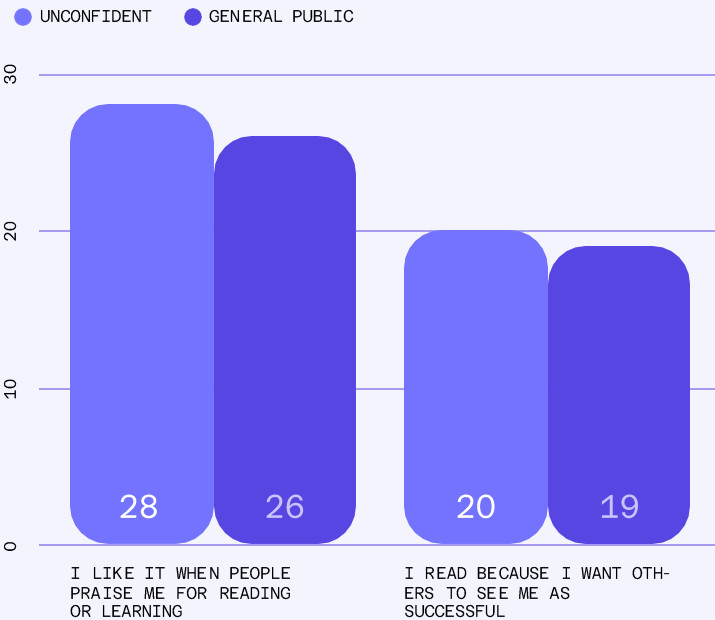


Barriers, Motivations & Values



like a regular routine & 58% are very imaginative

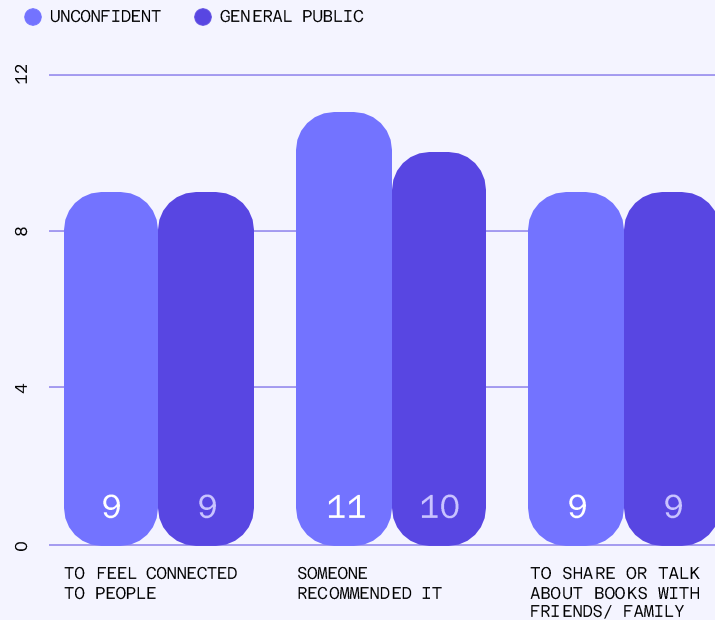
To what extent do you agree with the following statements?



Sample size(s): Unconfident = 518 | Base = All respondents (n=6149) | Q25. SUMMARY - (NET: Promoters) = "To what extent do you agree, or disagree, with the following statements?"

Main motivations for reading

(TOP 3 CHOICES >= GENERAL PUBLIC)



Sample size(s): Unconfident = 518 | Base = All respondents (n=6149) | Q21 = "What are the main reasons or motivations that you read in your free time?"

Reading being too difficult is the biggest barrier to reading, whilst recommendations are the biggest motivator.

