Statistics in Personal Decision-Making – Appendices

If you need a more accessible version of anything included within these appendices, please email regulation@statistics.gov.uk

Contents

Appendix 1: Interview – topic guide

Introduction (3 minutes)

My name is [xxx] and I work at King's College London as a researcher. We have been commissioned by the Office for Statistics Regulation, an independent body that oversees the production and use of government statistics in the UK, to explore how people make personal decisions, and how statistics serve the public good. Thanks for agreeing to speak to me; we really appreciate it.

In our discussion today, we will first speak about a decision you have previously made in your life, and after this, we will talk through some hypothetical scenarios, and discuss how you would approach making decisions related to those situations. The purpose of this project is not in any way to judge or evaluate the decisions people have made – rather we are interested in understanding the thought processes that lead to those decisions.

There are no right or wrong answers. We just want to understand your views. If there are any questions you don't want to answer, it's not a problem – just say so, and we can move on. It's also okay if you want to stop the interview at any time; just let me know.

The findings from all the interviews will be written up in a report that will be published. We may quote you in this report, but we will make sure that anything that could identify you is removed, so no one will be able to know it was you. So that we can remember what was said, we would like to record the interview – is that okay? We will also share the anonymised transcript of the interview with the Office for Statistics Regulation, who commissioned the research.

> [Check they have signed the consent form.]
> [Turn on recorder, and check they consent to go forward.]
> Do you have any questions before we start?

Background (2 minutes)

First, it would be good to learn a bit more about you. Can you briefly describe yourself, for instance where you live, your living situation, and what you do?

Part 1: About a life decision: (15 minutes)

1a: Choosing a school

I understand from when you were recruited to take part in this interview that you applied for a primary school for your child fairly recently, is that right? It would be great to learn more about how you decided on applying for that school. First, can you tell me how you came to make that decision, starting from the very beginning, from when you first started thinking about what school to send your child to or considering it, and then try to remember every step towards making the final decision. Obviously, don't worry if you can't remember everything, or if it is not easy to explain. So, do you remember the first time you thought about choosing a school, or started considering it?

1b: Choosing a baby name

I understand from when you were recruited to take part in this interview that you have had a baby fairly recently, is that right? It would be great to learn more about how you decided on a

name for the baby. First, can you tell me how you came to make that decision, starting from the very beginning, from when you first started thinking about a name for your baby or considering it, and then try to remember every step towards making the final decision. Obviously, don't worry if you can't remember everything, or if it is not easy to explain. So, do you remember the first time you thought about the name for your baby, or started considering it?

1c: Buying a new home

I understand from when you were recruited to take part in this interview that you bought a home fairly recently, is that right? It would be great to learn more about how you decided on buying that particular home. First, can you tell me how you came to make that decision, starting from the very beginning, from when you first started thinking about buying a home or considering it, and then try to remember every step towards making the final decision. Obviously, don't worry if you can't remember everything, or if it is not easy to explain. So, do you remember the first time you thought about buying a home, or started considering it?

1d: Moving to a new area

I understand from when you were recruited to take part in this interview that you chose to move to a different area of the country fairly recently, is that right? It would be great to learn more about how you decided on which area to move to. First, can you tell me how you came to make that decision, starting from the very beginning, from when you first started thinking about moving to a new area or considering it, and then try to remember every step towards making the final decision about where to live. Obviously, don't worry if you can't remember everything, or if it is not easy to explain. So, do you remember the first time you thought about moving to a new area, or started considering it?

1e: Working after retirement (under 66)

I understand from when you were recruited to take part in this interview that you are considering/planning to be in paid work after State Pension Age at the age of 66? It would be great to learn more about your thoughts on this. First, can you tell me how you started considering this or made the decision, starting from the very beginning, from when you first started thinking about or considering it, and then try to remember every step in your thought process since then. Obviously, don't worry if it is not easy to explain, or you can't remember everything. So, do you remember the first time, or started considering it?

1e: Working after retirement (66+)

I understand from when you were recruited to take part in this interview that you are currently working/seeking work, which means that you are working/seeking work after reaching State Pension Age at the age of 66. It would be great to learn more about your thoughts on this. First, can you tell me how you started considering this or made the decision to work after State Pension Age, starting from the very beginning, from when you first started thinking about or considering it, and then try to remember every step in your thought process since then. Obviously, don't worry if it is not easy to explain, or you can't remember everything. So, do you remember the first time, or started considering it?

1f: Searching for a job in different sector (already in a job)

I understand from when you were recruited to take part in this interview that you are searching for/applying for new jobs in a different sector to the one you currently work in, or considering doing so. It would be great to learn more about your thoughts on this. First, can you tell me how you started considering this or made the decision, starting from the very beginning, from when you first started thinking about or considering it, and then try to remember every step in your thought process since then. Obviously, don't worry if it is not easy to explain, or you can't remember everything. So, do you remember the first time, or started considering it?

1f: Searching for a job (not in a job currently)

I understand from when you were recruited to take part in this interview that you are currently not working, but you are searching for/applying for jobs, or considering doing so. It would be great to learn more about your thoughts on this. First, can you tell me how you started considering this or made the decision, starting from the very beginning, from when you first started thinking about or considering it, and then try to remember every step in your thought process since then. Obviously, don't worry if it is not easy to explain, or you can't remember everything. So, do you remember the first time, or started considering it?

[probe chronologically to get participant to tell narrative story about each step leading up to making the decision]

[After the narrative/during the narrative, ask the following questions]

- How easy or difficult was that decision for you?
- Looking back, what do you think were the most important factors that affected your decision?
- Some people use information or data (for instance found online or seen on the news) or seek advice (for instance from family or friends) when making this decision, while others don't. With these things in mind, what did you do in this situation, if anything? Prompts:
    - **if yes,** explore what advice or information they found, who from or where they found the information/data, whether it was easy/hard to find, and how it influenced their decision.
    - **If no,** briefly ask why they didn't, and what type of advice or information/data would have been helpful.
- Would you be more willing to use data/information/stats if they were easier to locate?
- Looking back, is there anything that could have helped you make the decision, for instance in making the decision easier or making you more confident in making the decision?

Statistics about life decision (2–3 minutes)

If not mentioned/used the statistics: I will show you some information on the screen in a bit. Imagine you had access to this type of information while you were making your decision. Please have a few moments to read through it. I would really like you to tell me out loud what you are thinking about while you read the webpage. This may feel a bit unnatural, but it is helpful for us. Don't worry about offending me if you don't like the statistics, or if you don't understand them. I didn't make them, so it won't bother me, and we are interested in your honest opinion.

If mentioned/used the statistics: I will show you some information on the screen in a bit, which I think you actually might have referred to earlier. Please have a few moments to read through it. I would really like you to tell me out loud what you are thinking about while you read the webpage. This may feel a bit unnatural, but it is helpful for us. Don't worry about offending me if you don't like the statistics, or if you don't understand them. I didn't make them, so it won't bother me, and we are interested in your honest opinion.

[guide for interviewer: ideally, they will talk you through what they see, but respect that not all people will be able to do this and properly absorb the information]

Potential prompts:

- *Just to remind you, could you tell me what you are currently thinking?*

Questions for afterwards:

- ***Understanding:*** In your own words, what do you think this information is telling you?

- ***Presentation***: What do you think about how it has been presented? How easy or difficult do you think it would be for people to understand what it is saying?
- ***Information-seeking behaviour****:* Did you come across anything like this while you were making the decision?
    - If yes:
        - How did you come across it? Where?
        - Do you remember what you thought about this information at the time? Did you use it to guide your decision? Why/why not? How?
    - If no:
        - Do you think it would it have been useful to see this information when making your decision on [xxx], or not? If yes, how?
        - Do you think it might have made your decision easier or harder, or would it not have made a difference? Why/why not?
- Can you think of any other data or statistics that could have been useful in informing the decision?

Public confidence question (3 minutes)

- [if yes to Public Confidence question in recruitment screener]: When you were recruited, you answered agree to the following question: "to what extent do you agree or disagree with this statement: in the past month statistics have helped me to make decisions about my life". This is really interesting – would you be able to elaborate on this, and why you answered yes that statistics have helped you make decisions about your life?
    - Prompt: can you think of any other data or statistics that may have informed your or others' decisions?

Part 2: Scenarios (15 minutes)

Scenario 2a:

In the next section, I want you to consider some hypothetical scenarios, and think about how you would approach making a decision in that situation. Imagine you are Olivia and Harry, a couple who are choosing a primary school for their first child. There are a number of primary schools within easy travel distance from their home, and they are unsure which school to choose. Please can you talk me through how you, if you were Olivia and Harry, would make the decision.

