

Impact Report 2022

## IntoUniversity Impact Summary

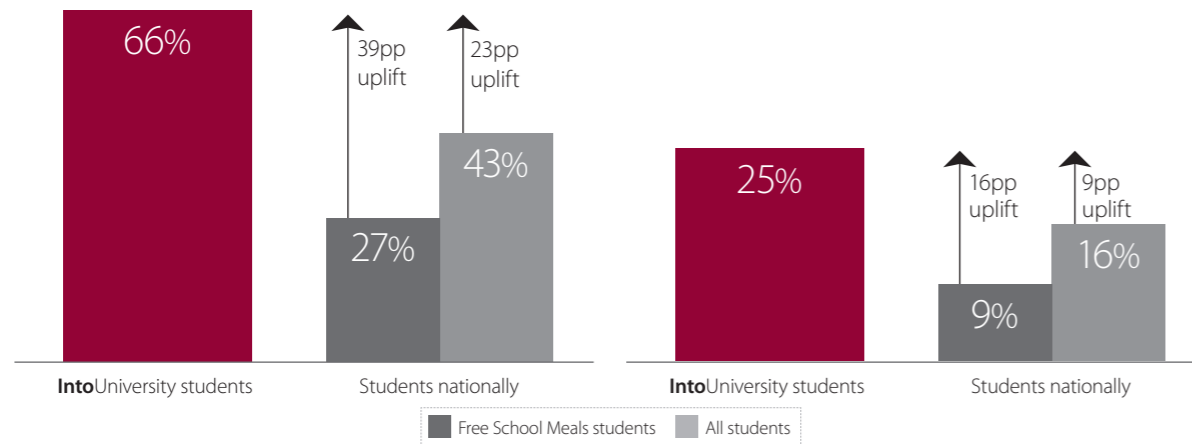
In 2020-21 we worked with:



### Progression to Higher Education

66% of IntoUniversity 2021 alumni progressed to Higher Education, compared to 27% of students from similar backgrounds nationally.

25% of IntoUniversity 2021 alumni progressed to a Russell Group university, compared to 9% of students from similar backgrounds nationally.

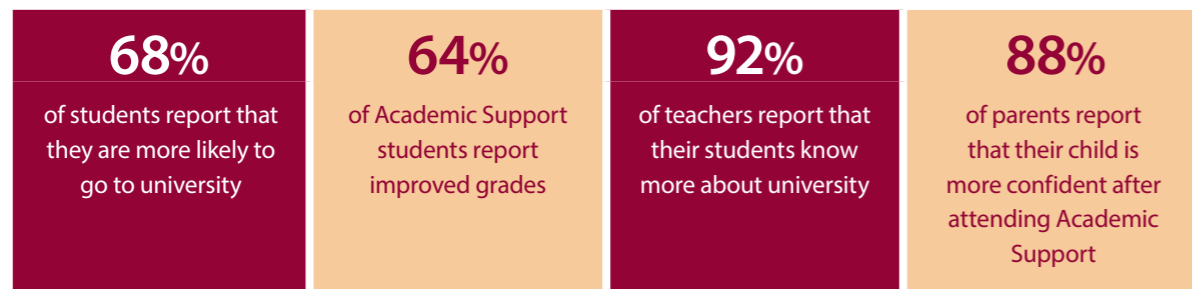


### Attainment

External analysis by FFT Education Datalab found that students who regularly attend IntoUniversity's Academic Support over several years make **3 months' additional progress** in Key Stage 2 Maths.

### Evaluation Questionnaires

After taking part in our programmes:



"IntoUniversity has improved me as a person. It's improved the quality of my work a lot, helped me greatly with my confidence and personal statement and is the reason I got an offer from Anglia Ruskin University."

Nate, IntoUniversity Clacton-on-Sea

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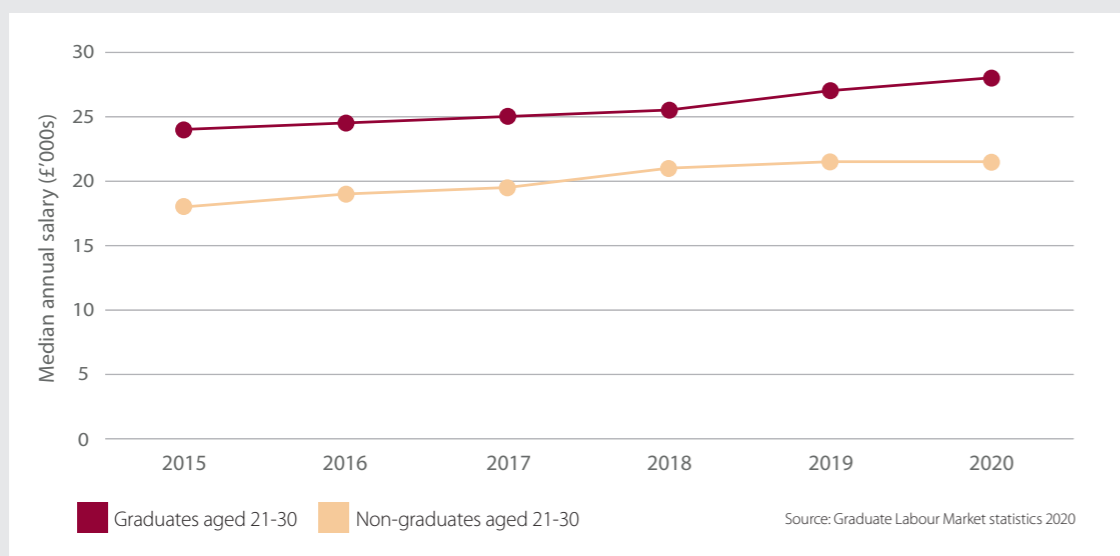
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## The benefits of Higher Education

At **IntoUniversity** we believe that everyone should have the opportunity to access the benefits Higher Education can provide. These benefits are well-studied and numerous, and include greater life-satisfaction<sup>1</sup>, higher-achieving children<sup>2</sup>, lower unemployment<sup>3</sup> and increased earnings.

### Graduate earnings

Graduate salaries are consistently higher than for non-graduates



A degree is likely to be a good investment for all groups, but especially for students from the lowest-income families

A recent Institute of Fiscal Studies (IFS) report<sup>4</sup> used Longitudinal Educational Outcomes (LEO) data to investigate the financial return from studying an undergraduate degree. The analysis showed that overall, 80% of students are likely to gain financially from attending Higher Education. At age 30, women on average earn 27% more and men earn 6% more as a result of attending Higher Education, with the average increase in net lifetime earnings estimated at £100,000 for women and £130,000 for men.

Among state-educated students, those from the poorest 20% of families see the greatest percentage increase in income at age 30 from attending Higher Education, with a 31% increase for women and a 7% increase for men. This is largely because earnings prospects for this group are on average very low if they do not attend Higher Education.

There are significant gaps in income between socio-economic groups and between ethnic groups, with those from the poorest families earning considerably less than those from the most well-off, but these differences are smaller among graduates than non-graduates. This implies that Higher Education to some extent evens out earning differences between socio-economic groups and between ethnic groups.

1. HEFCE, The wellbeing of graduates: Assessing the contribution of Higher Education to graduates wellbeing in the UK (2017)  
 2. Ermisch and Del Bono, Inequality in Achievements During Adolescence (2012)  
 3. Graduate Labour Market statistics 2020  
 4. IFS, The returns to undergraduate degrees by socio-economic group and ethnicity (2021)

## Why **IntoUniversity** is needed

In the UK, young people's chances of accessing Higher Education are heavily influenced by a range of factors outside of their control including where they live, which school they go to, their sex, ethnic group and income background. As a result, many young people do not have the opportunity to access the range of benefits that we know Higher Education can bring.

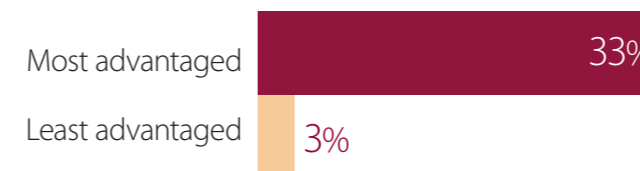
The charts below show the scale of the gap in Higher Education access between the most and least advantaged groups. Note that the entry rates are not comparable between England and Scotland because different measures of disadvantage are available for each nation. This analysis uses UCAS' Multiple Equalities Measure (MEM)<sup>1</sup> for England, and the Scottish Index of Multiple Deprivation (SIMD)<sup>2</sup> for Scotland.

### England

The most advantaged young people are 4.3 times more likely to enter Higher Education.

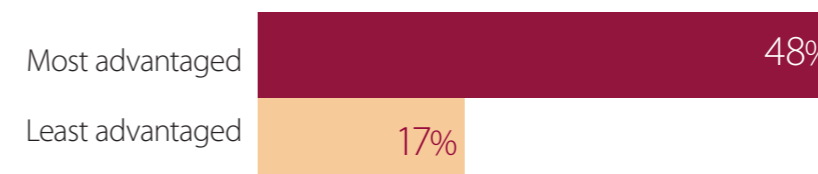


The gap is even greater for higher tariff institutions. The most advantaged young people are 11.4 times more likely to enter a higher tariff institution.

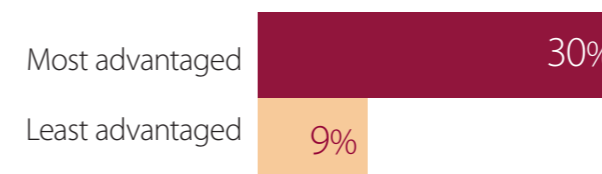


### Scotland

The most advantaged young people are 2.8 times more likely to enter Higher Education.



The gap is even greater for higher tariff institutions. The most advantaged young people are 3.3 times more likely to enter a higher tariff institution.



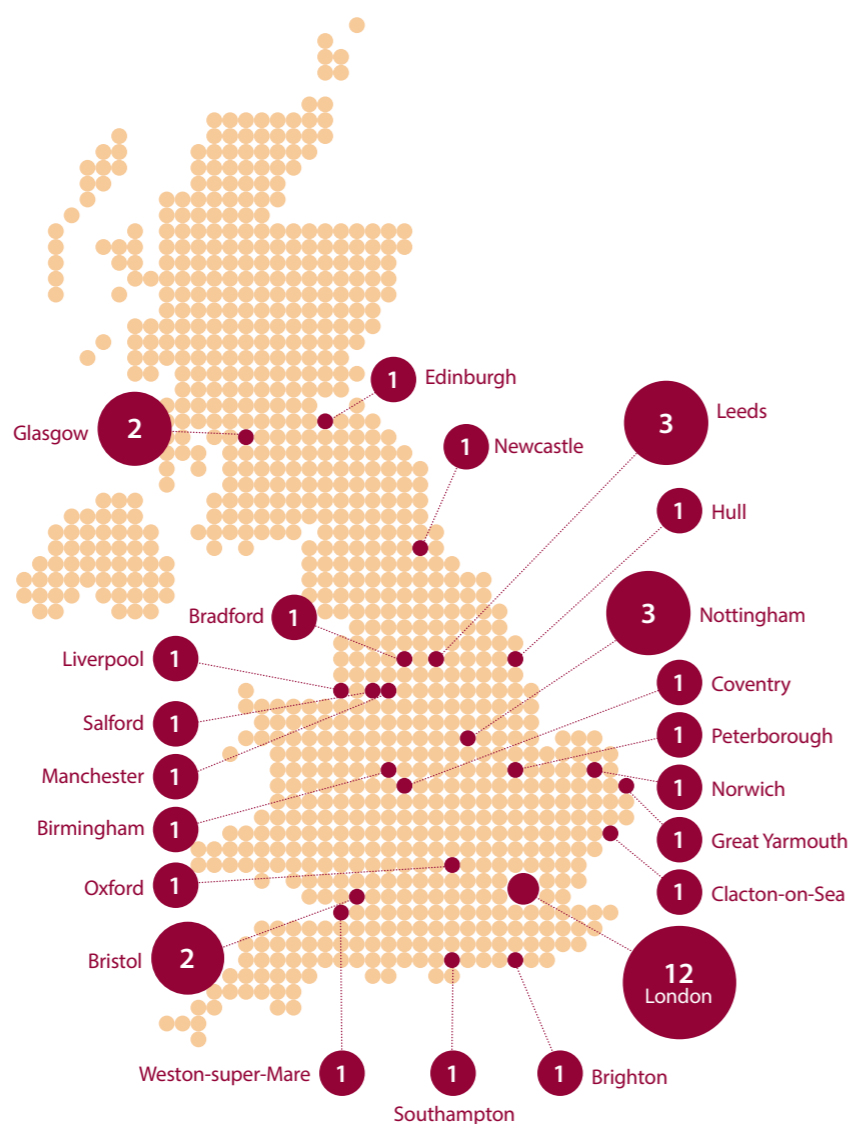
1. UCAS end of cycle data resources 2021: English 18-year-old entry rate by MEM group  
 2. UCAS end of cycle data resources 2021: Scottish 18-year-old entry rate by SIMD quintile. UCAS did not provide a breakdown by provider tariff for 2021, so the higher tariff comparison is taken from UCAS end of cycle data resources 2020: Scottish 18-year-old entry rate by SIMD quintile and provider tariff group.