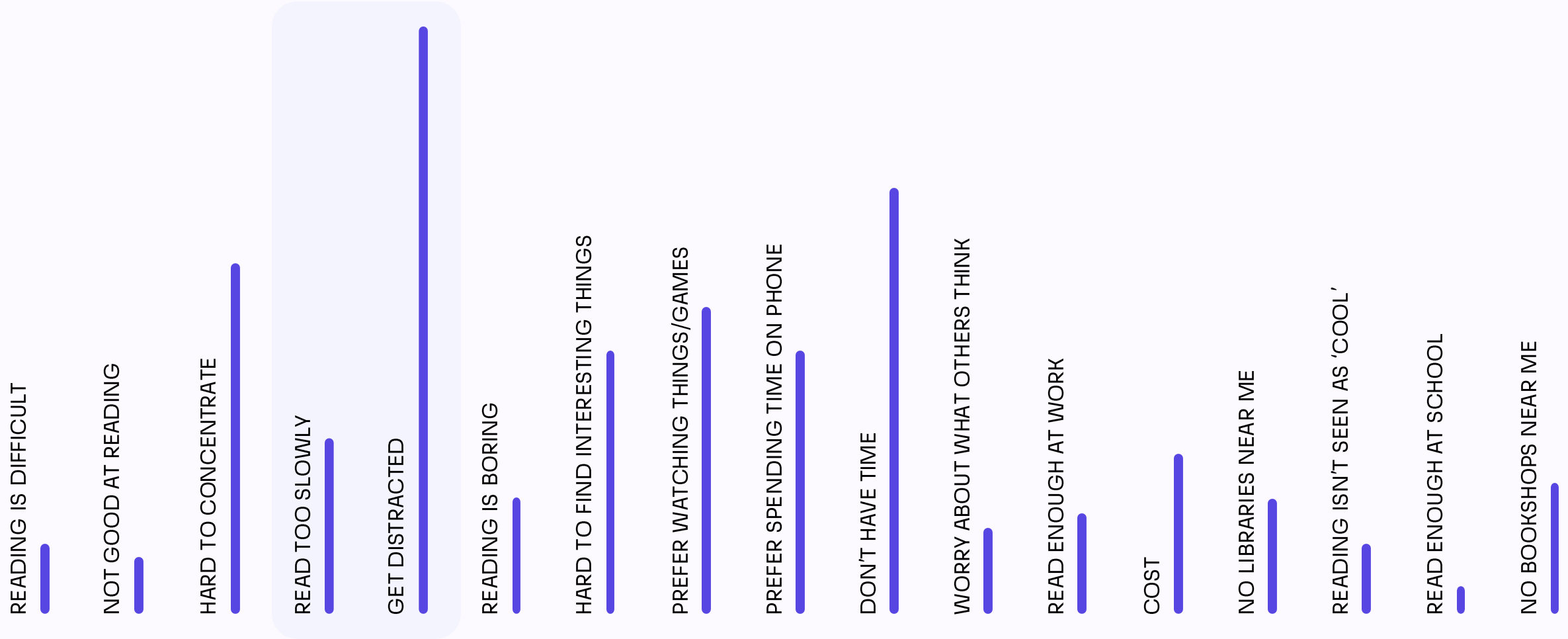
More likely to feel that they read too slowly, that reading is too difficult and that they are not good at reading.

Barriers to reading show low self esteem, - motivations to read (e.g., recommendations from others) are largely external.

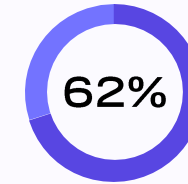
Barriers to reading

Sample size(s): Unconfident = 518 | Base = All respondents (n=6149)
 | Q16. SUMMARY - (Rank 1-3) = "Who or what most influences what you choose to read in your free time?"

● UNCONFIDENT ● GENERAL PUBLIC



Digital & Media Habits



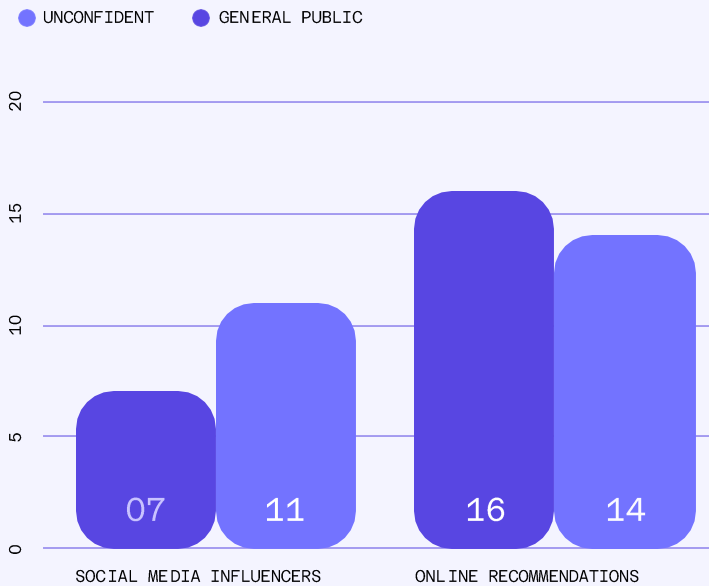
enjoy audiobooks VS 59% of the general public

When you want to learn about something new, which one of the following are you most likely to do first?