Scenario 2b:

In the next section, I want you to consider some hypothetical scenarios, and think about how you would approach making a decision in that situation. Imagine you are Oscar, who works as an electrician for a small family company. Oscar has been paid an annual wage of £27,000 for the last 3 years since he started in the job, but he feels he should be paid more. He is thinking about asking the company director for a pay rise. But he is unsure whether this is a good idea, and if he asks for a pay rise, how big a pay rise to ask for. Please can you talk me through how you, if you were Oscar, would make the decision whether to ask for a pay rise or not, and if he were to decide to ask for a pay rise, how best to argue for a pay rise to his employer, and how big a pay rise he should ask for. So just to remind you, he has been paid £27,000 for the last three years since starting the job.

Scenario 2c:

In the next section, I want you to consider some hypothetical scenarios, and think about how you would approach making a decision in that situation. Hannah got a job in Manchester town centre, so she is moving to the North West of England. She does not know the area well, and does not have any friends or family members there, but she is very excited. Hannah is now thinking about where she wants to live. She would like to live somewhere relatively safe. She doesn't want to live in the town centre, and would prefer places outside Manchester, so she can commute into work. Once she has decided which area she wants to live in, she will start searching for places to rent. Please can you talk me through how you, if you were Hannah, would make the decision about what area to move to and where to rent.

Scenario 2d:

In the next section, I want you to consider some hypothetical scenarios, and think about how you would approach making a decision in that situation. Lizzie has recently moved to a new area, and needs to sign up for a GP surgery in the local area. Three of them are currently accepting patients. Please can you talk me through how you, if you were Lizzie, would choose between the three surgeries.

[ask prompting questions throughout]

- What do you think would be the most important things to consider when making that decision?
- Do you think you would seek any information or advice related to the decision? If yes, probe for what kind of information, from whom, from where, and why.

Statistics presentation

Scenario 2a

- Imagine Olivia and Harry have narrowed it down to choosing between two schools. Here is some information based on data that Olivia and Harry found on the government website, which compares the two schools based on official data. Please take a few moments to read through it. Like before, I would like you to tell me out loud what you are thinking about while you read through the information.

Questions for afterwards:

- **Understanding:** In your own words, what do you think this information is telling you?
- **Usefulness:** Do you think, as Olivia and Harry, that this information would be useful when making your decision on the two schools? Why/why not?
- **Impact:** Do you think it might change your decision, or your confidence in the decision? Why/why not?
- **Presentation:** Generally, what do you think about the information on the screen, and how it has been presented? How easy or difficult do you think it would be for people to understand what it is saying?
- **Interesting.** Do you find the information interesting or not interesting?
- **Additional data:** Can you think of any other data or statistics that could have been useful for Olivia and Harry in informing their decision?

Scenario 2b:

- Here is some information that Oscar found online when thinking about his decision. Please take a few moments to read through it. Like before, I would like you to tell me out loud what you are thinking about while you read through the information.

Questions for afterwards:

- **Understanding:** In your own words, what do you think this information is telling you?
- **Usefulness:** Do you think, as Oscar, that this information would be useful when making your decision on whether to ask for a pay rise, and if so, how much to ask for? Why/why not?
- **Impact:** Do you think it might change your decision, or your confidence in the decision? Why/why not?
- **Presentation:** Generally, what do you think about the information on the screen, and how it has been presented? How easy or difficult do you think it would be for people to understand what it is saying?
- **Interesting.** Do you find the information interesting or not interesting?
- **Additional data:** Can you think of any other data or statistics that could have been useful for Oscar in informing their decision?

Scenario 2c:

- Hannah is now deciding between moving to two places: Cheshire and Lancashire, both within an acceptable commuting distance for Hannah. To help her choose, she's researching crime rates in both areas. She's found some information online. Please take a few moments to read through it. Like before, I would like you to tell me out loud what you are thinking about while you read through the information.

Questions for afterwards:

- **Understanding:** In your own words, what do you think this information is telling you?
- **Usefulness:** Do you think, as Hannah, that this information would be useful when making your decision on which area to move to? Why/why not?
- **Impact:** Do you think it might change your decision, or your confidence in the decision? Why/why not?
- **Presentation:** Generally, what do you think about the information on the screen, and how it has been presented? How easy or difficult do you think it would be for people to understand what it is saying?
- **Interesting.** Do you find the information interesting or not interesting?
- **Additional data:** Can you think of any other data or statistics that could have been useful for Hannah in informing their decision?

Scenario 2d: slide 9

- Lizzie found some information on the NHS website on how patients feel about different GP surgeries across the country, based on a survey of patients. It allows you to compare the results for the different GPs in Lizzie's local area, including the three surgeries she is choosing between. Please take a few moments to read through it. Like before, I would like you to tell me out loud what you are thinking about while you read through the information.

Questions for afterwards:

- **Understanding:** In your own words, what do you think this information is telling you?
- **Usefulness:** Do you think, as Lizzie, that this information would be useful when making your decision on which surgery to choose? Why/why not?
- **Impact:** Do you think it might change your decision, or your confidence in the decision? Why/why not?

- **Presentation:** Generally, what do you think about the information on the screen, and how it has been presented? How easy or difficult do you think it would be for people to understand what it is saying?
- **Interesting.** Do you find the information interesting or not interesting?
- **Additional data:** Can you think of any other data or statistics that could have been useful for Lizzie in informing their decision?

Part 3: Presentation of statistics (10 minutes)

In the next section, I want you to consider some information that we will share on the screen. I will first ask a few questions about whether you find the information interesting or not, and then ask you how you think this information could potentially inform people's decisions.

3a: Gender pay gap

For this one, you have to open the hyperlink that I am sending to you in the Teams chat now. https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/earningsandworkinghours/articles/genderpaygapexplorer/2019-06-07

I would now like you to share your screen with me, if that is okay for you? You need to click "share", usually it's in the top-right corner, with an arrow pointing upwards, and then click "screen".

Now, please take some time to explore the interactive tool on the screen in whatever way you like. Like before, please can you tell me out loud what you are doing and thinking while you use the tool.

3b: Access to green space

Please continue to share your screen, and open another hyperlink that I am sending to you in the Teams chat now. https://friendsoftheearth.uk/nature/access-green-space-england-are-you-missing-out

Now, please take some time to explore the interactive tool on the screen in whatever way you like. Like before, please can you tell me out loud what you are doing and thinking while you use the tool.

3c: Bank of England inflation calculator

Please continue to share your screen, and open another hyperlink that I am sending to you in the Teams chat now. https://www.bankofengland.co.uk/monetary-policy/inflation/inflation-calculator

Now, please take some time to explore the interactive tool on the screen in whatever way you like. Like before, please can you tell me out loud what you are doing and thinking while you use the tool.

Alternative, if they can't share their screen: For this one, I will share my screen. Please take a few moments to read through it. Like before, I would like you to tell me out loud what you are thinking about while you read through the information.

3d: Tourism

For this one, I will share my screen. Please take a few moments to read through it. Like before, I would like you to tell me out loud what you are thinking about while you read through the information.

Discussion

- In your own words, what do you think this information is telling you?
- Generally, would you consider this information interesting or not interesting?
- What do you think about how it has been presented? How easy or difficult do you think it would be for people to understand what it is saying?
- Can you think of any personal decisions people would make, where this information might be useful or relevant in informing or guiding those decisions?
    - Prompt: would you be likely to use it in this way personally?
- In what ways do you think this information could be useful for people making this decision?

End and thanks

Appendix 2: Survey – questionnaire design

The text below shows the survey questions that were shown to the survey participants. Here are some things to keep in mind while reading them:

- All questions are mandatory by default.
- Answer options will be shown in a random order, unless there is a natural order (for example, a scale from "Very likely" to "Very unlikely" would not be randomised).
- Where square brackets begin with "logic", they show the logic for questions or answers, meaning they will only be shown to people conditional upon their previous answers. When writing this logic, "==" means equal to, and "!=" means does not equal.
- Where square brackets begin with "options", this represents text that will be randomised between participants.
- Throughout, questions and answer options may have text in **[brackets]**. This text is not shown to participants and is only used internally.
- **All participants complete an attention test prior to the survey to test their engagement. If they do not pass the attention check, the survey will end immediately.**

Welcome and thank you for participating in this survey.

Task: In this survey, we are going to ask you some questions about the information you use to make decisions.

Duration: The survey should take around 7 minutes to complete. Please only begin the survey if you feel you are able to give it your full attention during this time.

Responses: Please do not include any personal information, such as your name or contact details, in ***any*** of your responses

Data: The responses you provide in this survey will be used by researchers from the Behavioural Insights Team and trusted research partners. All data will be anonymous, meaning we do not collect any personal data, for example your name or contact information, that we could use to identify you. None of the personal data from your panel profile or login to participate in surveys is shared with us.

Please note that you cannot go back to previous pages.