### Scale and reach

In the 2020-21 academic year we worked with:



By the end of 2022 we will have



### A service targeted at those most in need

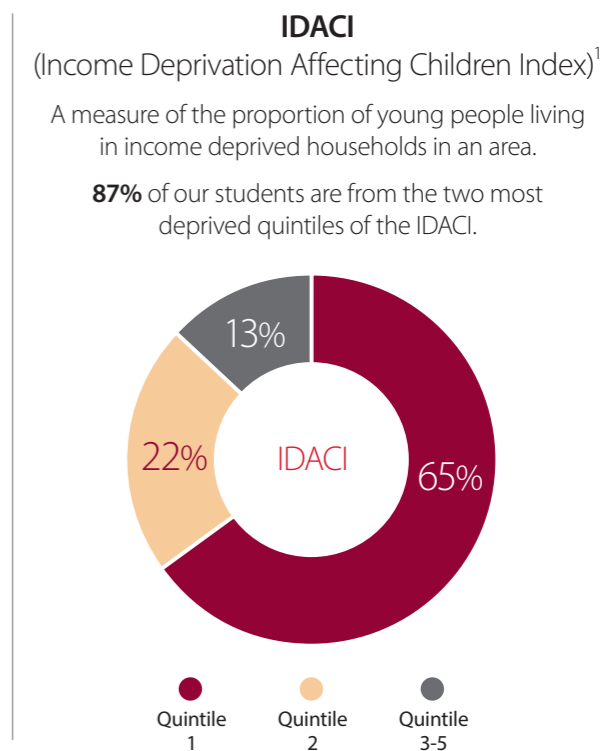
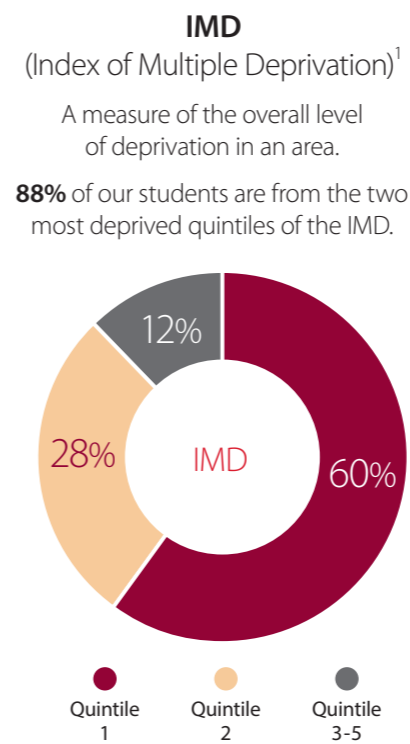
A key part of IntoUniversity's model is the place-based nature of our work. We situate our centres in the heart of local communities, targeting areas where young people are most likely to live in poverty and least likely to attend university. You can find out more about how we choose where to locate our centres on pages 8-9.

#### Who we're working with

Unlike many university access programmes, students **do not need to meet academic criteria** to work with IntoUniversity. **Anyone meeting our criteria for need is eligible to attend.**

In-school Secondary programmes	After-school Academic Support	Whole-class Primary programme
<b>81%</b>	<b>95%</b>	<b>41%</b>
of students are registered for FSM (Free School Meals), pupil premium or the 16-19 bursary. The remainder meet our other criteria for need.	of students are FSM, pupil premium, care-experienced, have a household income below £25,000 pa or live in social housing. The remainder meet our other criteria for need.	of students at our partner primary schools are FSM, more than twice the national average.

While we select students based on individual need, we also monitor how our students are classified by a range of area-based measures of disadvantage.



<sup>1</sup> Ministry of Housing, Communities & Local Government, English indices of deprivation 2019. This is based on data from the 2020-21 academic year, before our Scottish centres were launched.

## Targeting our expansion

Over the last 19 years, **IntoUniversity** has expanded from a single centre in North Kensington to 39 centres and extension projects (by Autumn 2022) across England and Scotland. With ambitious plans to expand to 50 centres by 2026, it is vital that we have a rigorous scoping and feasibility process in place for deciding where we set up new centres so we are able to reach the young people most in need.

Our current feasibility process has been developed out of a pro-bono project completed by OC&C Strategy Consultants in 2017. We use an interactive map to visualise the density of schools meeting our eligibility criteria, which is based on how many students are registered for Free School Meals. The map also displays IDACI, IMD, POLAR4 and TUNDRA data (see dataset glossary on opposite page) and shows how these variables have changed over time. This map allows us to see where poverty and lack of Higher Education access intersect.

### Outline of our feasibility process

Step 1	<p><b>Assess the area for viability</b></p> <p>We only work with primary schools with either at least 30% of students on FSM, or at least 40% Ever6. Using our feasibility map we assess whether there are at least eight cohorts at primary schools meeting one of these criteria within approximately 3.5km of each other, which will give us a high enough density of young people to work with.</p> <p>We aim to be as near to as many young people in need as possible, so we also look at measures such as the Social Mobility Index, the Index of Multiple Deprivation, the Income Deprivation Affecting Children Index, POLAR 4 and child poverty rates to give further information on the area around the schools.</p>
Step 2	<p><b>Assess the area for sustainability</b></p> <p><b>IntoUniversity</b> will only open a centre if we have at least five years' funding secured up front, because we believe that long-term intervention is key to success. We use statistical modelling to forecast how the Free School Meals and Ever6 rates might be expected to change over time at the schools we have identified as possible partners, which gives an indication of whether we can expect to have enough cohorts of primary pupils in need to continue running the programme over the long term.</p>
Step 3	<p><b>Assess the area for desirability</b></p> <p>We then assess current opportunities for young people to ensure we are not duplicating existing provision. We also analyse the progress and attainment of all potential partner schools to help identify unequal educational provision. We can then prioritise partnerships with schools with poor outcomes.</p>
Step 4	<p><b>Assess the area for feasibility</b></p> <p>The final step of the process is a logistical assessment of whether the opening of a centre is realistic, taking into consideration whether we are able to find a venue in the target neighbourhood, proximity to other <b>IntoUniversity</b> centres and whether partnerships can be secured with the schools identified.</p>
Centre set up	<p>Once the feasibility process is complete and we have secured funding for the centre we can begin the set-up process including a site search, site preparation and recruitment of staff and partner schools. All stages of the feasibility and set-up process are carried out alongside a community consultation to contextualise the results of the data analysis. This involves formal and informal conversations with potential partners, collaborators, community leaders and other organisations who know the neighbourhood and its young people.</p>

### Dataset glossary

#### POLAR4 and TUNDRA

Both measure the proportion of young people in an area who enter Higher Education. TUNDRA uses smaller areas, making it a more granular measure, and is updated more regularly. The two are also calculated slightly differently, for example TUNDRA only includes students in mainstream state education.

#### Social Mobility Index

The Social Mobility Index incorporates a range of measures to assess how likely a young person from a disadvantaged background is to be successful as an adult and how this varies across the country.

#### Free School Meals (FSM) and Ever6

Students are eligible for FSM if their parents receive one of a range of benefits associated with low income. Schools report how many of their students are registered for FSM, and how many have been registered within the previous 6 years (Ever6). Not all students who are eligible for FSM register for FSM, so this figure does not fully represent the scale of eligible need.

#### Income Deprivation Affecting Children Index (IDACI)

IDACI measures the proportion of children aged 0 to 15 in an area who live in income deprived households.

#### Index of Multiple Deprivation (IMD) and Scottish Index of Multiple Deprivation (SIMD)

These measure the relative deprivation of an area based on indicators including income, employment, education and housing.

### IntoUniversity's expansion has successfully targeted areas experiencing the most extreme poverty

The Joseph Rowntree Foundation has published a report looking at destitution in the UK<sup>1</sup>. Destitution is a measure of extreme poverty and captures those who cannot afford to buy the absolute essentials needed to eat, stay warm and dry, and keep clean. **IntoUniversity** has centres in eight of the ten local authorities in the UK where people are most likely to experience destitution, giving us further confidence that our expansion is successfully targeting some of the most poverty-stricken areas in the UK.

Top 10 Local Authorities with highest levels of destitution

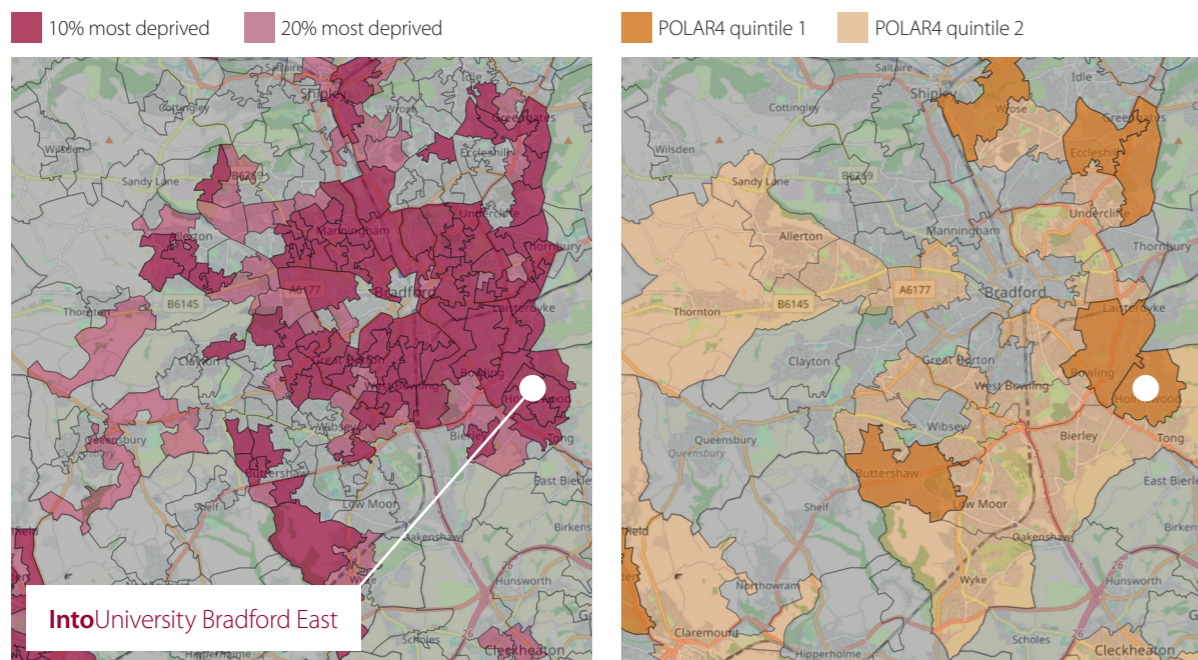
Local authority rank	Local authority name	
1	Middlesbrough	
2	Manchester	●
3	Kingston-upon-Hull	●
4	Liverpool	●
5	Newcastle-upon-Tyne	●
6	Nottingham	●
7	Blackpool	
8	Salford	●
9	Norwich	●
10	Glasgow	●

● Current centres ● Centres opening in 2022

<sup>1</sup> Joseph Rowntree Foundation, Destitution in the UK 2020

Expansion case study: **IntoUniversity** Bradford East

The maps below show the Bradford region, with the Index of Multiple Deprivation (IMD) and POLAR4 overlaid to show areas with high levels of deprivation and/or low levels of participation in Higher Education.



Index of Multiple Deprivation overlay showing areas in the two most deprived deciles nationally.

POLAR4 overlay showing areas in the two lowest Higher Education participation quintiles nationally.

When assessing Bradford for viability it was immediately clear that there was enough need in the city to justify an **IntoUniversity** centre. Many areas in the city fell into IMD decile 1, meaning they were among the 10% most deprived areas in the country. Additionally, there were 25 primary schools which met **IntoUniversity's** criteria for partnership, which is many more than we need to operate a centre effectively.

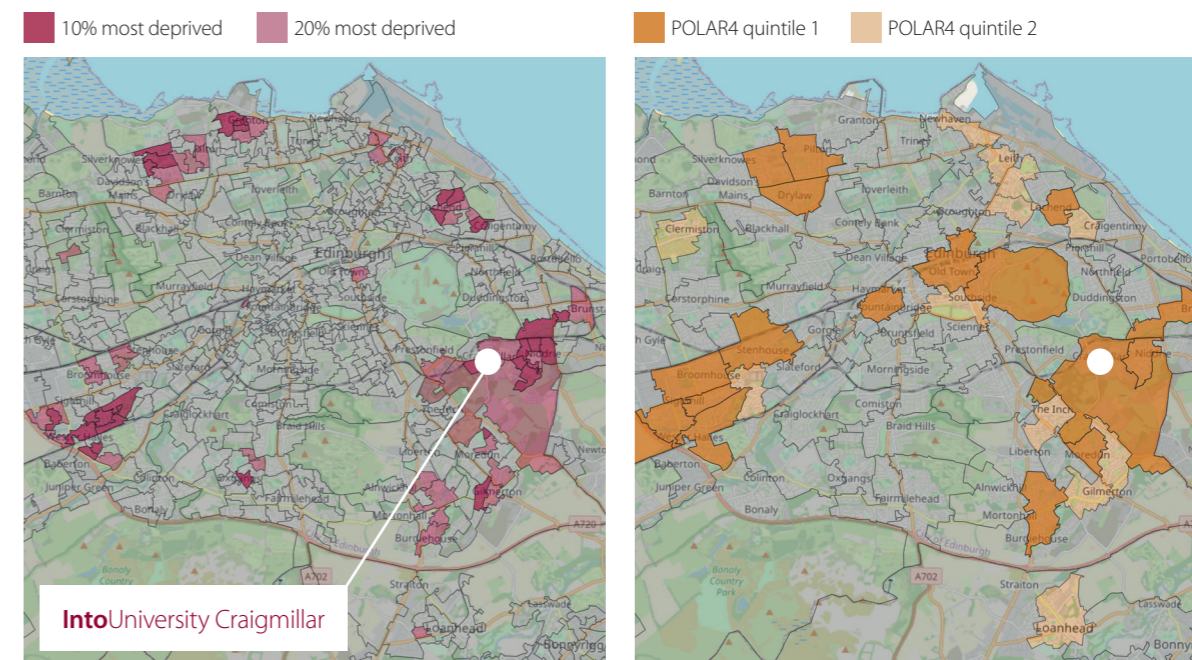
To narrow down the area we wanted to work in, we looked at additional data including Higher Education participation and school attainment. POLAR4 highlighted the south eastern edge of Bradford as having a particularly low Higher Education participation rate, with one neighbourhood seeing just 11% of young people enter university. A more granular presentation of IMD data than that shown above similarly highlighted this area as among the most deprived in Bradford, and in fact as one of the 100 most deprived neighbourhoods in the country. When we zoomed in on individual schools it was clear that this area was also among the most underperforming with regards to student attainment.

A survey of existing university access work indicated that no other organisations in the area had a place-based model and indicated that **IntoUniversity** could add value, particularly in terms of our early intervention work. Finally, through community consultation with local stakeholders an ideal site was identified in the heart of the Holmewood Estate, placing us in a building alongside existing youth and public services.

**IntoUniversity** Bradford East opened in Autumn 2021, in partnership with Queens' College Cambridge.

Expansion case study: **IntoUniversity** Craigmillar

The maps below show the Edinburgh region, with the Scottish Index of Multiple Deprivation (SIMD) and POLAR4 overlaid to show areas with high levels of deprivation and/or low levels of participation in Higher Education.



Scottish Index of Multiple Deprivation overlay showing areas in the two most deprived deciles nationally.