Sample size(s): Unconfident = 518 | Base = All respondents (n=6149) | Q6 = "When you want to learn about something new, which one of the following are you most likely to do first?"

Impact of social media influencers & online recommendations



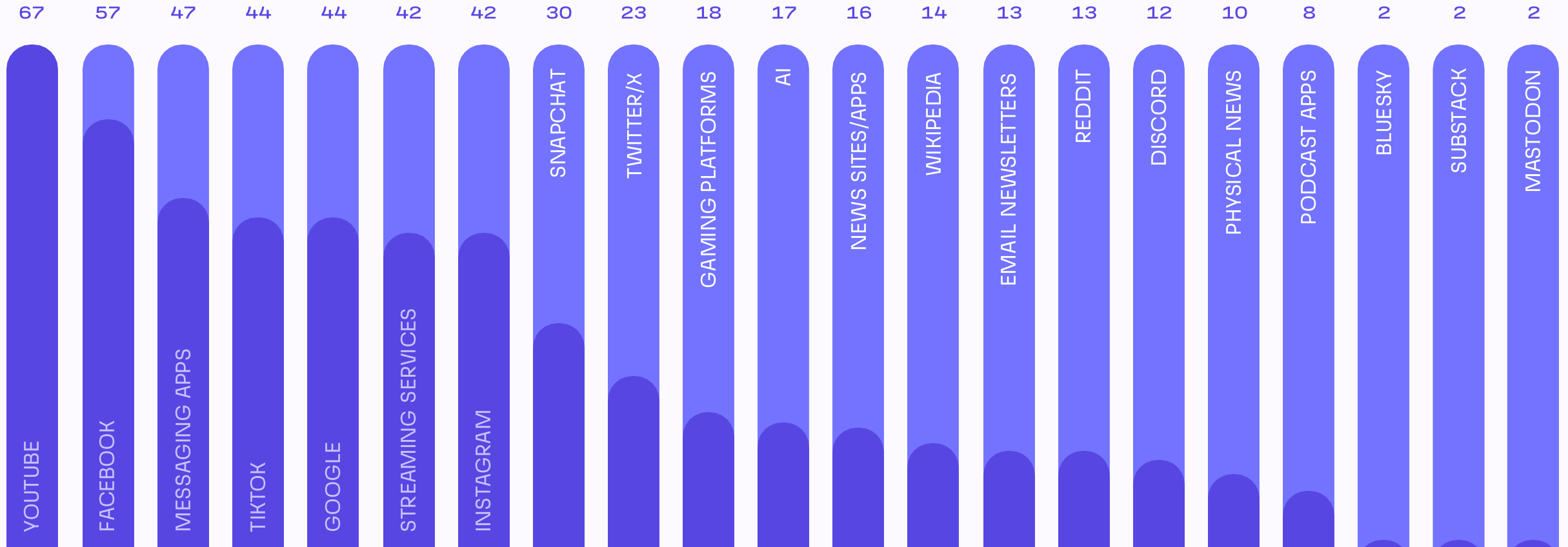
Sample size(s): Unconfident = 569 | Base = All respondents (n=6149) | Q15. SUMMARY - (Rank 1-3) = "Who or what most influences what you choose to read in your free time?"

- Watching YouTube videos is used the most by active social media users who browse the internet in their free time.
- The Unconfident are bigger users of online chat platforms, being more likely to use Discord regularly than other groups.
- More likely to be influenced by social media influencers than the general public.

Which of the following platforms or services do you use at least once a week in your free time?