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We are interested in understanding the sources of information people use to make decisions.

[info] Which of the following sources of information (if any) would you want to use to help you make each decision? *Please select all that apply*.

- [baby] Choosing a baby name
- [school] Choosing which primary school to apply to for your child
- [live] Choosing where to live
- [GP] Choosing a GP
- [job] Choosing a new job
- [rise] Choosing to ask for a pay rise at work

[Reviews (for example: user reviews, Google reviews) / Advice from friends and family / Traditional media (for example: television, print media, news website) / Social media (for example: Facebook, TikTok, Instagram, Reddit) / Government data and statistics / Non-government data and statistics / Personal experience]

[decisions] Which of the following decisions (if any) have you personally made? *Please select all that apply*.

- Repeat answer options from previous question
- [nota] None of the above

[trust] How much, if at all, do you trust the following sources of information?

- [rev] Reviews (for example: user reviews, Google reviews)
- [friends] Advice from friends and family
- [news] Traditional media (for example: television, print media, news website)
- [sm] Social media (for example: Facebook, TikTok, Instagram, Reddit)
- [gov] Government data
- [oth] Non-government data and statistics
- [past] Personal experience

[Not at all / A little / Moderately / Very much]

Imagine that you are moving to a specific county. You google the area to find out how safe it is and see [conditions: 1: posts on Facebook that show it has a higher than average rate of burglaries; 2: a news article showing it has a higher than average rate of burglaries; 3: police recorded crime statistics showing that it has a higher than average rate of burglaries**].**

[intentCrime] How likely, if at all, are you to use this information when deciding whether to move to this area?

- Not at all
- A little
- Moderately
- Very

[trustCrime] How much, if at all, do you trust this information?

- Not at all
- A little
- Moderately
- Very much

Imagine that you have recently moved, and so have to register at a new GP practice. You find a GP practice that is convenient to you, and want more information to determine if it is the right fit for you. After googling the practice, you find [conditions: 1: Google reviews saying that the wait time was about right rather than too long; 2: a news article saying that most people feel the wait for an appointment was about right rather than too long; 3: results from the NHS GP Patient Survey showing that most people said they felt the wait for an appointment was about right rather than too long**].**

[intentGP] How likely, if at all, are you to use this information when deciding whether to choose this GP?

- Not at all
- A little
- Moderately
- Very

[trustGP] How much, if at all, do you trust this information?

- Not at all
- A little
- Moderately
- Very much

Official statistics are produced on behalf of the UK Government and devolved administrations (governments in Northern Ireland, Scotland and Wales). They provide information that helps us understand the economy, society and environment. The people producing official statistics follow professional standards and are accountable to an independent regulator. Some examples of official statistics include:

- **The level of inflation in the UK**
- **The amount of crime happening each year**
- **The quality of air in different parts of the country**

[used] Based on this definition of official statistics, do you think you've ever used official statistics to help you make a decision?

- Yes
- No
- I do not know

[Logic: whyNot if used == "No"] You indicated that you have not used official statistics to help you make a decision. Why is that?

[Logic: usedFT1 if used == "Yes"] What decision(s) were you making when you used official statistics? *Please do not include any personal information, such as your name or contact details, in your response*.

[Open text response]

[Logic: usedFT2 if used == "Yes"] What official statistic(s) did you use, and in what ways did it inform your decisions, if at all? *Please do not include any personal information, such as your name or contact details, in your response*.

[Open text response]

[barriers] What might stop you from using official statistics when making a decision? *Please select all that apply*.

- [number] Official statistics may be difficult to understand
- [find] I would not know where to find official statistics
- [trust] I would not trust the official statistics
- [timing] I would not have time to consider official statistics
- [help] I would not be sure how official statistics would help me make a decision
- [othSource] Other sources would already give me the information I need
- [qual] I would not know if the official statistics were high quality
- [look] I would not look for official statistics as I would not know what was available

- [interest] I would not be interested in what the official statistics say
- [access] Official statistics might not be offered in a format that is accessible for me
- [amount] There is so much information that I would not know where to start
- [rel] I am not sure the official statistics would be relevant to me and my decisions
- Other, please specify:
- None of the above

[aware] Before the survey, were you aware of any official statistics that could help people make each of the following decisions? *Please select all that apply*.

- [baby] Choosing a baby name
- [school] Choosing which primary school to apply to for your child
- [live] Choosing where to live
- [GP] Choosing a GP
- [job] Choosing a new job
- [rise] Choosing to ask for a pay rise at work
- [aota] All of the above - exclusive
- [nota] None of the above - exclusive

[Logic: useReal shown for scenarios people have made in [decision] AND said they were unaware of statistics for in [aware]] Earlier in the survey, you said that you have made the following decisions. Would you have used official statistics to help you make these decisions if you had been aware of them?

- Answers where [decisions] = "Yes" AND [aware] == "No"

[Yes / No]

[Logic: useHypothetical shown for scenarios people have <u>not</u> made in [decision] AND said they were unaware of statistics for in [awareOfficial]] If you were making some of these decisions, and were aware of official statistics that were relevant for them, would you use official statistics to make those decisions?

- Answers where [decisions] = "No" AND [aware] == "No"

[Yes / No]

[Logic: useFT only shown to people who said they would use OS at least once] In the decisions where you would use official statistics, why is that? *Please do not include any personal information, such as your name or contact details, in your response*.

[Open text response]

[Logic: notuseFT only shown to people who said they would not use OS at least once] In the decisions where you would *not* use official statistics, why is that? *Please do not include any personal information, such as your name or contact details, in your response*.

[Open text response]

[jobData] Do you currently, or have you previously, worked in a job that mostly involved data analysis?

- Yes

- No

Thank you for your responses so far. In the final questions, we're interested to know more about your opinions about official statistics. As a reminder, official statistics are produced on behalf of the UK Government and devolved administrations (governments in Northern Ireland, Scotland and Wales). They provide information that helps us understand the economy, society and environment. The people producing official statistics follow professional standards and are accountable to an independent regulator. Some examples of official statistics include:

- **The level of inflation in the UK**
- **The amount of crime happening each year**
- **The quality of air in different parts of the country**

[valueFT] What changes could be made to official statistics to make them more valuable to you in your decision-making? *Please do not include any personal information, such as your name or contact details, in your response*.

[Open text]

[trustFT] What might increase your trust in official statistics? *Please do not include any personal information, such as your name or contact details, in your response*.

[Open text]

This is the end of the survey.

Thanks for participating! This research was conducted on behalf of the Office for Statistics Regulation (OSR), in partnership with the Behavioural Insights Team and King's College London. The OSR provides independent regulation of all official statistics produced in the UK, and aims to enhance public confidence in the trustworthiness, quality and value of statistics produced by government.

If you are interested in seeing the results of this survey, they will be published on the OSR website by early 2025

If you have any feedback, please enter it in the box below. Please click "submit" below to return back to the panel website.

Appendix 3: Interview sample

The following tables provide details about the interview sample, according to different characteristics.

Table 1: Interviews respondents by sex

Male	21
Female	21

Table 2. Interview respondents by age group

18–24	6
25–34	7
35–44	18
45–54	4
55–64	4
65+	3

Table 3. Interview respondents by location

Scotland	5
Wales	4
Northern Ireland	2
London	3
North England	4
Midlands	7
South and East England	9
Yorkshire and the Humber	8

Table 4. Interview respondents by ethnicity

White	28
Black/ African/ Caribbean/ Black British	5
Asian/Asian British	7
Mixed/Multiple ethic groups	2

Table 5. Interview respondents by working status

Full-time employment	24
Part-time employment	11
Self-employed	1
Unemployed	1
Student	4
Stay-at-home parent	1

Table 6. Interview respondents by socioeconomic status

AB	10
C1	17
C2	7
DE	8

Table 7. Interview respondents by living situation

Cohabiting	14
Married	16
Single	12

Table 8. Interview respondents by whether statistics informed any decisions

Strongly agree	4
Tend to agree	17
Tend to disagree	11
Strongly disagree	8
Don't know	2

Table 9. Interview respondents by whether they use statistics in job

Yes	0
No	42

Job roles included those in:

- **administration and support services** (for example, administrator)
- **education** (for example, teaching assistant)
- **health and social care** (for example, healthcare assistant)
- **human resources and recruitment** (for example, recruitment consultant)
- **information technology and engineering** (for example, IT manager)
- **public sector and government** (for example, civil servant)
- **real estate and housing** (for example, estate agent)
- **retail and customer service** (for example, retail assistant)
- **transportation** (for example, HGV driver)

Appendix 4: Number of interviews covering each topic

The following tables provide details about the number of interviews covering each of topic.