POLAR4 overlay showing areas in the two lowest Higher Education participation quintiles nationally.

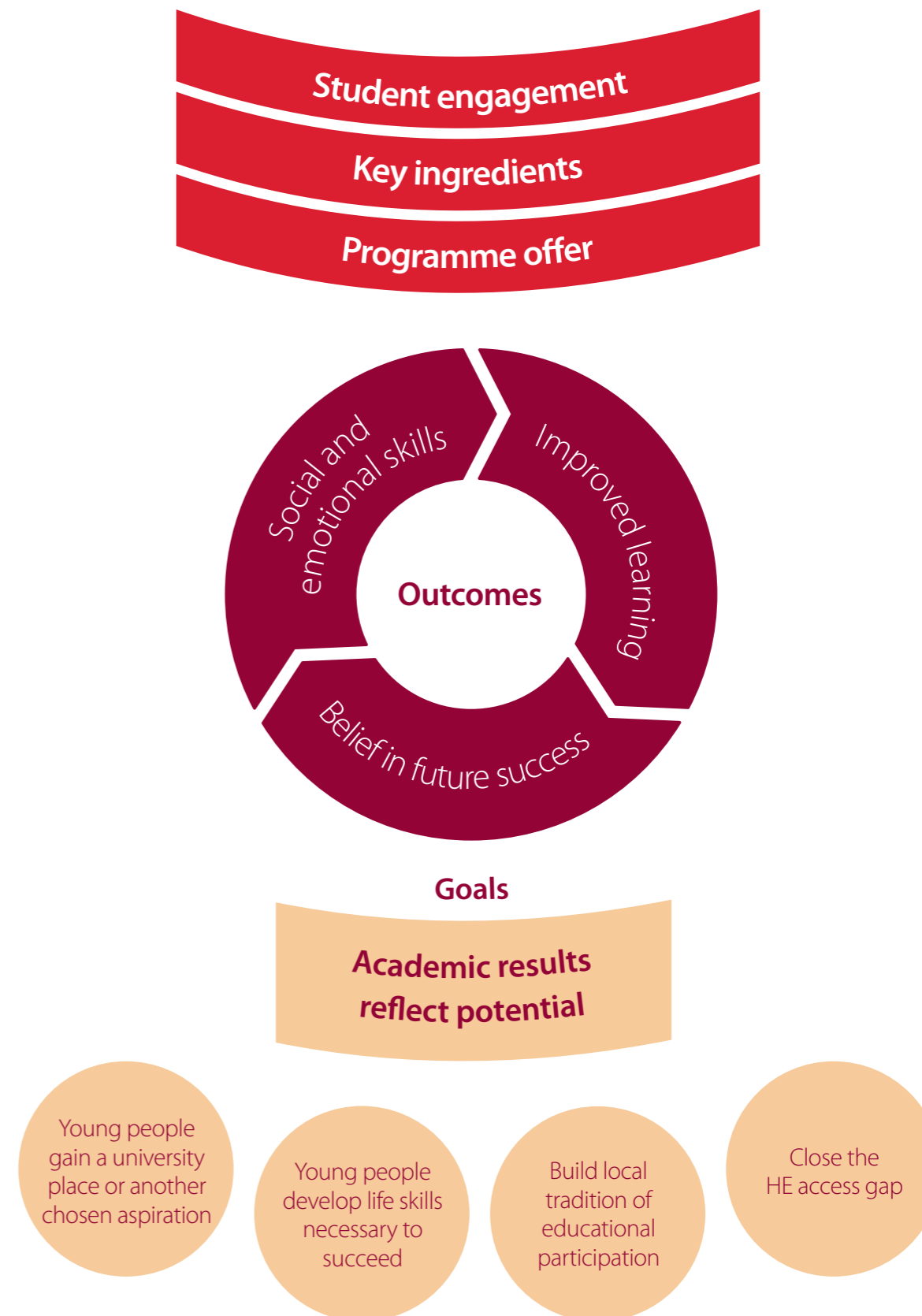
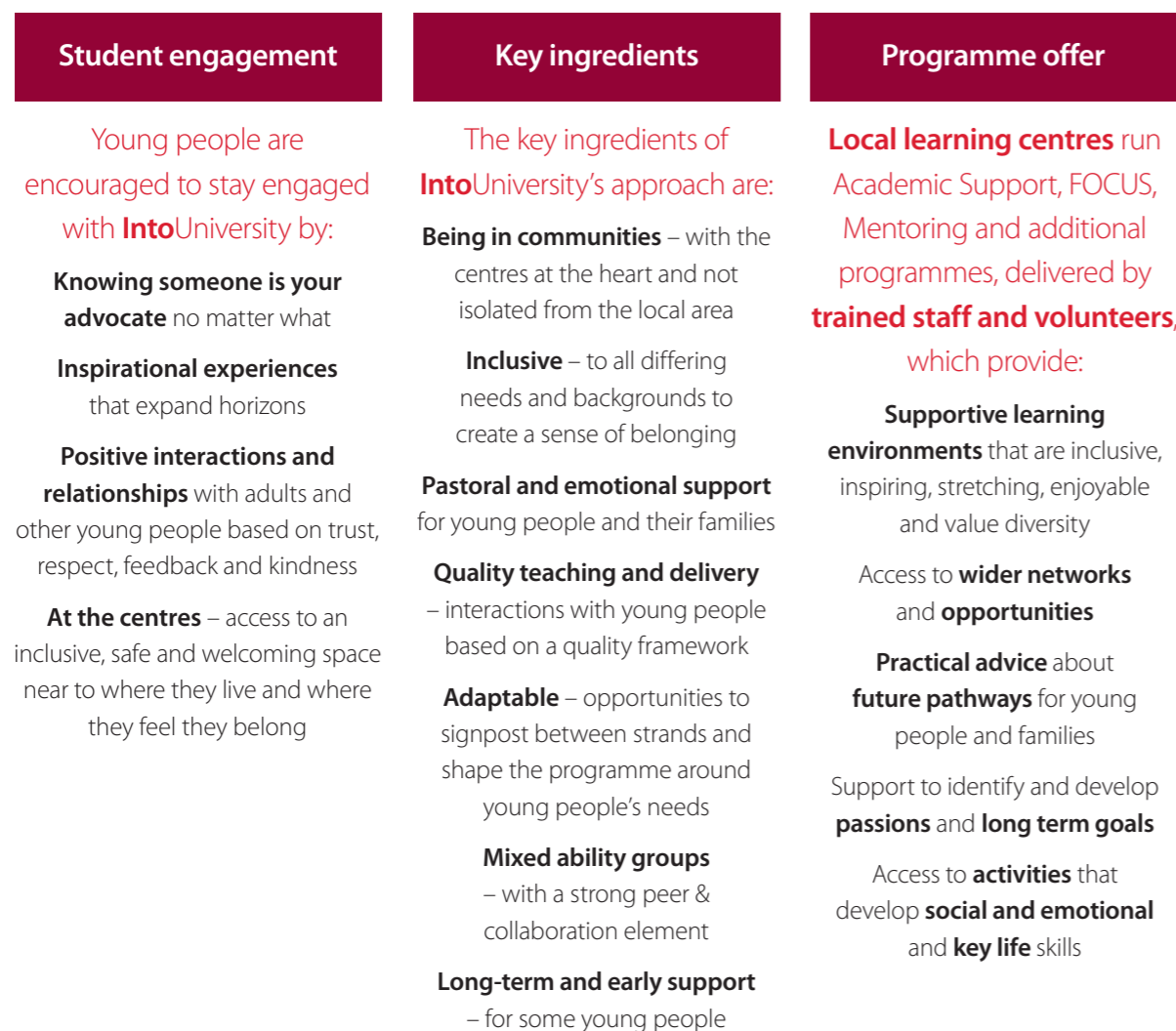
As can be seen from the map, Edinburgh is a relatively affluent city overall. However, there is significant disparity between its most and least advantaged areas. When assessing the city for viability, four concentrated areas of need were identified, all of which had high levels of deprivation and low higher education participation rates. The areas of Wester Hailes and Craigmillar were prioritised owing to the density of primary schools which met **IntoUniversity** criteria and the locations of neighbouring secondary schools.

An analysis of existing university access provision showed that Craigmillar was least well served by existing outreach work, so this was selected as the location for the new centre.

**IntoUniversity** Craigmillar opened in Spring 2021 and is one of three centres the charity has opened in Scotland, in partnership with the Universities of Glasgow and Edinburgh.

## Our theory of change

The development of a formal theory of change was part of a wider research project completed by external researchers from Renaisi and IntoUniversity. The full research report can be viewed on our website: [www.intouniversity.org](http://www.intouniversity.org).



## University progression

66% of IntoUniversity students who finished school in 2021 achieved a university place<sup>1</sup>. This is higher than all of the benchmarks we use for comparison, suggesting that the IntoUniversity programme is **having a positive impact on students' chances of going to university**.

### Where did IntoUniversity school leavers go in 2021?

<b>66%</b>	6%	7%	11%	6%	4%
<b>achieved a university place<sup>1</sup></b>	were applying to university or enrolled on an access course	were starting a Further Education course	were in work or doing an apprenticeship	were undecided about their future or looking for work	did not fall into any of these categories <sup>2</sup>

### How is the progression rate for IntoUniversity students calculated?

The majority of data (86%) was collected by contacting students by phone. We also received some data from students completing an online form, school partners, seeing students in person and social media. This year we collected progression data for 4,564 students out of a cohort of 9,284 – a sample of 49%. The outcomes for these students are shown in the table above.

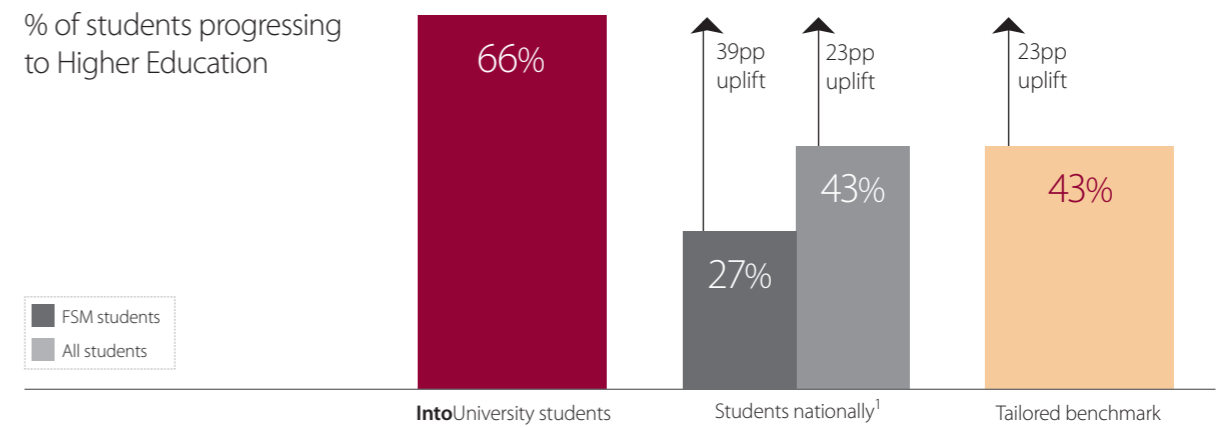
### What about the students we do not have data for?

It is reasonable to suggest that the university progression rate for the students we do not have data for might be lower. If we conservatively assume that we had no impact on these students, then our overall progression rate would be 55%<sup>3</sup>. This is still above the national average and comparable benchmarks.

### How do IntoUniversity students compare with other students?

To understand the effectiveness of our programmes, we can compare the university progression rate of IntoUniversity students with the rate for similar groups of students who have not received IntoUniversity's support.

Data published by the Department for Education (DfE) gives university participation rates for all students nationally and specifically for students eligible for Free School Meals (FSM). These provide a general point of comparison. However, we know that the students we work with are not reflective of the UK as a whole. For instance, many of our centres are in London, which has a much higher participation rate than the rest of the country. To account for this, we have used POLAR4 data and the DfE school performance tables to calculate a tailored benchmark, designed to estimate students' likelihood of going to university based on where they are living, which school they attend and the age at which they joined the IntoUniversity programme. A detailed explanation of how this was calculated can be found on page 16. IntoUniversity's rate is considerably higher than these benchmarks, as shown in the graph below.



### Why are we showing the uplift?

Some of the students we work with would have gone to university without any support from us. Throughout the report we use a range of benchmarks to estimate how many students this applies to. The uplift shows how our students compare to these benchmarks and represents the difference that our work is making.

**Alex Quinn, Head of Data and Impact**

<sup>1</sup>This comprises 63% with a confirmed place to start university in 2021, 2% with a confirmed deferred entry place to start university in 2022, and 1% with a confirmed place on a university foundation course.  
<sup>2</sup>This includes applying for other types of education, volunteering, moving abroad, medical issues and caring responsibilities.  
<sup>3</sup>This is based on using 66% as the progression rate for the students we have data for, and the tailored benchmark for the 4,720 students we were not able to collect outcomes data for. Taking the tailored benchmark as the progression rate for these students assumes that we have had no uplift on the background rate for these students, which we think is unlikely given the uplift seen for students we do have data for.

<sup>1</sup> DfE, 16-18 Destination Measures Academic year 2019/20



## IntoUniversity's tailored benchmark

### What is the benchmark for?

A number of factors outside of our control influence how likely our students are to go to university. The tailored benchmark uses data relating to some of these factors to estimate how likely our students would be to go to university without our support. We can calculate the benchmark for different groups of students, allowing us to look at how our students' background chances of going to university vary over time and between different areas.

### What factors does the benchmark take into account?

There are three factors that we can easily control for to some extent using national datasets and which we know have a significant influence on how likely students are to progress to university. These are:

#### Where students live

In some parts of the country, students are far more likely to progress to university than in others. For example, Free School Meals (FSM) students living in London are more than twice as likely to go to university as FSM students in the rest of the country (49% vs 22%)<sup>1</sup>.

POLAR4 is a dataset that gives the university progression rate for each neighbourhood in the country<sup>2</sup>. We matched student postcodes to this data to find the progression rate in each student's local area.

#### Which school or college students attend

Even within the same part of the country, students at some schools or colleges are far more likely to go to university than students at others.

The DfE publishes the university progression rates for all students and specifically for disadvantaged students at any school or college that offers post-16 education<sup>3</sup>. For each school or college that we worked with, we calculated a weighted average of the two rates, based on the proportion of IntoUniversity students at the school or college known to match the DfE definition of disadvantage<sup>4</sup>. We then matched each student that we worked with in post-16 education to the weighted rate for their school or college.