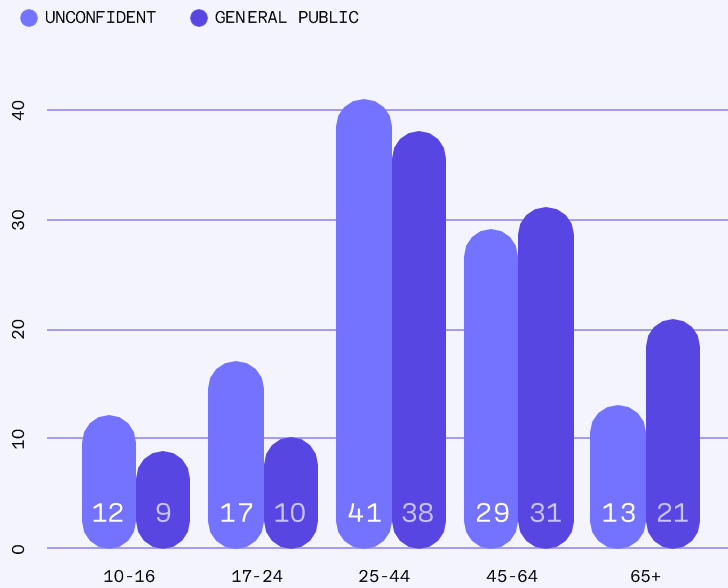
Sample size(s): Unconfident = 518 | Base = All respondents (n=6149)
 | Q4 = "Which of the following platforms or services do you use at least once a week in your free time? (This can be for any purpose-entertainment, chatting, finding information, etc.)"

12% use Discord at least once a week VS 8% of the general public



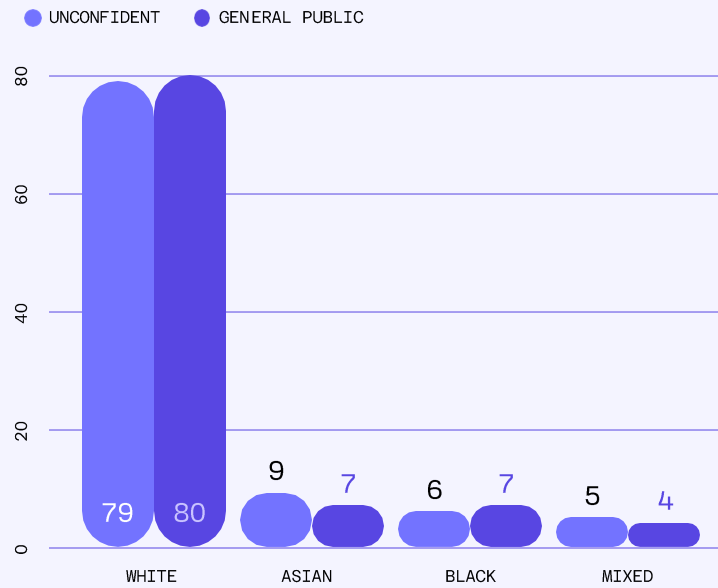
Basic Demographics

Age VS General Public



Sample size(s): Unconfident = 518 | Base = All respondents (n=6149) | AGE

Ethnicity VS General Public



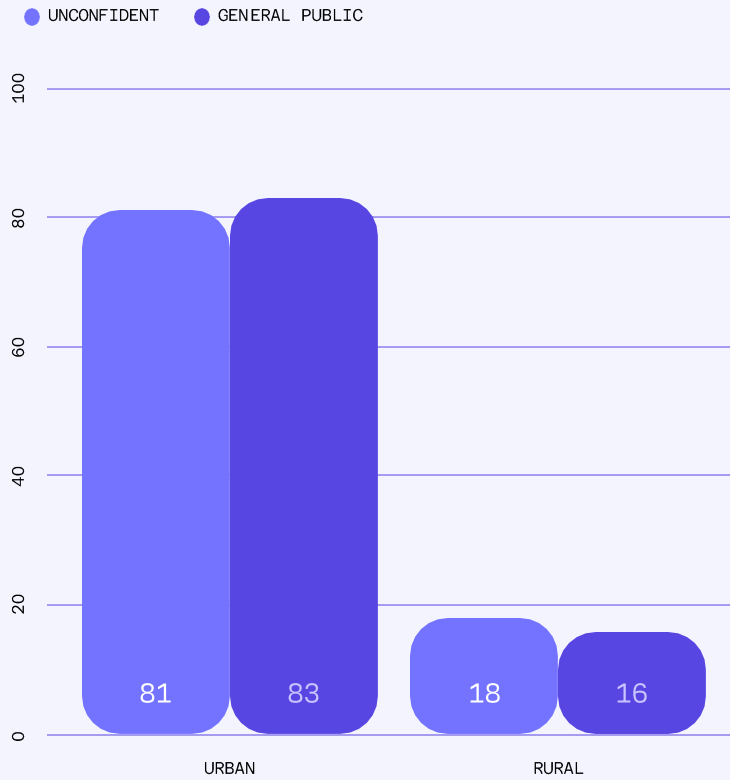
Sample size(s): Unconfident = 458 | Base = All respondents (n=6149) | ETHNICITY

This group is younger than average, with majority falling between 25 and 44.