Table 10. Actual real-life decisions covered in interviews

Decision	Number of interviews
Choosing a primary school	9
Choosing a baby name	10
Moving to a new area	9
Buying a property	12
Working after retirement	6
Searching for a job	6

Table 11. Hypothetical decisions/scenarios covered in interviews

Decision	Number of interviews
Choosing a primary school	17
Choosing a GP practice	18
Moving to a new area	17
Asking for a pay rise	18

Table 12. Statistics covered in interviews

Decision	Number of interviews
Gender pay gap	14
Access to green space	8
Inflation calculator	8
Tourism	11
Pay and vacancies	7

Please note, in some instances interviews covered multiple topics. This means that the number of interviews covering each topic exceeds the total number of interviews.

Appendix 5: Survey design

The survey was designed to explore prioritised research topics based on three criteria:

- **Value added**: whether and how the topics contributed to the qualitative data collection and could result in actionable insights for OSR.
- **Quality**: whether the topic could be suitably explored to a robust standard through survey questions.
- **Relevance:** whether the topic was relevant to a broad range of OSR stakeholders as well as to the project's overall research questions.

We developed a high, medium or low rating for each of the research topics that were relevant to the overall project. All topics receiving a rating of at least "medium" were included.

Ratings per topic were as follows:

- Awareness and the use of official statistics for making decisions was given a high rating on value added, given the emerging finding that awareness was a key barrier to use. It was given a medium rating on quality, since we would need to ask about awareness in general and for specific decisions. It was given a high/medium rating for relevance, since we could ask a hypothetical question about usage both to those who had and had not made a specific decision. Questions on this topic were included in the survey.
- Barriers to using official statistics for making decisions was given a high rating for value added, since it would be useful to identify factors that are within statistics producers control to change. It was given a medium rating on quality, as this rating would be higher if we were able to ask about a specific statistic which was not in scope for this project. It was given a high/medium rating for relevance, since we would be able to provide a definition of official statistics and then ask general questions about them, such as barriers to use. Questions on this topic were included in the survey.
- Value of statistics in personal decisions compared to other information sources was given a high rating for value added, since it can be used to inform strategy of how statistics are pitched to the public as users of statistics. It was given a high rating on quality, since we would be able to measure relative importance compared to other information sources. It was given a medium rating for relevance, since we would need to ask about multiple statistics to get broad relevance. Questions on this topic were included in the survey.
- Role of the information source in the use of statistics for decision-making was given a high rating for value added, since the emerging finding from the qualitative research that people often looked for data online. It was given a high rating on quality, since we could use a combinatorial vignette to measure the effect of information source on intention to use. It was given a medium rating for relevance, since we would only be able to ask about 1–2 specific statistics, making it harder to generalise across all official statistics. Questions on this topic were included in the survey.
- Trust in official statistics was given a high rating for value added, since it could help to inform codes of practice for statistics producers. It was given a medium rating on quality, as this rating would be higher if we were able to ask about a specific statistic which was not in scope for this project. It was given a medium rating for relevance, since we could ask about 1–2 specific statistics, which would help us measure relative rather than absolute trust across these statistics. Questions on this topic were included in the survey.

- How to improve comprehension of official statistics was given a high rating for value added, since how to improve comprehension of statistics was expected to be a key antecedent to their use in decision-making. It was given a low rating on quality, since we'd expect higher-quality results through an experimental rather than survey design. It was given a low rating for relevance, since it could not be asked in general about official statistics and would go beyond initial research questions. Questions on this topic were not included in the survey.

Appendix 6: Survey analysis

There were several different analytical approaches taken in analysing survey data. The full list of survey questions is available in Appendix 2. The analytical approaches used for each question are as follows:

- Questions using and trusting different sources of information ([intentGP],[intentCrime], [trustGP] and [trustCrime]) used descriptive statistics and logistic regression of outcome (intent/trust) on the sources used, controlling for age, gender, income, ethnicity and location.
- Questions about the use of different sources of information for different decisions ([info]) used descriptive statistics of the overall survey population and, by subgroup, those who indicated they had previously made the decision (response to [decisions]).
- Questions about the use of official statistics ([used]) used descriptive statistics of the overall survey population. In addition, OSR analysed descriptive statistics of demographic subgroups including sex, socioeconomic status, education level, age and experience working with data analysis.
- Free-text questions used exploratory data analysis (EDA) and topic modelling. These were analysed by OSR (further detail is provided below).
- All other questions used descriptive statistics of the overall survey population.

The survey included seven free-text questions, as well as one closed question that included a free-text write-in for “other” responses.

OSR conducted a semi-automated analysis process for these data. Natural language processing computer programming techniques were used for their advantage of fast data synthesis and to allow the human interrogation of the data to progress sooner. Two main methods were applied: EDA, which included word frequency counts and word clouds to identify key terms and inform the analysis of shorter responses; and topic modelling, which is a statistical model used to identify patterns and groupings of similar words within responses. Following this, researchers manually analysed the output to describe the themes.

Appendix 7: Survey – sample composition and results

The table below includes an overview of our target sample composition for the online survey. The target quotas were taken from the censuses across the UK in 2021 and 2022. Note that quotas for education and socioeconomic status) were based on England and Wales only, due to the fact that combined UK data for these had not been released at the time of survey launch.

Overview of sample composition

Table 13. Survey respondents by highest level of education

	Target (n = 2000)	Achieved (n = 2188)
No formal qualifications or Other qualifications	20%	17%
At least one GCSE or Apprenticeship qualification	46%	46%
Higher National Certificate, Higher National Diploma, Bachelor's degree, or post-graduate qualifications	34%	36%

Table 14. Survey respondents by sex

	Target (n = 2000)	Achieved (n = 2188)
Female	51%	50%
Male	49%	50%

Table 15. Survey respondents by age group

	Target (n = 2000)	Achieved (n = 2188)
18–24	11%	7%
25–34	17%	17%
35–44	16%	17%
45–54	17%	18%
55–64	16%	18%
65+	23%	23%

Table 16. Survey respondents by location

	Target (n = 2000)	Achieved (n = 2188)
South and East	32%	32%
North	23%	27%
Midlands	16%	17%

Scotland	8%	8%
Northern Ireland	3%	2%
Wales	5%	4%
London	13%	11%

Table 17. Survey respondents by socioeconomic status

	Target (n = 2000)	Achieved (n = 2188)
DE / C2: Lowest grade, unemployment, and manual occupations	56%	57%
AB/C1: Managerial, administrative, and professional occupations	44%	43%

Table 18. Survey respondents by ethnicity

	Target (n = 2000)	Achieved (n = 2188)
White British	83%	85%
Asian or Asian British	9%	8%
Black or Black British	4%	4%
Mixed / Other	5%	4%

Table 19. Survey respondents by whether use statistics in job

	Achieved (n = 2188
Yes	21%
No	79%

Survey results

Participants were only included in analysis if they completed the full survey. All questions were mandatory, so there are no cases of non-responses and percentages represent the column percentages (i.e., for each row, the percentage represents the percentage of people in the sample specified in the column heading who selected that response).

The survey results reported below provide a detailed breakdown of the results to questions not included in the figures or tables in this report.

Table 23. Results: Baby name sources

Question: Which of the following sources of information (if any) would you want to use to help you make each decision? Choosing a baby name. Question [info] in Appendix 2.

Source	Full sample (n = 2,118)

Personal experience	64%
Advice from friends and family	37%
Reviews (for example: user reviews, Google reviews)	13%
Government data and statistics	13%
Social media (for example: Facebook, TikTok, Instagram, Reddit)	12%
Traditional media (for example: television, print media, news website)	5%
Non-government data and statistics	5%

Table 24. Results: Primary school sources

Question: Which of the following sources of information (if any) would you want to use to help you make each decision? Choosing which primary school to apply to for your child. Question [info] in Appendix 2.

Source	**Full sample (n = 2,118)**
Personal experience	40%
Advice from friends and family	59%
Reviews (for example: user reviews, Google reviews)	41%
Government data and statistics	43%
Social media (for example: Facebook, TikTok, Instagram, Reddit)	15%
Traditional media (for example: television, print media, news website)	13%
Non-government data and statistics	15%

Table 25. Results: Where to live sources

Question: Which of the following sources of information (if any) would you want to use to help you make each decision? Choosing where to live. Question [info] in Appendix 2.

Source	**Full sample (n = 2,118)**
Personal experience	58%
Advice from friends and family	54%
Reviews (for example: user reviews, Google reviews)	38%
Government data and statistics	25%
Social media (for example: Facebook, TikTok, Instagram, Reddit)	19%
Traditional media (for example: television, print media, news website)	19%
Non-government data and statistics	13%

Table 26. Results: GP sources

Question: Which of the following sources of information (if any) would you want to use to help you make each decision? Choosing a GP. Question [info] in Appendix 2.