#### Whether students join the programme in pre-16 or post-16 education

We do not apply any selection criteria to students who join the programme pre-16, other than that they meet our criteria for need. It seems reasonable to assume that they have a similar chance of progressing to university as any other student in their local area, and so we think the POLAR4 rate described above is the best available estimate of their background chances of progressing to university.

We think the POLAR4 rate underestimates the chance of progression for students who join the programme post-16. Most students in this group are already studying the qualifications needed for university at the point they start working with us. While only 27% of FSM students nationally progress to university<sup>1</sup>, this rises to 56% for those studying the necessary qualifications<sup>3</sup>. The school rate described above only includes students studying such qualifications, so we think it gives a better estimate of background chance for this group.

### Putting it all together

To calculate the overall tailored benchmark, we averaged the background chance for all the students in our sample, using the POLAR4 data for students first worked with pre-16, and the DfE school performance data for students first worked with post-16.

1. DfE, Widening participation in Higher Education Academic Year 2019/20

2. OfS, Young Participation by Area: POLAR (Accessed December 2021): <https://www.officeforstudents.org.uk/data-and-analysis/young-participation-by-area/>

3. DfE, 16-18 Destination Measures Academic year 2019/20

4. Schools confirm that students meet our criteria for need, but our criteria do not match up exactly with the definition of disadvantage used in the DfE dataset. Due to data protection, schools do not always let us know which of our criteria for need individual students meet. We only counted as disadvantaged those students that we know definitely meet the definition used in the DfE dataset. This method is therefore conservative and likely to overestimate how many students might be expected to go to university, because for most schools the disadvantaged progression rate is lower than the rate for all students.

5. This benchmark is based on 89% of the sample. We were unable to estimate a background rate for the remaining 11%, either because we did not hold postcode data for them or because the university progression rate for their school has not been published.

## Limitations of the benchmark

### Limitations of the POLAR4 data

POLAR4 is not a good measure of individual-level disadvantage. A recent study by The Sutton Trust found that 48% of children classified as 'disadvantaged' by POLAR4 are not from a low-income background<sup>1</sup>. We do not rely on POLAR4 for deciding which students are eligible for our programmes. However, POLAR4 does accurately describe the proportion of young people in an area who progress to Higher Education.

One issue with using POLAR4 for this purpose is that it takes no account of variation within an area. We target our students based on measures of individual disadvantage, such as Free School Meals eligibility and household income. Our students are therefore likely to be amongst the most disadvantaged in their local area. This may mean that they are less likely to go to university than the rate reported by POLAR4 would suggest. We expect this to result in the benchmark overestimating our students' background chances of going to university.

### Limitations of the Department for Education school data

The DfE-reported progression rates at the schools we work with are not independent of our own progression rate – if students are more likely to go to university after taking part in the IntoUniversity programme, this will increase the progression rate for the schools we work with as well as our own rate. We expect this to result in the benchmark overestimating our students' background chances of going to university.

### Limitations of using historical data

Both the POLAR4 and DfE datasets give information on how students have progressed in the past, rather than on the progression of current students. POLAR4 is based on young people who started university between 2009 and 2014, while the most recent DfE data available is for students who finished school in 2019. This means that the benchmark cannot reflect short-term changes in university progression rates, such as that caused by the COVID-19 pandemic. The impact of the pandemic is discussed further on page 19.

### Why do we use the tailored benchmark?

Notwithstanding these limitations, we think that the tailored benchmark is the best estimate available of what would happen to our students without our support. POLAR4 and DfE school data directly and reliably measure what we're interested in (progression to Higher Education), are easily and publicly available, and are well known and widely used. Combining these datasets makes good use of available data and enables the benchmark to take account of when we first worked with each young person. We think the benchmark provides a conservative estimate, which may understate our impact, as the limitations probably tend to **overestimate our students' background chances of going to university.**

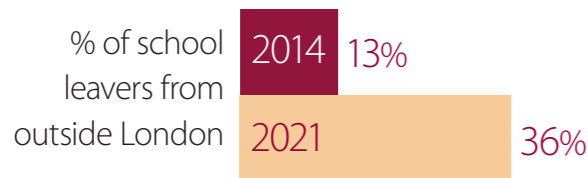
1. The Sutton Trust, Research Brief: Measuring Disadvantage (2021)

## IntoUniversity's uplift is consistent over time

IntoUniversity works with tens of thousands of students across the UK each year and has progression data going back to 2014. This gives us a large dataset to examine how our students' chances of progressing to university have changed over time.

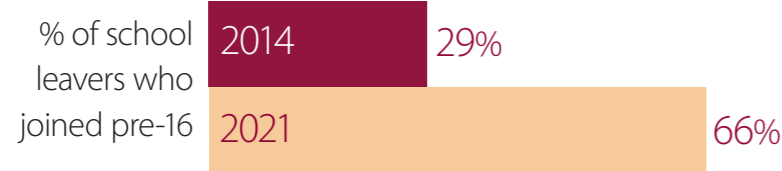
The demographics of IntoUniversity students have changed significantly as the charity has matured and expanded.

### Demographic change



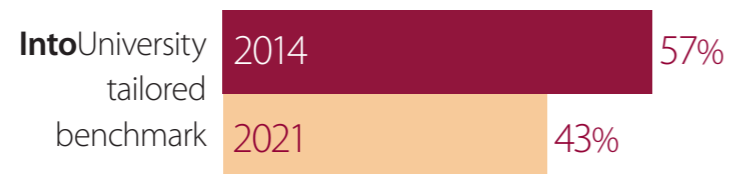
### Effect on progression

Students from outside London are less than half as likely to go to university as those living in London (22% vs 49%).

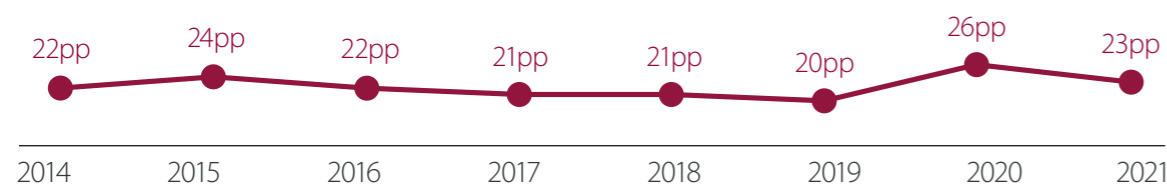


Students who join us post-16 have already chosen options that may lead to university. Nationally, the university progression rate for such students is more than double that of the broader group of students we work with pre-16 (56% vs 27%).

Largely as a result of these changes, more recent school leavers have a lower background chance of going to university.



However, our uplift on the background rate has remained fairly consistent.



1. DfE, 16-18 Destination Measures Academic year 2019/20: FSM university progression rate for all regions outside of London compared to FSM rate for Inner London.  
2. DfE, 16-18 Destination Measures Academic year 2019/20: FSM university progression rate for students studying level 3 qualifications compared to rate for all FSM students.



As a result of our expansion outside of London and the maturing of our centres, our school leavers are now made up of students whose background chances of going to university are considerably lower than was the case in 2014.

This is indicative of the charity's success achieving its mission of serving those in greatest need.

Alex Quinn, Head of Data and Impact

### How did the pandemic affect progression rates?

#### 2020

In 2020 exams were cancelled and students were instead awarded grades based on teacher assessment. On average, students achieved much higher grades than in previous years, which contributed to a 2.9 percentage point increase in the national university entry rate for 18-year-olds<sup>1</sup>. UCAS's Multiple Equality Measure (MEM) shows that it was the most disadvantaged group of students who saw the greatest increase, at 3.1 percentage points. This fits with the bump in uplift that can be seen for 2020 on the opposite page.

With all the uncertainty created by the pandemic, the number of students choosing to defer their university place in 2020 increased to the highest level ever seen. As we'd expect, IntoUniversity students were also much more likely to defer their place in 2020, with 3% doing so compared to 1% in 2019.

#### 2021

In 2021 grades were again awarded based on teacher assessment and the university entry rate for 18-year-olds increased by a further 1.3 percentage points<sup>2</sup>. However, the entry rate for the most disadvantaged group fell compared to 2020. Given that we aim to work with the most disadvantaged students, this again fits with the picture shown for IntoUniversity students opposite, with the uplift dropping back down in 2021.

#### A note on the tailored benchmark

The tailored benchmark is based on historical data (see page 16 for more detail on how the benchmark is calculated), so it doesn't capture the impact of the pandemic. For 2020 and 2021, the benchmark is best thought of as what we might have expected our students' background chances of progression to be without the pandemic. As discussed above, the pandemic seems to have increased students' background chances, particularly in 2020, which explains why the uplift for 2020 appears inflated in comparison with other years.

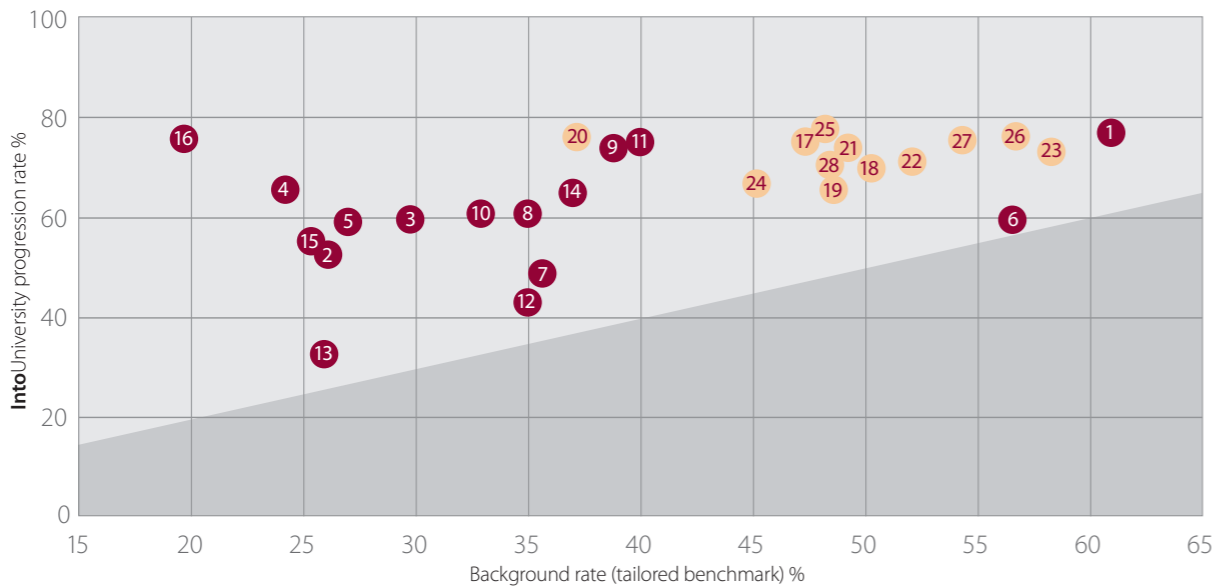
1. UCAS End of Cycle Report 2020  
2. UCAS End of Cycle Report 2021

### Variation across the country

Rates of participation in Higher Education vary across the country and likewise across our centres. The figure below shows the university progression rate for each **IntoUniversity** centre plotted against its tailored benchmark rate (the benchmark calculation is explained on page 16). This graph gives helpful geographical context to our centre progression rates and helps us understand some of the variation between them. For example, students in London have historically higher rates of HE progression than those outside the capital, and you can see that our London centres generally have higher progression rates than our regional centres.

When looking at the progression rates for individual centres, it is important to consider the full context in which each centre is working. The tailored benchmark is an approximation based on nationally available datasets and so does not fully capture this context. Nonetheless, we think it is a good starting point for understanding how we might expect university progression rates to vary across our network.

IntoUniversity progression rate and background rate by centre



Regional centres

- 1 Birmingham North
- 2 Brighton
- 3 Bristol East
- 4 Bristol South
- 5 Clacton-on-Sea
- 6 Coventry
- 7 Leeds East
- 8 Leeds South
- 9 Manchester North
- 10 North Liverpool
- 11 Nottingham Central
- 12 Nottingham East
- 13 Nottingham West
- 14 Oxford South East
- 15 Southampton West
- 16 Weston-super-Mare

London centres

- 17 Bow
- 18 Brent
- 19 Brixton
- 20 East Ham
- 21 Hackney Downs
- 22 Hackney South
- 23 Hammersmith
- 24 Haringey North
- 25 Kennington
- 26 North Islington
- 27 North Kensington
- 28 Walworth

Note: Our recently opened centres in Norwich, Bradford, Newcastle, Glasgow and Edinburgh did not have any school leavers in 2021.

### Alumni case studies



Pre-16 support

Olu first started working with **IntoUniversity** through our Brent centre when she was 14, taking part in Secondary Academic Support, Careers in FOCUS, and many of our enrichment programmes. She is currently in her first year at the University of York, studying Biomedical Sciences.

"I had the opportunity to visit a university with **IntoUniversity** and learn from the professors. It was really beneficial knowing I could fit into that environment and be a part of it if I chose to. A lot of **IntoUniversity** programmes got me to think about what I wanted to do and where I wanted to go in the future.

**IntoUniversity** helped a lot when it came to applying to university. They go through the whole process and make you feel that it is not a burden. I think all the **IntoUniversity** support together has helped me be prepared for university. They will give you 10,000 opportunities to help find that one thing that interests you and I think that's great."

Post-16 support

Nate first worked with **IntoUniversity** through our centre in Clacton-on-Sea aged 17 and had only just moved to the area when we met him. He is now studying Business at Anglia Ruskin University.

"Academic Support has improved me as a person. It's improved the quality of my work a lot, because I can be confident that I can do my work in a private space, which I can't do at home. **IntoUniversity** helped me greatly with my confidence and personal statement and is the reason I got an offer from Anglia Ruskin University."