Mostly populated by working, urban-dwelling adults, this group is unlikely to be unemployed

Second highest proportion of ethnic minority adults out of all groups

Location VS General Public



Sample size(s): Unconfident = 518 | Base = All respondents (n=6149) | URBANRURAL

Sexual & Gender Identity

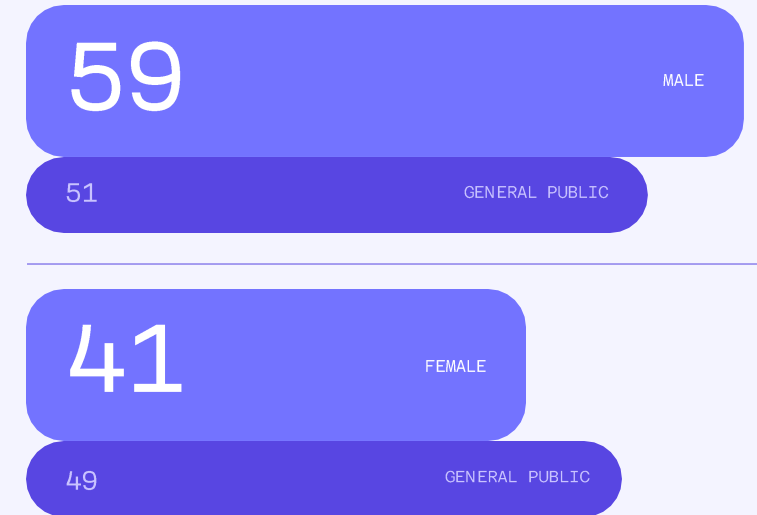
- 11% of adults identify as Lesbian, Gay or Bisexual VS 8% general public
- 1% say that their gender is different to their sex assigned at birth

Education

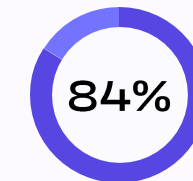
- Secondary School: 52% VS 50% general public
- University Degree: 24% VS 28% general public
- Higher University Degree: 12% VS 17% general public

Sample size(s): Unconfident = 458 | Base = All Respondents (n=6149) | EDUCATION

Sex VS General Public



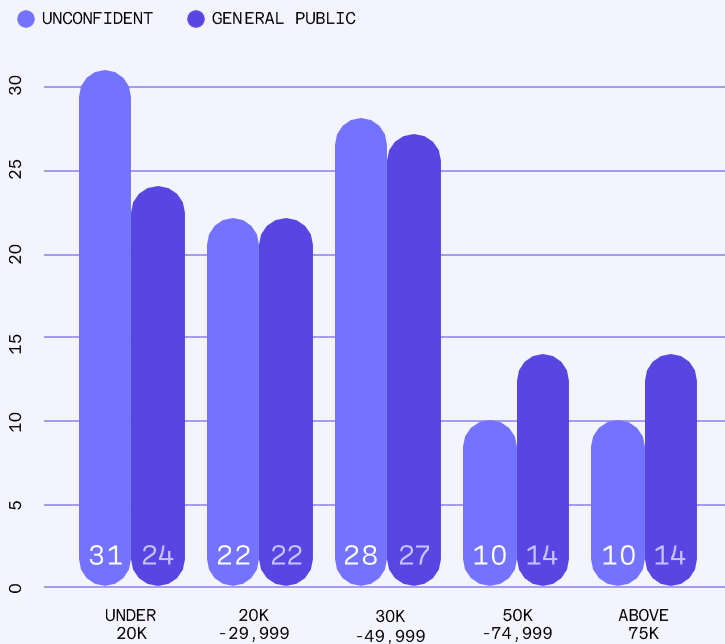
Sample size(s): Unconfident = 1759 | Base = Adults & Children (n=6149) | SEX: Adults & Children