Source	Full sample (n = 2,118)
Personal experience	42%
Advice from friends and family	56%
Reviews (for example: user reviews, Google reviews)	38%
Government data and statistics	26%
Social media (for example: Facebook, TikTok, Instagram, Reddit)	11%
Traditional media (for example: television, print media, news website)	10%
Non-government data and statistics	9%

Table 27. Results: New job sources

Question: Which of the following sources of information (if any) would you want to use to help you make each decision? Choosing a new job. Question [info] in Appendix 2.

Source	Full sample (n = 2,118)
Personal experience	56%
Advice from friends and family	39%
Reviews (for example: user reviews, Google reviews)	41%
Government data and statistics	19%
Social media (for example: Facebook, TikTok, Instagram, Reddit)	20%
Traditional media (for example: television, print media, news website)	21%
Non-government data and statistics	14%

Table 28. Results: Pay rise sources

Question: Which of the following sources of information (if any) would you want to use to help you make each decision? Choosing to ask for a pay rise at work. Question [info] in Appendix 2.

Source	Full sample (n = 2,118)
Personal experience	59%
Advice from friends and family	35%
Reviews (for example: user reviews, Google reviews)	16%
Government data and statistics	20%
Social media (for example: Facebook, TikTok, Instagram, Reddit)	11%

Traditional media (for example: television, print media, news website)	12%
Non-government data and statistics	12%

Table 29. Results: Likelihood of using information for GP decision

Question: How likely, if at all, are you to use this information when deciding whether to choose this GP? Question [IntentGP] in Appendix 2.

Information source	Likely to Use This Information (%)	Confidence Interval	Sample Size (n)
Official statistics	73		686
News articles	68 (*)	62, 72	680
Google reviews	63(**)	58, 69	752

**p< .01, * p < .05, *p< .1

Table 30. Results: **Likelihood of trusting different information sources to inform decision to move to a new area**

Question: How much, if at all, do you trust this information? Question [TrustCrime] in Appendix 2.

Information source	Trust in This Information (%)	Confidence Interval	Sample Size (n)
Official statistics	75		675
News articles	62(**)	56, 67	715
Facebook posts	51(**)	45, 57	728

**p< .01, * p < .05, *p< .1

Table 31. Results: Barriers for using official statistics in decision-making

Question: What might stop you from using official statistics when making a decision? Question [barriers] in Appendix 2.

Barrier	Full sample (n = 2,118)
Official statistics may be difficult to understand	24%
Other sources would already give me the information I need	24%
I am not sure the official statistics would be relevant	24%
I would not know where to start	21%
I would not know if the official statistics were high quality	19%
I would not know where to find official statistics	17%
Official statistics may not be in an accessible format	17%
I would not be sure how official statistics would help me make a decision	17%
I would not trust the official statistics	13%
I would not look for official statistics	11%
I would not be interested in what official statistics say	9%
I would not have time to consider official statistics	9%
Other	<1%

Table 32. Results: Awareness of official statistics for decision-making

Question: Before the survey, were you aware of any official statistics that could help people make each of the following decisions? Question [aware] in Appendix 2.

Official statistics	Full sample (n = 2,118)
Choosing which primary school to apply to	48%
Choosing a GP	46%
Choosing where to live	46%
Choosing a new job	23%
Choosing a baby name	18%
Choosing to ask for a pay rise	15%

Appendix 8: Statistics information presented during interviews

The following sections describe the information presented during interviews, specifying whether the presentation was directly sourced from the website of the official statistics producer, or if the presentation was adapted.

A8.1. Primary school statistics

The numbers are made up, so they do not represent actual schools. The presentation was adapted, based on the type of information about school performance presented on the following websites: Department for Education; Department for Education, Northern Ireland; and the Welsh Government.

Primary School A	Primary School B
236 number of pupils	**474** number of pupils
8.9% are eligible for free school meals	**13.9%** are eligible for free school meals
20.3 pupil teacher ratio (PTR)	**24.6%** pupil teacher ratio (PTR)
92.0% attendance during the year	**94.1%** attendance during the year
£4,220 school budget per pupil	**£4,750** school budget per pupil
3.3% speak English as an additional language	**5.2%** speak English as an additional language
55% meeting expected standard in reading, writing and maths	**40%** meeting expected standard in reading, writing and maths
Good Ofsted rating from most recent inspection report	**Good** Ofsted rating from most recent inspection report

Source: School performance data from the Department for Education

Alternative text: A comparison table of two primary schools, A and B, based on key performance metrics. Primary School A has fewer pupils (236 vs. 474), a lower pupil-teacher ratio (20.3 vs. 24.6), and a higher percentage of students meeting expected standards in reading, writing, and maths (55% vs. 40%). Both schools received a "Good" Ofsted rating, with Primary School B having a higher school budget per pupil (£4,750 vs. £4,220) and slightly higher attendance (94.1% vs. 92.0%).

Primary School A	Primary School B
236 number of pupils	**474** number of pupils
8.9% are eligible for free school meals	**13.9%** are eligible for free school meals
20.3 pupil teacher ratio (PTR)	**24.6%** pupil teacher ratio (PTR)
92.0% attendance during the year	**94.1%** attendance during the year
£4,220 school budget per pupil	**£4,750** school budget per pupil
3.3% speak English as an additional language	**5.2%** speak English as an additional language
55% meeting expected standard in reading, writing and maths	**40%** meeting expected standard in reading, writing and maths
Good Education and Training Directorate rating from most recent inspection report	**Good** Education and Training Directorate rating from most recent inspection report

Source: School performance data from the Department for Education, Northern Ireland

Alternative text: A comparison table of two primary schools in Northern Ireland based on performance metrics. Primary School A has fewer pupils (236 vs. 474), a lower pupil-teacher ratio (20.3 vs. 24.6), and a higher percentage of students meeting expected standards in reading, writing, and maths (55% vs. 40%). Both schools received a "Good" rating from the Education and Training Directorate, with Primary School B having a higher school budget per pupil (£4,750 vs. £4,220) and slightly higher attendance (94.1% vs. 92.0%).

Primary School A	Primary School B
236 number of pupils	**474** number of pupils
8.9% are eligible for free school meals	**13.9%** are eligible for free school meals
20.3 pupil teacher ratio (PTR)	**24.6%** pupil teacher ratio (PTR)
92.0% attendance during the year	**94.1%** attendance during the year
£4,220 school budget per pupil	**£4,750** school budget per pupil
3.3% speak English as an additional language	**5.2%** speak English as an additional language
55% meeting expected standard in reading, writing and maths	**40%** meeting expected standard in reading, writing and maths

Source: School performance data from the Welsh Government

Alternative text: A comparison table of two primary schools in Wales based on key performance metrics. Primary School A has fewer pupils (236 vs. 474), a lower pupil-teacher ratio (20.3 vs. 24.6), and a higher percentage of students meeting expected standards in reading, writing, and maths (55% vs. 40%). Both schools received a "Good" rating, with Primary School B having a higher school budget per pupil (£4,750 vs. £4,220) and slightly higher attendance (94.1% vs. 92.0%).

A8.2. Baby name statistics

The data and presentation of the information on baby name statistics is sourced directly from the websites of ONS, National Records of Scotland, and Northern Ireland Statistics and Research Agency.

Table 1: Top 10 baby names for boys and girls, England and Wales, 2021

Rank	Boys name	Count	Change in rank since 2020	Girls name	Count	Change in rank since 2020
1	Noah	4,525	3	Olivia	3,649	0
2	Oliver	4,167	-1	Amelia	3,164	0
3	George	4,141	-1	Isla	2,683	0
4	Arthur	3,766	-1	Ava	2,576	0
5	Muhammad	3,722	0	Ivy	2,245	1
6	Leo	3,465	0	Freya	2,187	6
7	Harry	3,089	1	Lily	2,182	0
8	Oscar	3,071	-1	Florence	2,180	6
9	Archie	2,928	0	Mia	2,168	-4
10	Henry	2,912	1	Willow	2,067	2

Source: Office for National Statistics – Baby names in England and Wales

Alternative text: A table listing the top 10 baby names for boys and girls in England and Wales for 2021, including name rank, count, and change in rank since 2020. Noah (4,525) and Olivia (3,649) are the most popular names, with Olivia maintaining its top position while Noah rose three ranks. Other notable changes include Freya and Florence both rising six places, while Mia dropped four places.