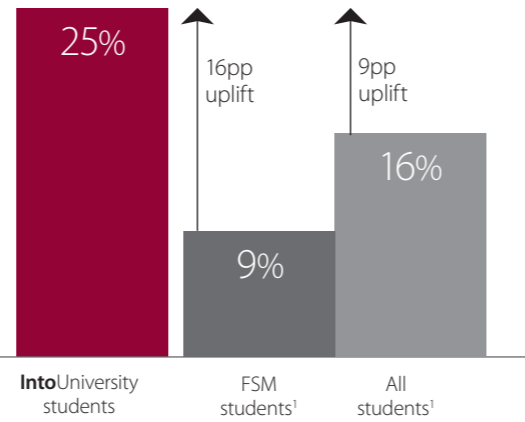


### Progression to selective universities

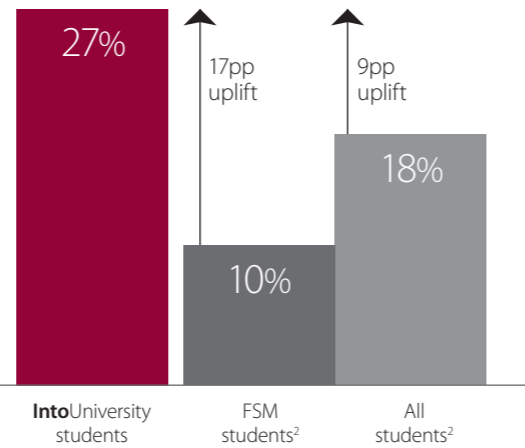
#### How many IntoUniversity students obtain places at selective universities?

The young people IntoUniversity works with have a higher rate of progression to selective universities than those nationally, as shown in the graphs below. As this data is based on a sample of students, it is possible that the students we were not able to contact were less likely to obtain places at selective universities. Even if none of the students outside our sample secured a place at Russell Group university or top-third university, which we think is highly unlikely, our progression rates for these institution groups would still be 12% and 15% respectively, both higher than the national averages for students on Free School Meals.

IntoUniversity students are more likely to progress to Russell Group universities than students nationally.



IntoUniversity students are more likely to progress to top-third Higher Education Institutions than students nationally.



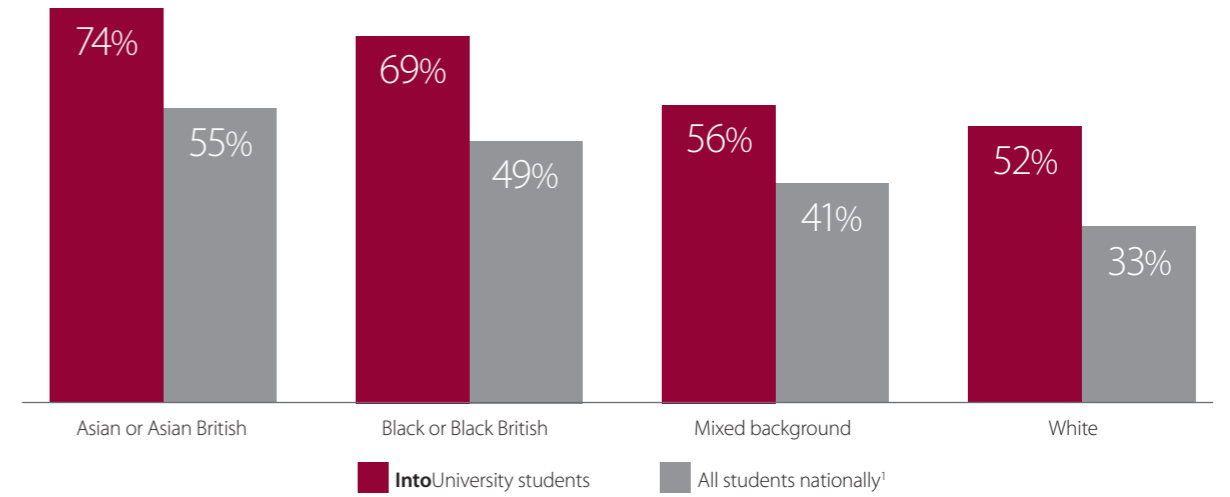
1. DfE, Destinations of KS4 and KS5 pupils 2019/20  
2. DfE, Progression to Higher Education or Training 2019/20  
Note that the methodology used by the DfE to identify top third institutions changed in 2020, so these figures are not directly comparable with earlier years.

### Progression by ethnicity and gender

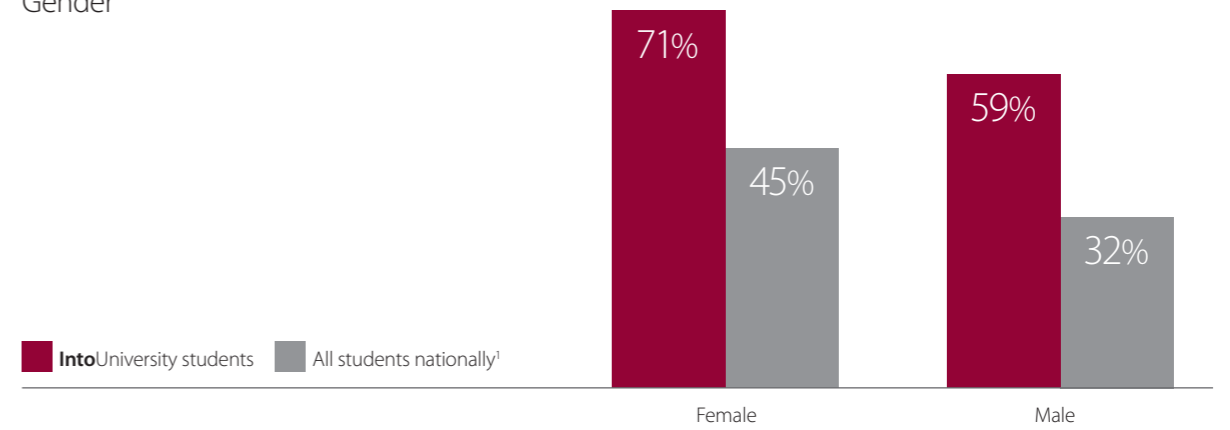
IntoUniversity holds data on the ethnicity and gender of most of the students that we work with. The graphs below show university progression rates for our sample group of students, broken down by ethnicity and gender, versus national benchmarks.

IntoUniversity students broadly fit national patterns of progression for gender and ethnicity, but with higher rates overall in each case.

#### Ethnicity



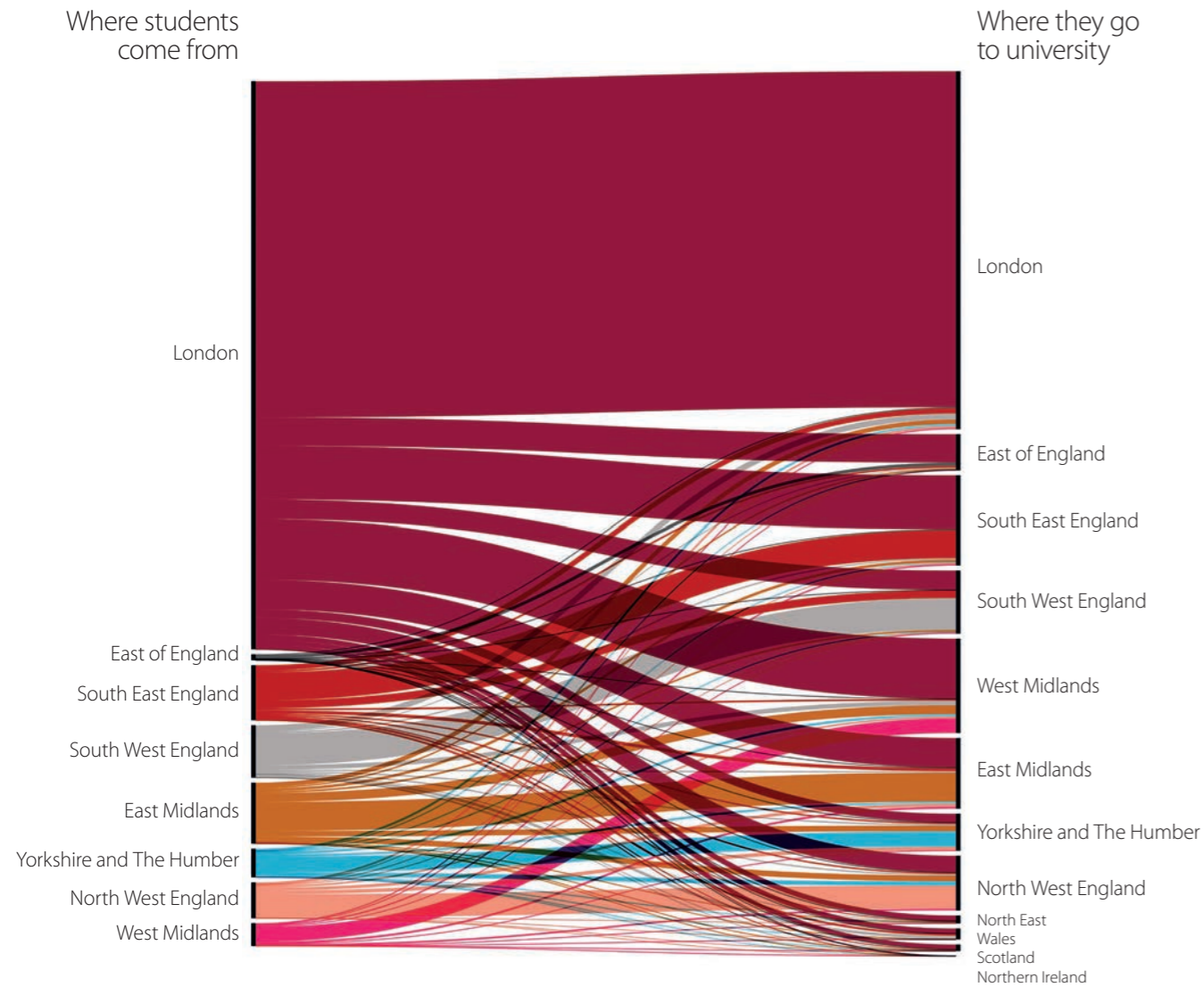
#### Gender



1. UCAS End of Cycle Report 2020: 18 year old entry rate

### Student migration

Research shows that there is a relationship between social mobility and geographical mobility, and this can be reflected in students' university choices relative to their home region.<sup>1</sup> We are interested to understand how our students move across the country for university. The graph below shows the home regions of **IntoUniversity's** 2021 university entrants on the left and their university destination regions on the right. The flows between the regions show the movement of students.<sup>2</sup>



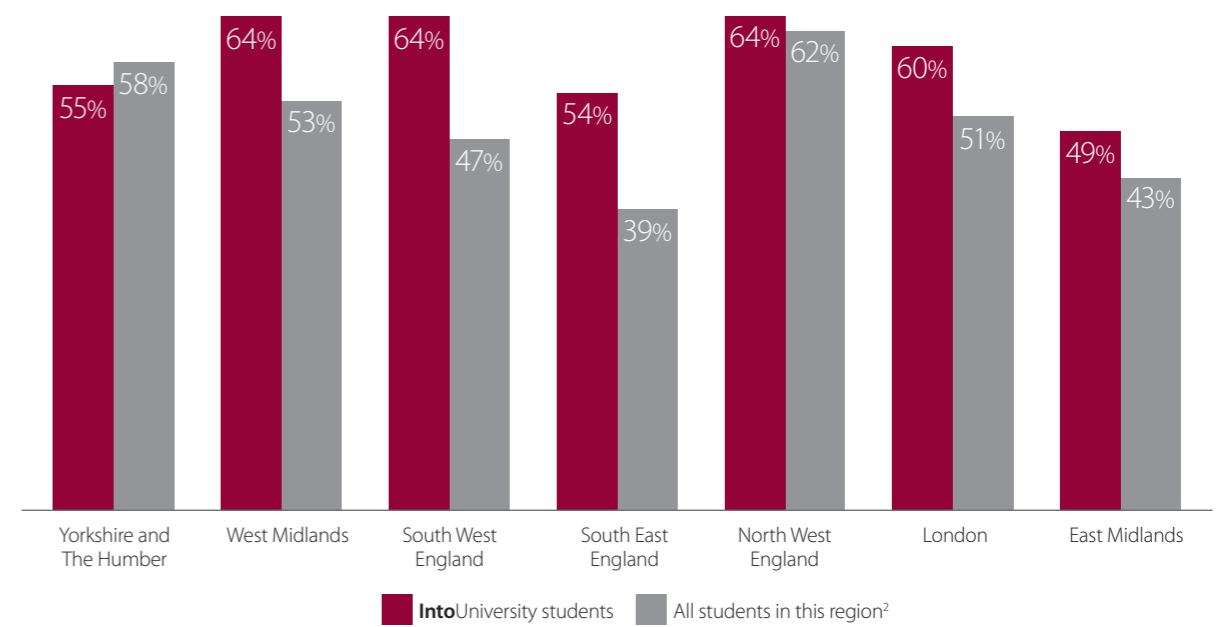
Note: Our recently opened centres in Norwich, Bradford, Newcastle, Glasgow and Edinburgh did not have any school leavers in 2021.

1. Hecht et al, Elites in the UK: Pulling Away? (2020)  
2. We hold data on the specific university that our students attended for 98% of 2021 university entrants. The remaining 2% were excluded from the analysis.

### How does this compare to students nationally?

Young people from disadvantaged backgrounds tend to be less geographically mobile than their more advantaged peers, with proximity to home one of their biggest considerations when choosing a university.<sup>1</sup> It's therefore no surprise that **IntoUniversity** students are more likely than average to stay in their home regions for university, as shown in the graph below, though this varies by region and is most pronounced for those in the south of the country. **IntoUniversity** students from the north of England more closely match the average for their regions or, in the case of Yorkshire and Humber students, are more likely to migrate than average.