84% speak English at home VS 86% general public

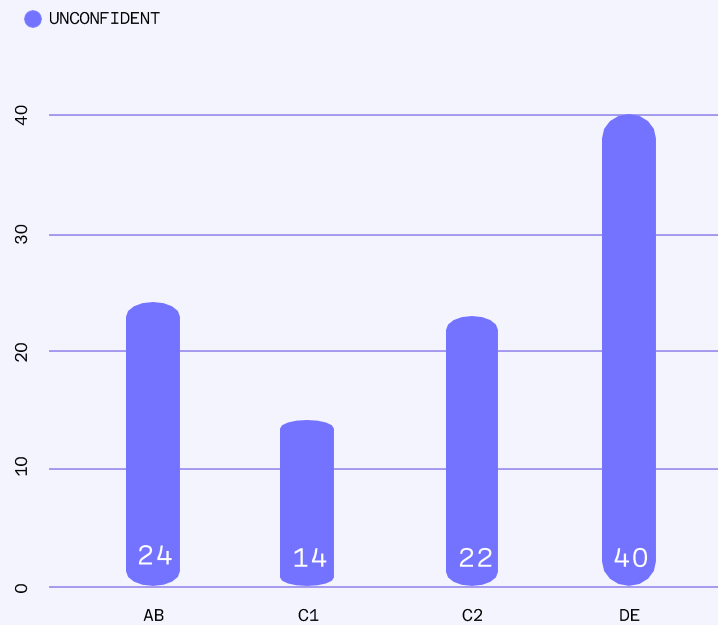
Socioeconomics & Vulnerability

Income VS General Public



Sample size(s): Unconfident = 569 | Base = All respondents (n=6149) | INCOME

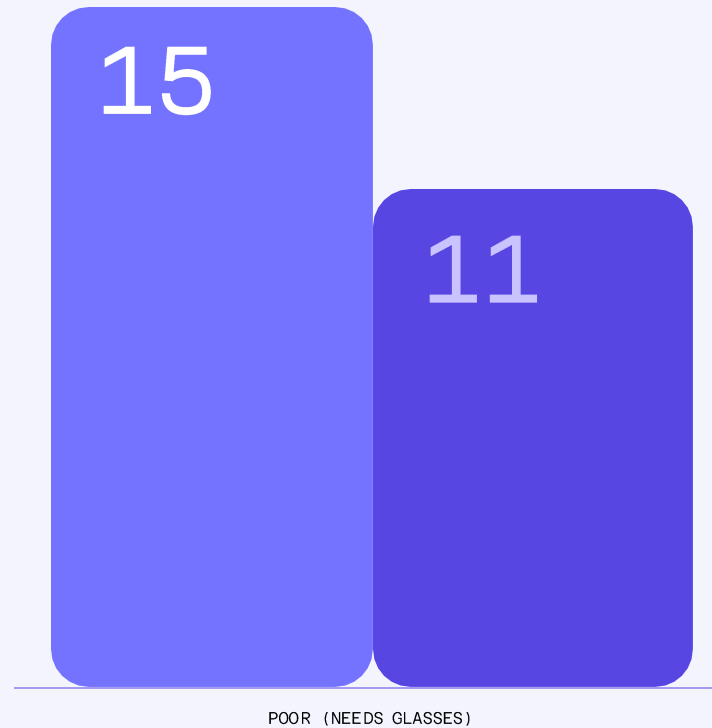
Socioeconomic Grade (SEG)



- Some disadvantage flags, with disability being higher than it is for the general public.
- Less likely to be carers, however more likely to have children in the past or present receiving free school meals.
- Majority fall into the category of middle income earners.

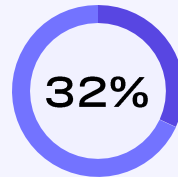
Child Eyesight VS General Public

● UNCONFIDENT ● GENERAL PUBLIC



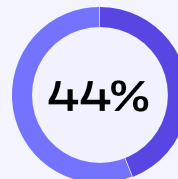
Sample size(s): Unconfident = 60 | Base = Those with children aged 10-16 years old (n=553) | CHILD_EYESIGHT

Free School Meals



have children who receive/ have received free school meals in the past 6 years VS 22% general public

Disability



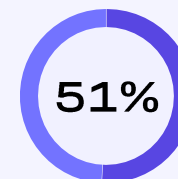
disabled adults VS 34% general public

Child Disability

31% of those with children aged 10-16 report having a child with a disability VS 16% of the general public

Of those that have a child with a disability, 36% report that their condition reduces their ability to read as opposed to 26% of the general public

Carers



report no caring responsibilities VS 65% general public