Table 1: Top 20 babies' names in Scotland, 2023

Boys				Girls			
Rank[1]	Name	Number	Change in Ranking 2022-2023	Rank[1]	Name	Number	Change in Ranking 2022-2023
1	Luca	344	4	1	Isla	274	1
2	Noah	336	-1	2	Olivia	266	-1
3	Leo	288	no change	3	Freya	254	no change
4	Jack	285	-2	4	Emily	232	1
5	Harris	266	-1	5	Amelia	225	1
6	Rory	254	1	6	Ella	213	3
7	Oliver	250	-1	7	Charlotte	210	5
8	Theo	238	1	8	Millie	206	-4
9	Archie	235	-1	9	Grace	205	-2
10	Finlay	231	2	10	Ava	203	-1
11	Muhammad	225	12	11	Lily	201	no change
12	James	223	-3	12	Aria	190	2
13=	Finn	220	5	13	Sophie	189	-6
13=	Brodie	220	3	14	Orla	173	9
15	Alexander	214	-1	15	Maisie	166	9
16	Thomas	195	4	16	Sophia	164	-3
17	Jude	193	12	17	Rosie	155	3
18	Lucas	186	-1	18	Ivy	149	-3
19	Alfie	182	-10	19	Evie	146	-2
20	Lewis	180	-8	20	Lucy	141	-2

Source: National Records of Scotland – Baby names in Scotland

Alternative text: A table listing the top 20 baby names for boys and girls in Scotland for 2023, including rank, number of babies given each name, and ranking changes from 2022. Luca (344) and Isla (274) are the most popular names, with Isla rising one place to take the top spot, while Noah (336) and Olivia (266) each dropped one place. Notable ranking changes include Muhammad climbing 12 places among boys and Orla rising seven places among girls, while Alfie and Sophie both fell by 10 and six places, respectively.

Top 10 Names

Rank	Name	No. of Babies	Rank	Name	No. of babies
1	Noah	152	1	Isla	147
2	Jack	146	2	Fiadh	138
3	James	131	3	Grace	137
4	Cillian	128	4	Emily	136
5	Charlie	123	5	Olivia	126
6	Leo	119	6	Lily	108
7	Oisin	116	7	Ella	97
8	Oliver	114	8	Aoife	94
9	Luca	108	9	Amelia	92
9	Theo	108	10	Freya	90

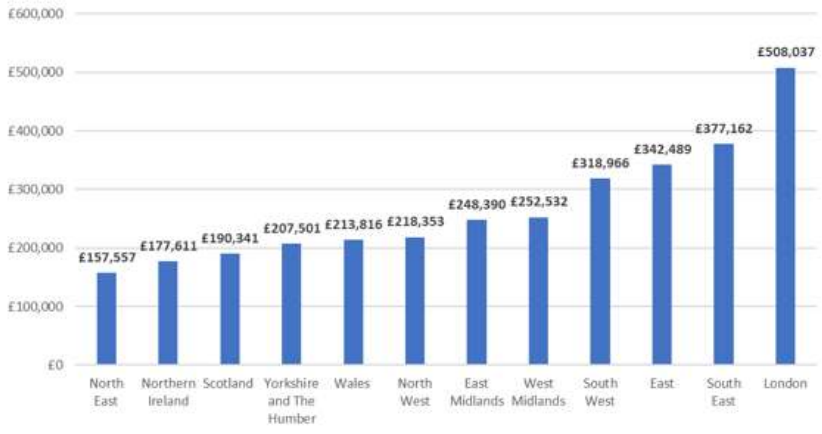
Source: Northern Ireland Statistics and Research Agency – Baby names in Northern Ireland, 2023

Alternative text: A table listing the top 10 baby names for boys and girls in Northern Ireland in 2023, including rank and number of babies given each name. Noah (152) and Isla (147) are the most popular names, followed by Jack (146) and Fiadh (138). Other popular names include James, Cillian, and Charlie for boys, and Grace, Emily, and Olivia for girls.

A8.3. House price statistics

The data is taken from the ONS House Price Index release, and the presentation is adapted.

Figure 1: Average house prices, by nation and English region, December 2023



Source: UK House Price Index from the HM Land Registry, Registers of Scotland, Land and Property Services Northern Ireland, Office for National Statistics

Alternative text: A bar chart showing average house prices across UK nations and English regions in December 2023. London has the highest average house price (£508,037), while the North East has the lowest (£157,557). Other notable figures include £377,162 in the South East, £342,489 in the East, and £177,611 in Northern Ireland.

The data and presentation is sourced directly from the Zoopla website, for an individual property.

Figure 2: Zoopla property timeline, listings and sale prices

Alternative text: A Zoopla property timeline showing sales and listing history. The property sold for £79,000 in 2009, was listed in 2013 for £120,000, then sold for £117,000 in June 2013 and £170,000 in January 2024. The image includes a Zoopla link to an archived listing with property photos.

A8.4. GP performance statistics

The presentation is directly sourced from the NHS England GP Patient Survey website, but the numbers are adapted alongside the number of categories presented.

	GP 1	GP 2	GP 3
% of patients who find it easy to get through to this GP practice by phone Show breakdown ⊕	68% ICS result: 41% National result: 50%	75% ICS result: 41% National result: 50%	16% ICS result: 41% National result: 50%
% of patients who had confidence and trust in the healthcare professional they saw or spoke to during their last general practice appointment Show breakdown ⊕	96% ICS result: 92% National result: 93%	92% ICS result: 92% National result: 93%	90% ICS result: 92% National result: 93%
% of patients who describe their overall experience of this GP practice as good Show breakdown ⊕	89% ICS result: 65% National result: 71%	81% ICS result: 65% National result: 71%	71% ICS result: 65% National result: 71%

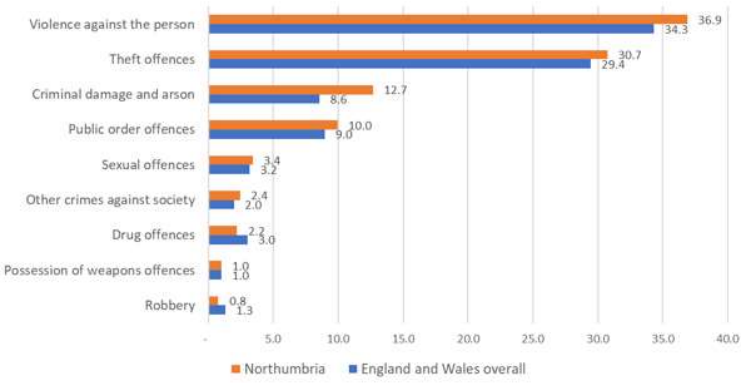
Source: GP Patient Survey, independent survey run by Ipsos on behalf of NHS England

Alternative text: A table comparing patient satisfaction survey results for three GP practices (GP 1, GP 2, and GP 3). It includes percentages of patients who found it easy to contact their GP by phone (ranging from 16% to 75%), had confidence in their healthcare professional (90% to 96%), and rated their overall experience as good (71% to 89%), with national and ICS comparison figures. GP 1 and GP 2 scored higher across most categories, while GP 3 had the lowest rating for phone accessibility (16%).

A8.5. Crime statistics

The data is directly sourced from the ONS website based on the police-recorded crime data, but the presentation is adapted.

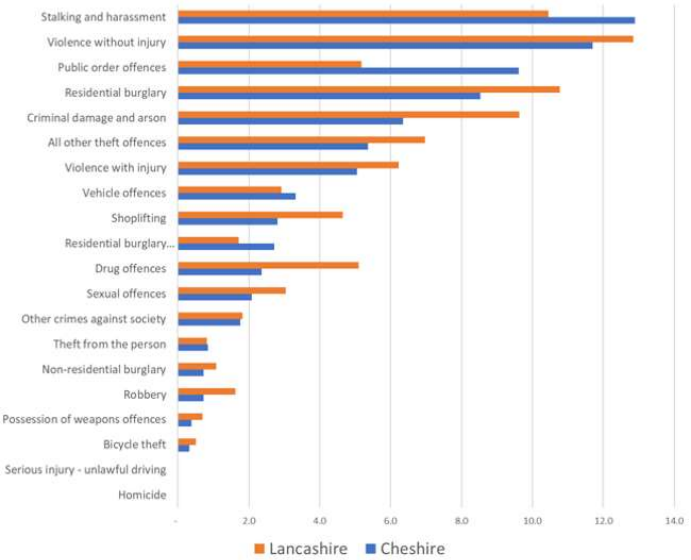
Figure 1: Police recorded crime in Northumbria, per 1,000 people, year ending September 2023



Violence against the person includes homicide, violence with/without injury, stalking, harassment.
Sexual offences include rape and other sexual offences.
Robbery include robbery of business and personal property (robbery is theft with use of fear/force)
Theft offences include burglary, theft of vehicles and bicycles, theft from people, shoplifting, etc.

Alternative text: A bar chart comparing police-recorded crime rates in Northumbria and England and Wales overall for the year ending September 2023. The most common offences in Northumbria are violence against the person (36.9 per 1,000 people) and theft offences (30.7 per 1,000), both slightly higher than the national averages. Other categories, including criminal damage, public order offences, and sexual offences, show similar trends, with Northumbria generally having higher recorded crime rates.