% of university entrants studying in their home region



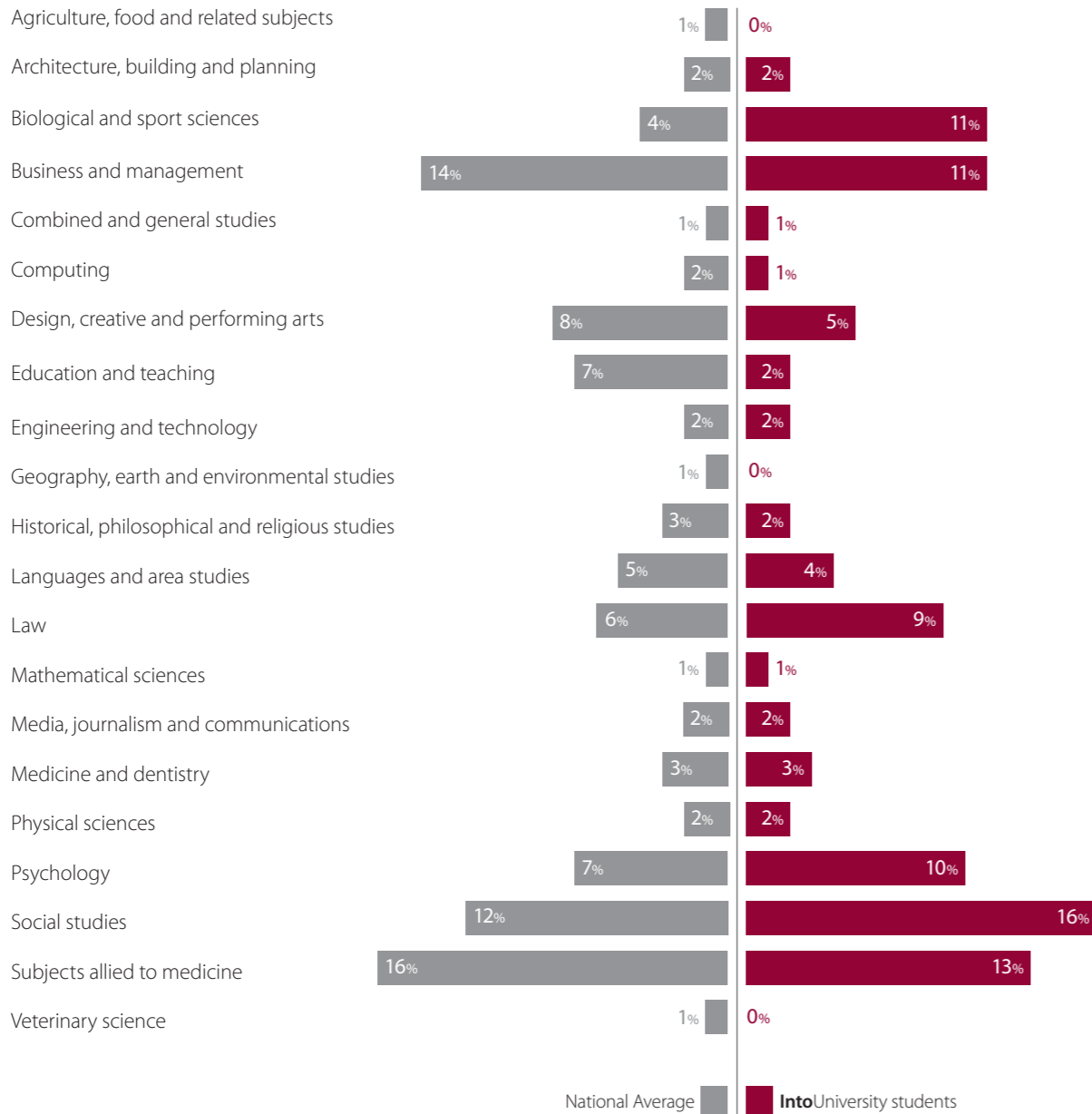
1. Gibbons and Vignoles, Access, Choice and Participation in Higher Education (2009)  
2. HESA, HE student enrolments by domicile and region of HE provider, 2019-20, Note that this dataset excludes those who went to university in Scotland, Wales or Northern Ireland.

### Subjects studied at university

IntoUniversity students who progress to university go on to study a diverse range of courses, as shown in the charts below. Data on the subjects studied has been grouped under the Higher Education Classification of Subjects (HECoS). The percentage of IntoUniversity students in each subject group is compared to the national average for 2019-20.

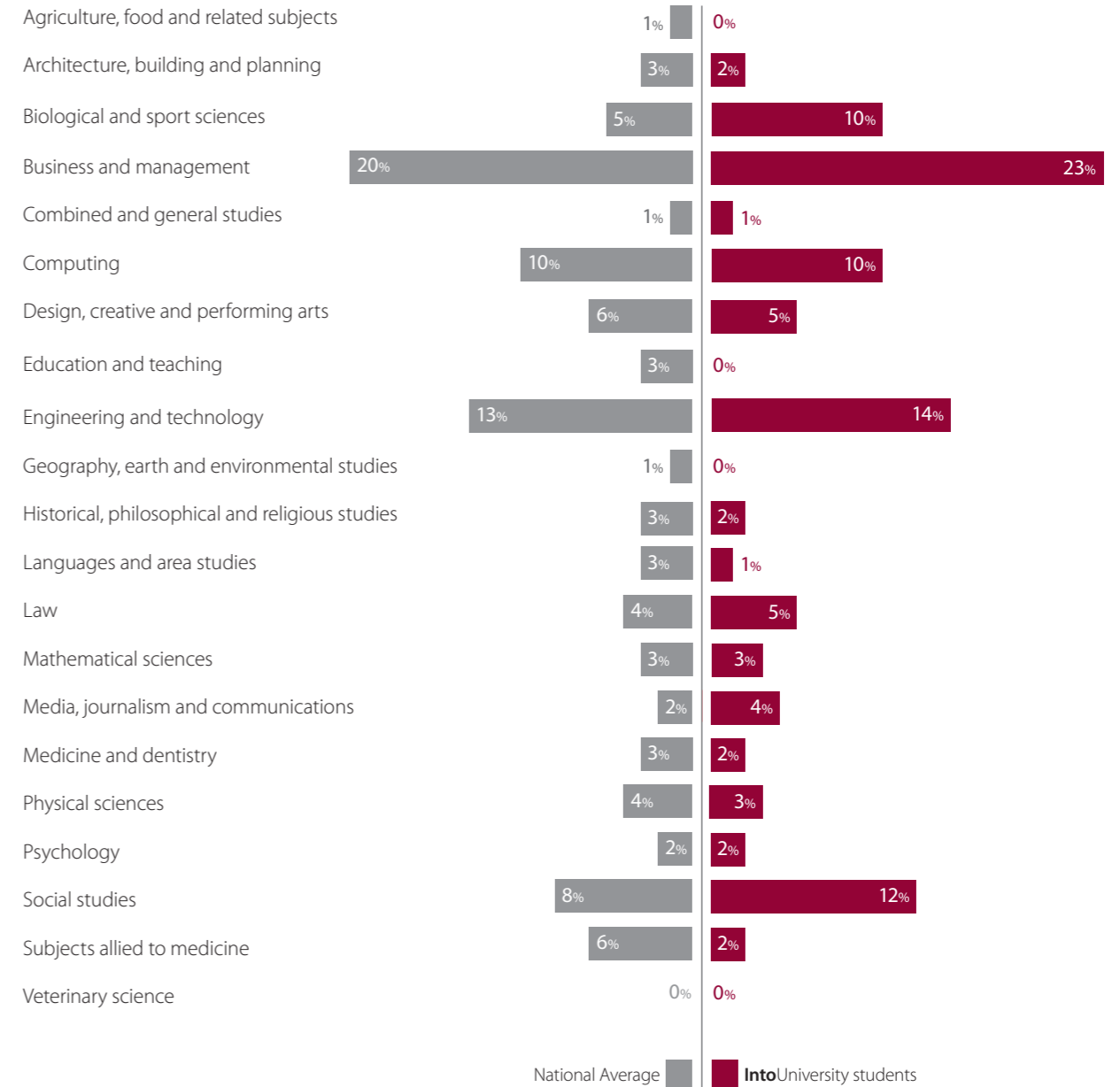
Female IntoUniversity students were more likely than average to study: biological and sport sciences; law; psychology; and social studies. They were less likely to study: business and management; design, creative and performing arts; education and teaching; and subjects allied to medicine. Other subjects broadly followed national trends.

#### Female students: subjects studied



The male students we worked with were more likely to study business and management and social studies. They were less likely to study languages and area studies or design, creative and performing arts. Other subjects were broadly in line with national trends.

#### Male students: subjects studied



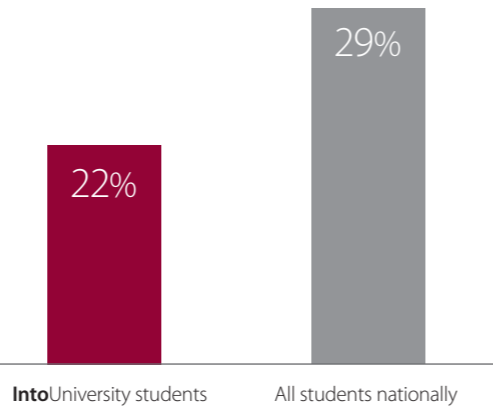
### Other post-18 outcomes

4,564 students in our school leaver cohort had outcomes recorded. The large majority of them progressed to positive outcomes such as university, access courses, further education colleges, employment or apprenticeships.

Knowing what proportion of **IntoUniversity** students are Not in Education or Training (NET) is helpful when assessing the impact of our programmes. Out of the 4,564 students we were able to gather outcomes for, 22% were NET, compared to 29% of students nationally<sup>1</sup>. Students who told us they had secured a deferred university place were not counted as NET since they had secured a long-term place in Higher Education. If we did count those students as NET, the rate for **IntoUniversity** students would be 25%, still below the national average.

Roughly two thirds of the school leavers recorded as NET were in work or on gap years with the intent to apply for university to start in the 2022-23 academic year. We would consider these to be positive outcomes even though they are classified as NET in the short term. The remaining third were looking for work or further training, or undecided. We look to signpost these students to further opportunities and other organisations specialised in supporting over 18-year-olds via our Student Associate Network. In many cases **IntoUniversity** centres will also continue to support students who are undecided or still searching for further education or training.

**IntoUniversity** students are less likely to be NET (Not in Education or Training) than students nationally.



My favourite things are singing and dancing, gymnastics, and swimming. Sometimes me and my cousin will make a singing duo. I also like making up dance moves.

I'm interested in being an interior designer, I like designing and art. Sometimes I don't understand my homework, so I like that I get help at **IntoUniversity**. They're kind and they help you in any way they can.

Betty, **IntoUniversity** Nottingham



<sup>1</sup> DfE, Participation in education and training and employment 2020

## External evaluation: the impact of IntoUniversity's Academic Support on Key Stage 2 attainment

We commissioned researchers from FFT Education Datalab to evaluate the impact of attendance at IntoUniversity's Academic Support programme on students' Key Stage 2 SATs results. These are the exams students in England take at the end of primary school at age 11. At the time of the study, we had no centres established in Scotland. The full external research report can be found on our website. This was the first time we've been able to examine how our students achieve at school relative to other students. Despite the relatively small sample size the results are promising, and longer term we plan to complete a follow-up study to investigate further.

### The Academic Support programme

Academic Support is a holistic programme that supports students to develop social, emotional and study skills. It runs after school in our local learning centres and primary school students are able to attend once a week during term time. They can get help with their homework and take part in our bespoke curriculum, which is designed to reinforce the learning they do at school.

### Evaluation design

The evaluation used a quasi-experimental design. Data from the National Pupil Database (NPD) was used to compare the Key Stage 2 SATs performance of students who had taken part in IntoUniversity's Academic Support programme to the performance of those in a matched comparison group. The comparison group was selected to contain students who were statistically similar with respect to:

#### Pupil characteristics:

- Pupil Premium eligibility
- IDACI (Income Deprivation Affecting Children Index) score
- Ethnic group
- Whether they had English as an additional language (EAL)
- Gender
- Month of birth
- Special education needs (SEN)
- Prior attainment at Foundation Stage (age 5)
- Prior attainment at Key Stage 1 (age 7)

#### School characteristics:

- Proportion of pupils who were eligible for the Pupil Premium
- Attainment at Key Stage 2 for three years before the outcome year
- Region

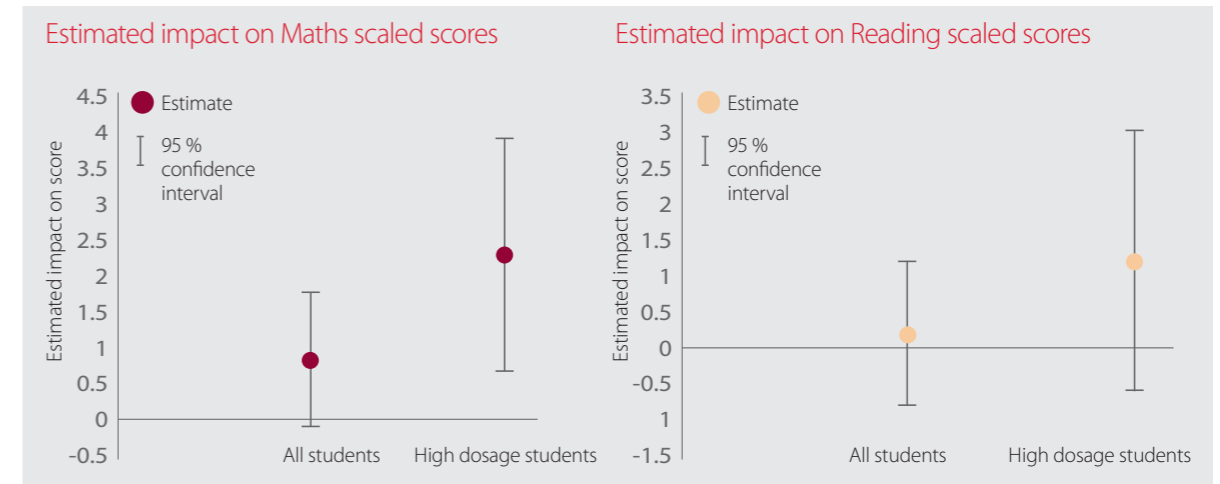
The outcomes of interest were scaled scores<sup>1</sup> for Maths and Reading. The evaluation also assessed whether the impact of the programme varied with respect to dosage, that is by how many sessions a student had attended. High dosage students were defined as those who had attended 80 or more sessions, which is equivalent to attending regularly over 10 or more terms. 392 IntoUniversity students who completed Key Stage 2 between 2016 and 2019 were included in the analysis. A third of these were high dosage students.

1. Scaled scores are the way that students' marks are recorded in the NPD. Raw scores are converted to scaled scores between 80 and 120, with a score of 100 or more showing that a student has met the expected standard. You can read more about scaled scores here: <https://www.gov.uk/guidance/understanding-scaled-scores-at-key-stage-2>

### The results

**Key result: Students with a high dosage of Academic Support made the equivalent of 3 months' additional progress in Maths.**

These charts show the estimated impact on Maths and Reading scaled scores for a) all students in the sample; b) high dosage students. There is always an element of uncertainty when using a statistical model to estimate impact. The circle shows the model's best estimate for the impact, while the bars above and below represent a range of plausible values.