Figure 1: Police recorded crime in Cheshire (blue) and Lancashire (red), per 1,000 people, year ending September 2023



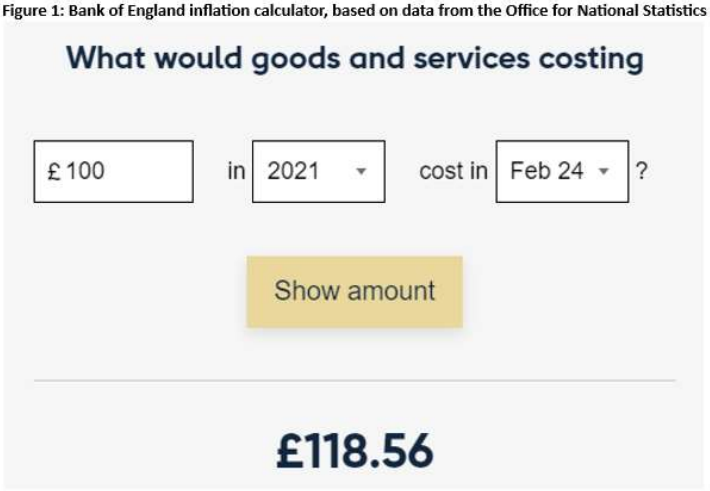
Source: Home Office – police recorded crime

Alternative text: A horizontal bar chart comparing police-recorded crime in Cheshire (blue) and Lancashire (orange) per 1,000 people for the year ending September 2023. The y-axis lists crime categories, ordered by incidence.

A8.6. Inflation statistics

The presentation is directly sourced from the inflation calculator can be found on the Bank of England website.

Figure 1: Bank of England inflation calculator, based on data from the Office for National Statistics



Alternative text: A screenshot of the Bank of England inflation calculator showing the estimated cost of goods and services over time. It calculates that £100 in 2021 would be equivalent to £118.56 in February 2024, based on data from the Office for National Statistics. The interface includes dropdown menus for selecting the starting amount, year, and target date, with a "Show amount" button to generate results.

The data and presentation is directly sourced from the consumer price inflation release on the ONS website.

Table 2: CPIH annual and monthly inflation rates by division, UK
May 2023, April 2024, and May 2024

	CPIH 12-month rate (%)		CPIH 1-month rate (%)	
	Apr 2024	May 2024	May 2023	May 2024
CPIH All items	3.0	2.8	0.6	0.4
Food and non-alcoholic beverages	2.9	1.7	0.9	-0.3
Alcohol and tobacco	8.0	7.8	0.6	0.3
Clothing and footwear	3.7	3.0	1.3	0.6
Housing and household services	2.0	2.1	0.3	0.4
of which owner occupiers' housing costs	6.6	6.7	0.5	0.6
Furniture and household goods	-0.9	-1.8	1.1	0.2
Health	6.8	6.3	0.6	0.2
Transport	-0.1	0.3	0.3	0.7
Communication	4.1	4.2	0.9	1.0
Recreation and culture	4.6	4.1	0.7	0.2
Education	4.5	4.5	0.0	0.0
Restaurants and hotels	6.1	5.8	1.0	0.7
Miscellaneous goods and services	3.4	2.9	0.6	0.1
All goods	-0.8	-1.3	0.6	0.0
All services	6.0	5.9	0.7	0.6
CPIH exc food, energy, alcohol and tobacco (core CPIH)	4.4	4.2	0.7	0.5

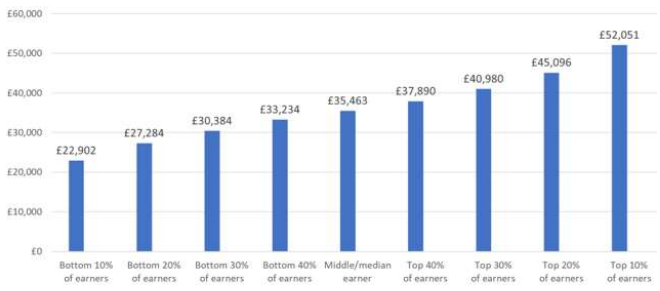
Source: Consumer price inflation from the Office for National Statistics

Alternative text: A table showing CPIH annual and monthly inflation rates by division in the UK for May 2023, April 2024, and May 2024. The overall inflation rate slightly decreased in May 2024, with notable changes in categories like alcohol and tobacco, health, and housing costs. Monthly inflation rates varied, with some categories seeing small increases while others declined.

A8.7. Pay statistics

The data is from the earnings and employments release from the ONS website. The presentation is adapted.

Figure 2: Average earnings for electricians in different parts of the wage distribution

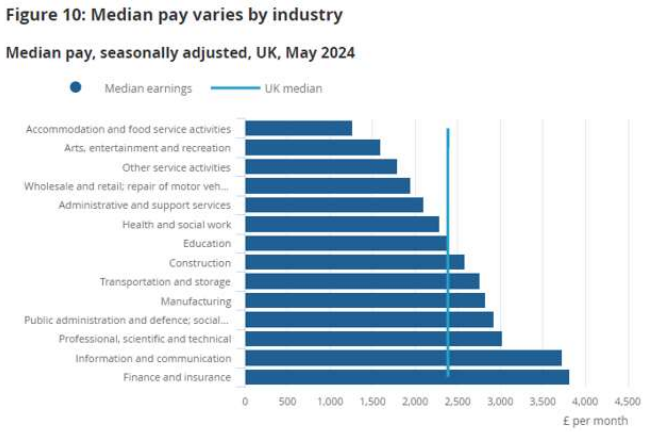


Source: Annual Survey of Hours and Earnings from the Office for National Statistics

Alternative text: A bar chart showing average earnings for electricians across different parts of the wage distribution. Earnings increase from the bottom 10% of earners to the top 10%,

with median earnings falling in the middle. The highest earners make more than double the lowest earners.

The data and presentation is directly sourced from the earnings and employments release from the ONS website.



Source: Office for National Statistics (ONS), June 2024 release on earnings and employment from PAYE real time information

Alternative text: A bar chart showing median monthly pay across different industries in the UK for May 2024. Industries like accommodation and food services have the lowest median pay, while finance and insurance have the highest. A vertical line represents the UK median pay for comparison across industries.

A8.8. Vacancy and labour market statistics

The data is from the Vacancy Survey, sourced from the website of the ONS. The presentation is adapted.

Source: Vacancy Survey of the Office for National Statistics

Alternative text: A bar chart displaying the number of job vacancies in the UK over the last three months by sector. Human health and social work activities have the highest number of

vacancies, followed by wholesale and retail trade, and accommodation and food services. Sectors like mining and quarrying, electricity and gas, and water supply have the fewest vacancies.

The data is from the Labour Force Survey, sourced from the website of the ONS. The presentation is adapted.

Employment, unemployment and economic inactivity rates, UK, by age group

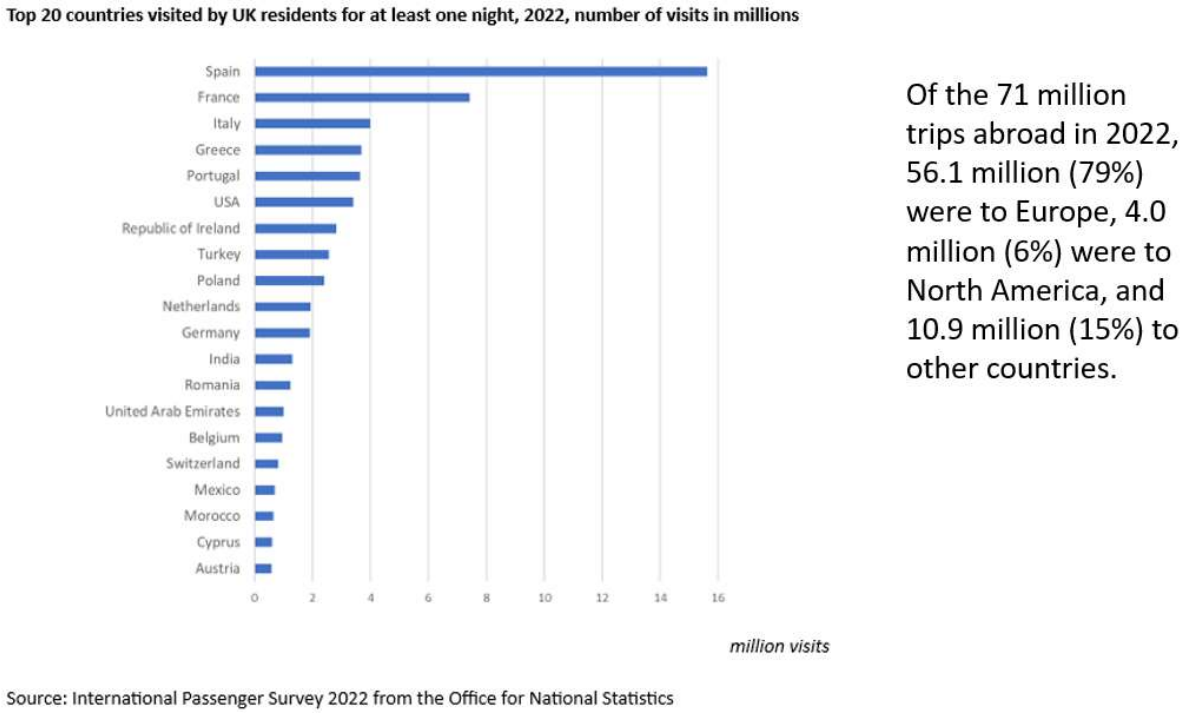
Age group	Employment rate (%)	Unemployment rate (%)	Economic inactivity rate (%)
Aged 18-24	58.7	11.8	33.5
Aged 25-34	83.4	4.0	13.1
Aged 35-49	84.9	2.8	12.6
Aged 50-64	70.5	2.7	27.5
Aged 65+	11.6	3.2	88.0

Source: The Labour Force Survey from the Office for National Statistics (ONS).

Alternative text: A table showing employment, unemployment, and economic inactivity rates in the UK by age group. Employment rates are highest for those aged 35-49, while economic inactivity is highest for those aged 65 and over. Unemployment rates are highest among the 18-24 age group and lowest for those aged 50-64.

A8.9. Tourism statistics

The data is sourced directly from the Travel Trends release from the ONS website. The presentation is adapted.



Alternative text: A bar chart showing the top 20 countries visited by UK residents for at least one night in 2022, with Spain and France having the highest number of visits. A summary note states that out of 71 million trips abroad, 79% were to Europe, 6% to North America, and 15% to other regions. The data comes from the International Passenger Survey 2022 by the Office for National Statistics.

Appendix 9: Statistics considered in the initial phase of the research

The selection criteria that were used were the following:

- Feasibility of recruiting people who have made specific decisions, and with a diverse range of life experiences and characteristics
- Ethics/sensitivity of probing on specific decisions
- Likelihood of statistics playing a role in decisions
- Ensuring a variety of topic areas, exploring statistics from each of the OSR domains
- Awareness that this information is freely available
- Views of the public on the importance of understanding a certain decision

We also tried to explore statistics that covered a range of geographies and from a mixture of statistics producers.

Statistics that were included

- Baby names: these statistics were considered because they may influence decisions around how to name a child. They were included because they were thought to have a high likelihood of informing decisions and are not overly sensitive.
- Consumer Price Inflation: these statistics were considered because understanding inflation may inform financial planning, such as decisions around pay negotiations, expenditure, and so on. They were included because of their multiple potential use cases, which meant they had a relatively high anticipated likelihood of being useful compared to other statistics.
- Gender pay gap: these statistics were considered because they may influence career choices or civic-duty-related decisions. They were included because the gender pay gap explorer on the ONS website allowed participants to explore pay gap by different occupations and job types.
- House price indices: these statistics were considered because they may inform decisions around whether to buy or sell a property. They were included because of their potential for informing this decision, and given there were other potential statistics which may inform the same decision, it was thought that there would be much to explore if that decision were selected.
- Labour market: these statistics were considered because they may inform job decisions. They were included because there was a clear potential use case for how understanding specific sectors may influence decisions around jobs or pay.
- Pay: these statistics were considered because they may influence personal decisions around which sector to work in or other career choices. They were included in the hypothetical scenarios, as this was thought to remove sensitivities around many discussions.
- School performance: these statistics were considered because they may inform decisions around what school to send a child to. They were included because they were thought to be highly relevant to this decision.

- Crime: these statistics were considered because they may inform decisions about which area to move to. They were included because they were thought to be highly relevant to this decision.
- Tourism: these statistics were considered because they may inform decisions about travelling and where to go on holiday. They were included because they were thought to be potentially relevant to these decisions.

Statistics that were excluded

- Additions to the house stock: these statistics were considered because knowing about new builds per area may influence decisions around buying a home, renting or property investment. They were excluded because they were thought to have a low likelihood of informing decisions.
- Broadband and mobile coverage: these statistics were considered because it may influence decisions around moving to a new area. They were excluded because they were thought to have a low likelihood of informing those decisions, especially compared to crime statistics.
- Climate change: these statistics were considered because they may influence decisions about energy consumption, transportation or housing for a sustainable future. They were excluded because we felt it was hard to do this topic justice, and it has been covered somewhat in science and climate change research.
- COVID-19: these statistics were considered because individuals' understanding of COVID-19 data is thought to have influenced decisions related to safety measures they took. They were excluded because COVID-19 statistics may be less relevant in 2024 than they were previously.
- Deaths: these statistics were considered because information on deaths may influence lifestyle and healthcare decisions. They were excluded as they covered a sensitive topic.
- Disposable income: these statistics were considered because they may influence decisions around budget and planning. They were excluded because they were thought to have a low likelihood of informing decisions when compared to the actual disposable income of an individual.
- Divorce: these statistics were considered because they may influence relationship decisions. They were excluded because the likelihood of this was thought to be low, and this is a sensitive topic.
- Domestic abuse: these statistics were considered because they may inform decisions around personal safety measures or engaging in civic activities to raise awareness around this topic. They were excluded because it is a highly sensitive topic.
- Drugs: these statistics were considered because understanding drug use trends may inform personal decisions around seeking help for oneself or a loved one. They were excluded because it is a very sensitive topic.
- Energy efficiency: these statistics were considered because information on energy efficiency may guide decisions on energy-saving practices such as home improvements. They were excluded because knowing efficiency in general was thought not to influence decisions at an individual level.
- Ethnicity pay gap: these statistics were considered because they may influence career choices or civic-duty-related decisions. They were excluded because we did not want to present both gender and ethnicity pay gap statistics.

- Food pricing: these statistics were considered because they may inform decisions around budgeting and shopping. They were excluded because the likelihood of informing these decisions was thought to be low.
- GDP: these statistics were considered because they may feed into decisions around career. They were excluded because other similar statistics were seen as more likely to inform decisions at an individual level.
- Greenhouse gas emissions: these statistics were considered because understanding local-level greenhouse gas emissions may influence decisions around making environmentally conscious decisions. They were excluded because we felt it was hard to do this topic justice, and it has been covered somewhat in science and climate change research.
- Homelessness and rough sleeping: these statistics were considered because they may influence personal decisions related to supporting homelessness initiatives, volunteering or advocating for policy changes. They were excluded because this is a sensitive topic.
- Knife crime: these statistics were included as they may influence decisions about where to live or travel. They were excluded because wider crime statistics were considered more likely to influence decisions on where to live, and these were too similar to include both.
- Maternity: these statistics were considered because statistics about maternal care may influence birthing decisions. They were excluded because GP statistics were thought to be more relevant to a wider number of potential participants, and may be less sensitive.
- Migration: these statistics were considered because individuals may decide where to live based on cultural diversity. They were excluded as the likelihood of informing a decision was thought to be low.
- NHS statistics, including waiting times: these statistics were considered because information on waiting time could assist in decisions about whether to turn to private providers or not. They were excluded as healthcare decisions are a sensitive topic.
- Retail: these statistics were considered because individuals may use retail data for personal budgeting and shopping decisions. They were excluded because their high level meant the likelihood of informing a decision was thought to be low.
- Sickness, including sickness absence from work: these statistics were considered because they may help individuals assess their own health risks, make decisions about sick leave and take preventive measures. They were excluded as their likelihood of informing a decision was thought to be low.
- Social care: these statistics were considered because the information may be valuable in making future care decisions for oneself or loved ones. They were excluded because this is a sensitive topic.
- Student cost of living: these statistics were considered because they may inform decisions around taking out student loans and managing personal debt. They were excluded because in reviewing the detail, it was thought that their likelihood of informing a decision may be low.
- Subnational indicators: these statistics were considered because local authority performance on a range of topics may influence decisions about where to live. They were excluded because some of the statistics in the indicator were already covered in other topics.

- Travel time: these statistics were considered because they may inform decisions around travel, such as mode of travel and what may be a commutable distance. They were excluded because it was felt that other sources (such as map apps) may be timelier and more influential.
- Water quality: these statistics were considered because they may influence decisions around wild swimming or water activities. They were excluded because they were thought to be relevant to a small population only, and may be difficult to recruit participants for.
- Wellbeing: these statistics were considered because understanding the wellbeing of an area may influence choices about where to live. They were excluded because the actual difference in reported subjective wellbeing between areas was small; therefore, they were thought to have a low likelihood of influencing decisions.