#### Maths

For students with a high dosage of Academic Support, there was a statistically significant positive impact on Maths results. It was estimated that a high dosage IntoUniversity student would achieve a scaled score of 2.29 more than a matched comparison student. This is equivalent to 3 months' additional progress.

There was not conclusive evidence that Academic Support has a positive impact on Maths results for students with a lower dosage. Although the estimated impact for all students was positive, equivalent to around 2 months' additional progress, this was not statistically significant. In other words, the confidence interval contains 0, as can be seen above.

#### Reading

There was no significant impact found on Reading results. The estimated impact for all students was positive, but small and not statistically significant, as shown in the chart above. The estimated impact for high dosage students is larger, but still not statistically significant.

### What next?

This research provides evidence to suggest that students who regularly attend Academic Support over a number of years achieve more highly in their Key Stage 2 Maths SATs. This emphasises the importance of retaining students on the programme as they progress through primary school. These results suggest that Academic Support may have more of an impact on Maths than on Reading. This is something we need to investigate further internally. An evaluation with a larger sample would be likely to give more precise estimates of the impact Academic Support has on Key Stage 2 attainment.



### Feedback from stakeholders

The data we collect on post-18 outcomes enables us to see that we are having a long-term impact on the lives of the young people we work with. As this data is only available once students finish school, we need another way of monitoring whether our programmes are having an effect on a shorter timescale.

At the end of each programme we ask students to fill out an evaluation form, which contains questions relating to the outcomes from our theory of change (page 12). This gives us information on how students think that they have developed their skills and knowledge, as well as how they found the experience. Last academic year, we processed and analysed over 30,000 forms. The majority of these were for activities that were delivered in person, but roughly a third were for activities delivered online. Social distancing and the limitations of delivery online means that responses last year were generally slightly less positive than we see in a normal year.

Where possible, we ask parents/guardians and teachers to fill out evaluation forms too. This enables us to triangulate students' feedback and be more confident in what the data tells us. We received very few responses from parents and teachers last year as a result of moving activities online during the pandemic, so the parent and teacher results presented here are from 2018-19, which was the last full academic year before the pandemic.

*Please note that the chart labels in this section are rounded to whole numbers and so may not add up to 100%.*

#### Students enjoy the programme

It is important to us that young people enjoy working with **IntoUniversity** because we want them to develop a positive attitude to learning.



#### Parents/guardians and teachers would recommend **IntoUniversity** to others



I enjoy going to **IntoUniversity** and doing the activities. It's an easier way to do your homework, because I can ask people there to help me. I used to struggle in Maths, but being at **IntoUniversity** has helped me be more confident in it, and it's become easier for me. My favourite things are probably swimming and playing computer games. On my laptop I usually play Minecraft. When I get older I want to go to university. I would like to study engineering and maybe start a company.

Adam, **IntoUniversity** Walworth

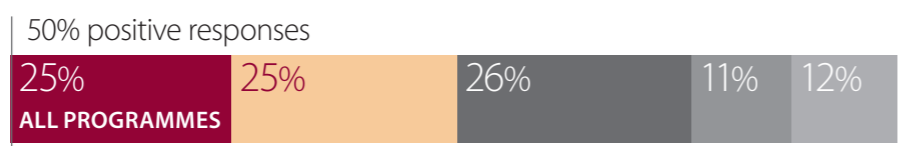


### Social and emotional skills

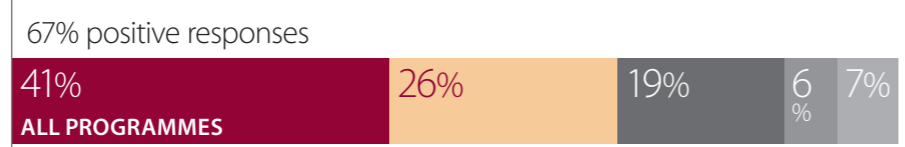
We expect that students will develop these skills across all of our programmes, although some of our programmes might develop certain soft skills more than others. For example, on our 'Leadership in FOCUS' programme, 75% of students said they were more likely to see themselves as a leader, compared with 47% in our secondary workshops – where we are not explicitly looking to improve leadership. The data below shows that the majority of students across all programmes responded positively when asked if they had improved their skills.

**STUDENTS**

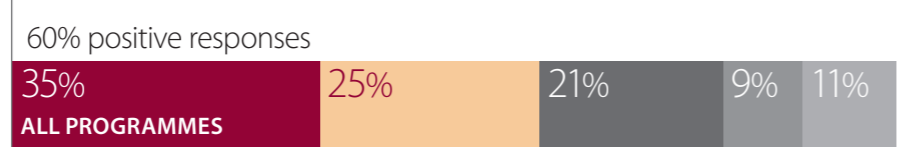
Have you improved your leadership skills?



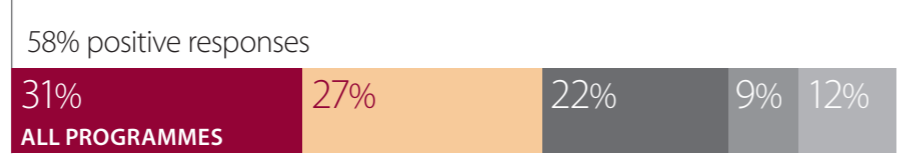
Can you work better in a team?



Are you more confident communicating with others?



Has your confidence improved?



Legend: Definitely (dark red), Probably (orange), Maybe (grey), Probably not (light grey), No (white)

**Parents/guardians and teachers reported improved confidence**

We asked parents/guardians and teachers about improvements in their child's/class' confidence and they also responded positively, as shown in the graph below.

**PARENTS/GUARDIANS**

Do you think your child's confidence has improved?



**TEACHERS**

Do you think your class' confidence has improved?



Legend: Definitely (dark red), Probably (orange), Maybe (grey), Probably not (light grey), No (white)

I like playing football in my free time. I play left wing for Bristol Rovers. When I first went to IntoUniversity it was really relaxing and useful. It's peaceful, so I can interact with the teachers and do my work and focus. I went to a programme for my career, and an interview programme, and one for public speaking. I really enjoy learning these social skills.

Imran, IntoUniversity Bristol

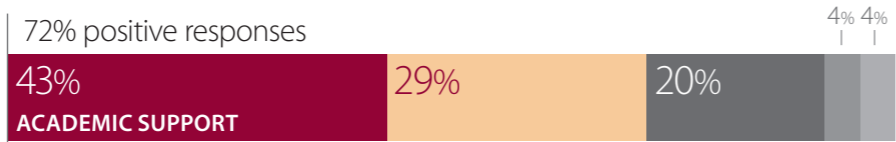


### Improved learning

#### Attitudes to learning

All IntoUniversity programmes aim to foster an improved attitude to learning, and 58% of students across all of our programmes responded positively when asked if they were working better in school as a result of our programmes. This increased to 72% of students taking part in our Academic Support programme, where this is a particular aim. Teachers and parents/guardians also responded positively when asked about improved attitudes to learning.

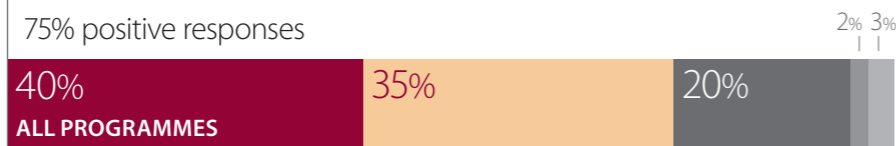
**STUDENTS**  
Are you working better in school?



**TEACHERS**  
Have you noticed any positive changes in your class' attitude to learning?



**PARENTS/GUARDIANS**  
Have you noticed any positive changes in your child's attitude to learning?



Definitely Probably Maybe Probably not No



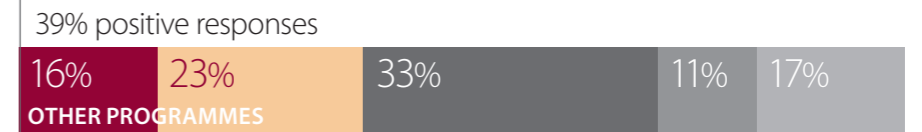
#### Attainment at school

One aim of IntoUniversity's Academic Support programme is to support young people's attainment in school. Responses show that students on the programme and their parents/guardians think that it is succeeding in this aim. Students on other programmes, where improved attainment is less of a focus, are less likely to feel this way.

**STUDENTS**  
Have your marks or grades improved?



**PARENTS/GUARDIANS**  
Have you noticed an improvement in your child's marks or grades?



Definitely Probably Maybe Probably not No

These results support the idea that Academic Support is improving students' grades. Further evidence for this is provided by a recent external evaluation by FFT Education Datalab, which showed that students in England who regularly attended Academic Support over several years made 3 months' additional progress in Key Stage 2 Maths. You can read more about this evaluation on page 30.

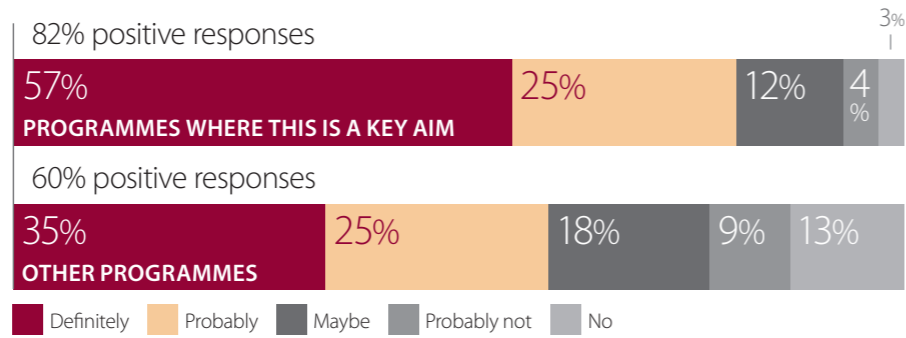


Belief in future success

Students increase their knowledge about university

To achieve a university place, students need knowledge of what university is like, the benefits of attending, and the steps to get there. All of our programmes contain elements designed to improve university knowledge. On some of our programmes, including workshops such as 'A Day of University Life' and 'Support with Personal Statements', this is one of the main aims. For these programmes, 82% of students gave a positive response when asked if they knew more about university. On programmes where increased university knowledge is a secondary aim, 60% of students gave a positive response to this question. This suggests that all programmes are effective at increasing students' knowledge of university, and that programmes where this is one of the main aims have a greater impact in this area.

**STUDENTS**  
Do you know more about university?



Teachers say their students know more about university

When we asked teachers, 92% said that their students' knowledge of university had 'definitely' or 'probably' increased.

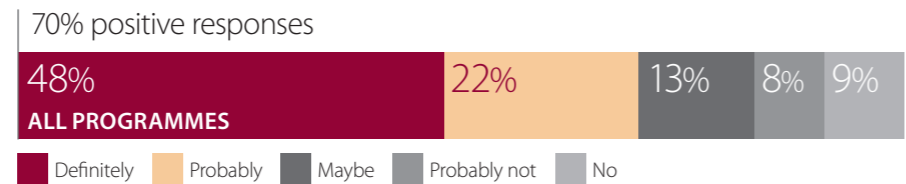
**TEACHERS**  
Has your class increased their knowledge of university?



Parents/guardians learn more about university themselves

We also asked parents/guardians if their own knowledge of university has increased as a result of their interaction with IntoUniversity and 70% said that it 'definitely' or 'probably' had.

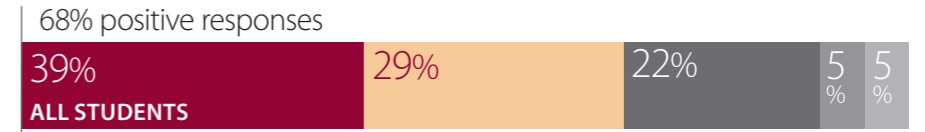
**PARENTS/GUARDIANS**  
Has your own knowledge of university increased?



Students see university as an option

We can see from our evaluation feedback that after working with us, students feel that they are more likely to go to university. Parents/guardians and teachers also responded positively when asked whether their children/students were more likely to go to university.

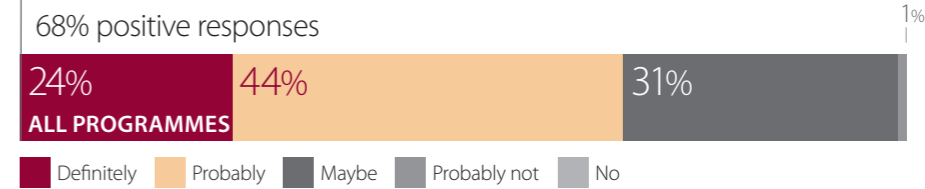
**STUDENTS**  
Are you more likely to go to university?



**PARENTS/GUARDIANS**  
Do you think your child is more likely to go to university?



**TEACHERS**  
Do you think your class is more likely to go to university?

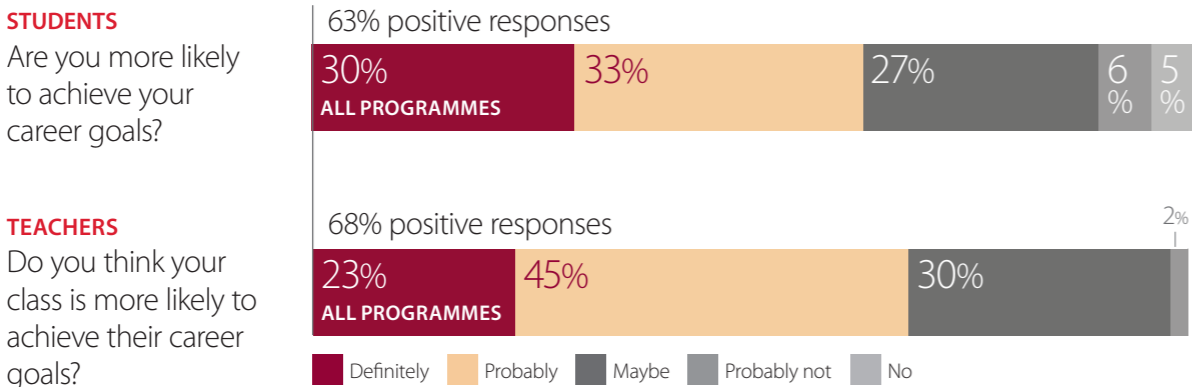


## Careers education and entrepreneurship

Getting to university is part of a bigger journey towards a successful career. Additionally, some of our students may choose not to study a degree and go straight into employment. The IntoUniversity programme includes careers education for students throughout their time at school, to inform and prepare them for the world of work.



We ask students whether they think they are more likely to achieve their career goals as a result of working with IntoUniversity. We can see that the majority of students feel that they are more likely to achieve their career goals, and that teachers also feel positive about this.



The benefits of careers education were highlighted in recent research in England by Education and Employers.<sup>1</sup> A randomised control trial found that participation in career talks with volunteers from the world of work can change Key Stage 4 pupils' attitudes to education, influence their future plans and subject choices, motivate them to study harder, and support an improvement in academic attainment.

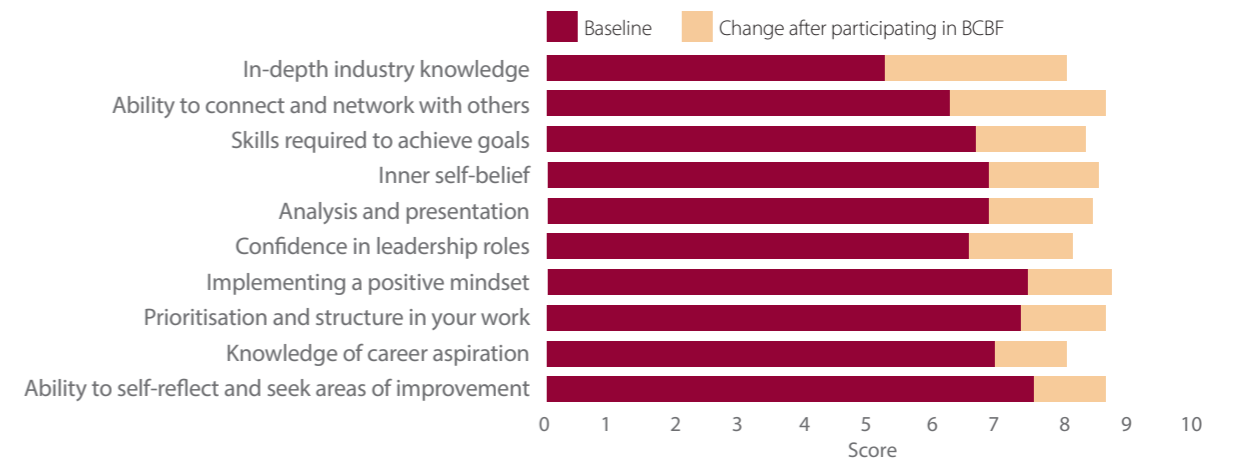
**2020 - 21**  
**13,825** IntoUniversity students accessed programmes involving careers education.

1. Education and Employers, Motivated to achieve (2019)

## Case study: Big City Bright Future

IntoUniversity's flagship internship programme is the Big City Bright Future (BCBF) internship. In 2021, 195 IntoUniversity students took part, the largest cohort since the programme's inception in 2014.

Professional success often depends on key transferable soft skills, which employers consistently claim are lacking in new graduates<sup>1</sup>. We identified 10 skill areas that the BCBF internship seeks to develop. To assess any changes in these areas, all participating students completed a baseline survey before the internship, and another survey after taking part in the programme<sup>2</sup>. Students were asked to rate themselves out of 10 in each area.



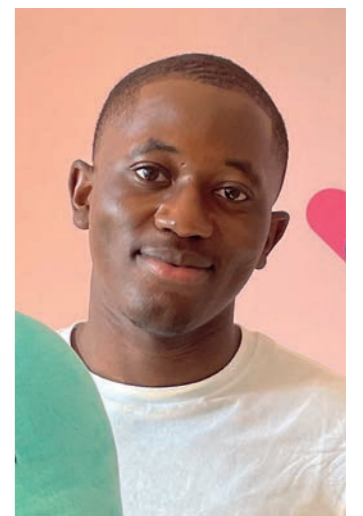
Students reported statistically significant increases<sup>3</sup> in all 10 of the skill areas in the post-programme survey. The largest increase was for in-depth industry knowledge, which was also the area students felt least confident in on the baseline survey.

Students in the 2016 BCBF cohort completed a follow-up impact questionnaire in 2020<sup>4</sup>. Looking back four years after they initially completed the programme, 93% agreed that BCBF gave them 'practical skills that enabled my career goals', suggesting that this impact is sustained over the long term.

## Case study: developing professional skills through IntoUniversity's Academy of Enterprise programme

Benga worked with IntoUniversity throughout sixth form. After finishing school, he took part in our Academy of Enterprise programme, then completed a 3-week placement with medical technology start-up Thriava. Benga is now in his third year of a Computer Systems Engineering degree at the University of Warwick.

"I want to become a Data Scientist or a Software Engineer, so IntoUniversity's Academy of Enterprise really helped me. I improved my presentation and organisational skills through managing my workload and keeping track of errors I was fixing, and my conversational skills improved as I was meeting a lot of new people."



1. ISE, Student Development Survey 2021 (Accessed December 2021); <https://ise.org.uk/page/graduates-lack-work-ready-skills-that-businesses-need-during-covid-era>

2. Responses were obtained for 50% of the 195 participating students.

3. The statistical tests used were matched-pairs t-tests, testing for a significant difference between the baseline and post-internship survey score in each of the 10 areas. The p value for each area was <0.001. Effect size (Cohen's D) ranged from 0.8 for 'Knowledge of Career Aspiration' to 2.0 for 'In-depth industry knowledge'.

4. 41 out of the 89 students who took part in the 2016 internship completed this follow up survey

## Volunteers

Volunteers are essential to the work of the charity. Last academic year more than 1,650 volunteers supported **IntoUniversity**, contributing over 14,000 hours of volunteering to the charity. Assuming it costs £25/hour to employ an academic tutor, the value of volunteers to our organisation is in excess of £350,000 annually.

We collect and monitor feedback from our volunteers. Last year's results showed the following:

2020 – 21 volunteers		
<b>98%</b>	<b>98%</b>	<b>97%</b>
would recommend volunteering with <b>IntoUniversity</b> to others	felt their time was valued by <b>IntoUniversity</b>	are more likely to volunteer again as a result of volunteering with <b>IntoUniversity</b>

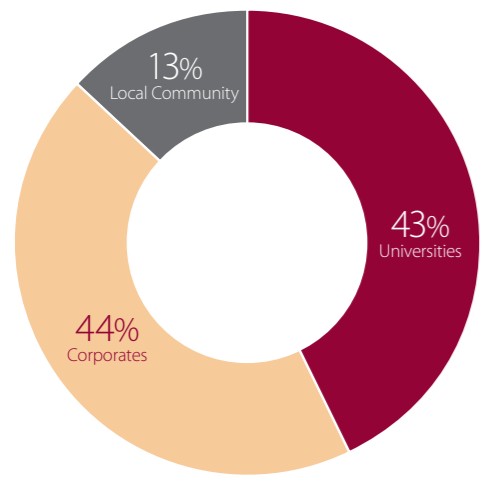
### How volunteers contribute to **IntoUniversity**

- They improve the quality of the support we offer our young people.
- They provide our young people with a range of opportunities to meet adults with direct university, college and careers experience.
- They increase awareness of our organisation's mission and the issues we address.
- They extend the internal capacity and reach of the organisation.

### The best thing about volunteering is...

- "...feeling like I made a real difference to someone's life."
- "...helping young people develop skills and be the best they can be."
- "...seeing the growth of a young person from not being sure about university to accepting a place."
- "...seeing my mentee improve academically and think about their future career."
- "...working with a group of outstanding, creative, smart and enthusiastic young people."

Source of volunteers 2020-21



My three favourite things are food, my mum and dad, and outdoor activities like cycling and trampolining. I like doing tricks on the trampoline, like front flips and handstands.

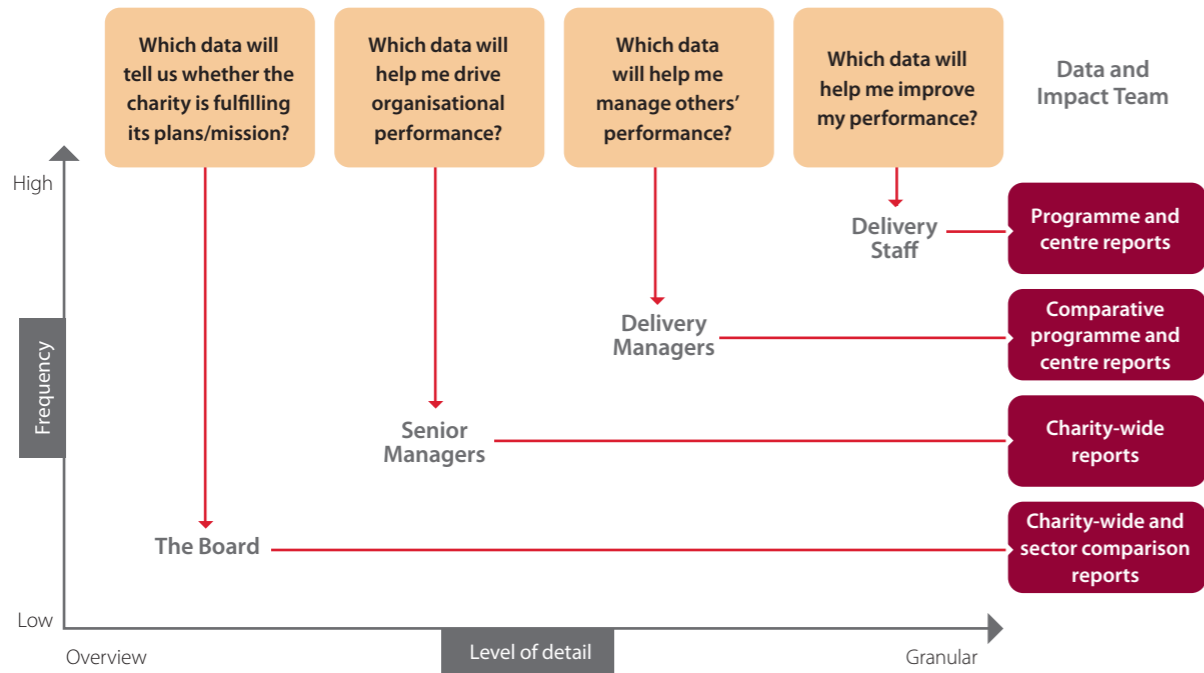
In my SATs I did well thanks to **IntoUniversity**. Without **IntoUniversity** I think my grades would go down - very down. **IntoUniversity** gave me options of what to be. I would like to go to university to learn and study there and do a lot of practicals.

Sara, **IntoUniversity** Bristol



## Performance management

IntoUniversity works to improve the lives of the people we work with. The data we collect not only demonstrates our impact, but also helps us to improve our services. The diagram below summarises how staff at all levels of the organisation use data to support this goal.



To streamline this process and ensure that all staff have easy access to the data they need to drive improvements in performance, we make use of dashboards that show relevant data in an easily digestible format for staff at each level of the organisation.

Staff delivering the programme use their dashboards to see how they are performing against targets, before drilling down into the detail to identify concrete action points to help drive performance. For instance, staff can identify any students whose attendance has dropped and get in touch to re-engage them or find out if there are any issues preventing them attending. They can review workshops with low feedback in a certain area, and where appropriate follow up with those giving the feedback to identify how delivery could be improved in the future.

Senior staff use their dashboards to monitor and compare performance across our network. Concerns can be flagged at an early stage, allowing action to be taken before they become a problem. Examples of best practice can be highlighted and, where appropriate, rolled out more widely across the network.

### Examples of the metrics tracked are:

- number of students participating in programmes
- quality of data entered into the database
- student retention
- intensity of engagement with students
- student overlap between programme strands
- student feedback from evaluation forms
- student referral criteria

## Case study: using data to support student retention in Nottingham



**Michael** is a Lead Senior Education Worker for our Nottingham centres. Here he provides some insight into how staff delivering IntoUniversity programmes make use of data to support the young people they work with.

As a member of staff working in one of our centres, I'm interested in how data can support me to achieve sustained impact on our programmes. One clear example of this is monitoring how successfully we are providing long-term support to our students.

Many students' first experience with IntoUniversity is the Primary FOCUS programme. This is a package of focused learning for classes in Years 3-6 (England) or P3-P7 (Scotland), which supports students' aspirations and attainment whilst introducing concepts and vocabulary around university, college and careers.

When students complete this programme, we record data on which secondary schools they will be attending. We then work with our partner secondary schools to prioritise including these students in the cohorts that take part in our Secondary FOCUS programme. This consists of two or more workshops each year as students move through secondary school, supporting them to develop skills and knowledge and to fulfil their potential.

From our performance dashboard, I know that this academic year, 78% of the Year 7 students who've started the Secondary FOCUS programme in Nottingham also took part in Primary FOCUS. When I work with these students, they're noticeably enthusiastic about continuing their relationship with IntoUniversity, and it's great to see the positive relationships we established with them when they were younger grow stronger as they mature.

We continue to monitor this metric as students progress through secondary school, and our success is demonstrated by the fact that 71% of the Year 11s worked with so far this academic year in Nottingham have been on the programme since they were in primary school. I can view different breakdowns of this data for each year group to help identify where we may be able to drive this figure even higher in future years.

In my experience, it is evident that students who are retained on the programme for a longer period of time are often much better informed and prepared for a transition to university. This gives us clear motivation to carry out diligent data collection and monitoring to help improve outcomes for our students.

A former student, who is now at university, gave us some lovely feedback on her long-running relationship with IntoUniversity:

*"The workshops in years 9, 10 and 11 reassured me that I could consider different options even if my friends and family were less sure about them. I previously had negative thoughts about Higher Education but the Secondary FOCUS programme helped me realise that there is a place for me at university."*

IntoUniversity Nottingham alumna

## Thank you

IntoUniversity is deeply grateful to its funding partners, both those listed below and those who have asked to remain anonymous. In addition the charity is supported by many others who fundraised for us through sponsored events, or who volunteered their time and expertise. To all of you, we extend our heartfelt thanks for enabling us to sustain and extend our work.

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