Our vision

The vision of IntoUniversity is to provide a national network of high quality, local learning centres where young people are inspired to achieve. At each local centre intoUniversity offers an innovative programme that supports children and young people from disadvantaged backgrounds to attain either a university place or another chosen aspiration.

The problem we address

Young people from Britain’s poorest backgrounds face a considerable educational disadvantage:

- they do far less well at school
- are unlikely to go to university
- have little chance of entering the professions

These young people lack the educational support and aspiration that is often taken for granted in better off homes.

What we do

IntoUniversity centres provide sustained academic support, motivation and encouragement to give deprived young people a fair chance of realising their full potential. At each centre we provide 7-18 year-olds with a combination of:

- after-school academic support
- undergraduate and corporate mentors
- specially-designed study weeks (FOCUS weeks)
- direct experience of university life

Our story

IntoUniversity’s founders were shocked by the scale of underachievement among Britain’s poorest families and decided to research the problem and devise a third-sector response. The IntoUniversity programme was piloted in 2002 and developed at a local centre in North Kensington. In 2006 the founders gathered together others with the skills to scale-up the IntoUniversity service. A new charity was launched in 2007 and by May 2013 there will be 12 IntoUniversity centres in London, Nottingham and Bristol with at least 8 more planned in other major cities by 2016.

What is distinctive about our work

We believe that we must start working with children in the primary years if we are to have a decisive impact upon their futures. We continue to give academic and pastoral support right through to university application. We are the only organisation starting with children age 7 and offering a long-term, multi-stranded programme to young people from disadvantaged backgrounds.

Front cover: Portraits of some of the estimated 887 IntoUniversity students who attained a university place in 2012.

Melissa Cifci, University of Cambridge, Politics, Psychology and Sociology; Adenike Ponle, Canterbury Christ Church University, English Literature with American Studies; Omid Ghasemi, BPP, Law; Amel Ahmed, Brunel University, Economics and Accounting; Queenie Safo-Antwi, Bournemouth University, Marketing and Communications; Feyzi Nazim, King’s College London, Management; Emmanuel Abiola, University of Nottingham, Civil Engineering; Shaban Jahan, University of Greenwich, Media and Communication Studies; Kevin Ngo, University of Cambridge, Mathematics; Pooja Kawa, University of Bristol, History; Hamid Footohabadi, Queen Mary, University of London, Computer Science; Cardox Ocran, Staffordshire University, Applied Information Technology; Fatat Braimoh, UCS, Psychology with Criminology; Florida Khatur, City University, Law; Lyonne Saunders, Nottingham Trent, French and Spanish; Marley Edwards, Brunel University, Mathematics and Computing; Queenie Akoto, LSE, Social Policy and Sociology; Barwaga Haji, Kingston University, Film, Media and Cultural Studies; Taraa Begum, Queen Mary, University of London, Business Management; Stephanie Opara, Lancaster University, Pre-medical Studies.
Demonstrating our impact has been a central concern at IntoUniversity since the programme was first launched in 2002.

Our aim was to bring a university education within the reach of young people from the poorest homes, thereby opening up a world of new life-possibilities and careers to young people who might otherwise never have these opportunities.

It was crucial that we could show – to ourselves and our supporters – that we were really having the transformative impact that we had planned and worked for.

A key indicator of our success is the number of young people who progress from our programme to university. By tracking our students as they left the school system in 2012 we know that 77.1% of these young people have a university place. We are able to benchmark this against national progression rates for all students from state schools (34%) and the rate for all students from a Free School Meal background (18%). These provide a powerful indication of our success.

But we also want to satisfy ourselves that we are having an impact on the aspirations and ambitions of those young people who are still at school. Each year we ask students to report on the impact that our programme is having on them. From this survey we know that 73% of our students judge that they are more likely to attend university as a result of attending IntoUniversity. We also know that we are having a significant impact on their examination grades and their work at school.

This report has fuller details and analysis of the evidence for our impact, including the wider social and economic benefits of our work. We believe that this report forms a powerful argument for the continuing expansion of IntoUniversity to meet the needs of young people from disadvantaged backgrounds.

Dr Hugh Rayment-Pickard
Director of Development & External Affairs and Co-Founder
IntoUniversity

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University progression 2012

What are the outcomes for IntoUniversity school leavers?

<table>
<thead>
<tr>
<th>IntoUniversity school leavers</th>
<th>school leavers nationally progressing to HE</th>
</tr>
</thead>
<tbody>
<tr>
<td>77.1% have a university place</td>
<td>7.1% are applying to HE or on an access/foundation course</td>
</tr>
<tr>
<td>8.0% are in work, apprenticeship or further study</td>
<td>7.8% are unemployed, undecided or unknown</td>
</tr>
<tr>
<td>77.1% progress to HE</td>
<td>18% of all maintained school students on Free School Meals¹</td>
</tr>
<tr>
<td>34% of all maintained school students¹</td>
<td>52% of all Year 13 students¹</td>
</tr>
</tbody>
</table>

How do IntoUniversity students compare with other students nationally?

<table>
<thead>
<tr>
<th>IntoUniversity school leavers</th>
<th>Free School Meals pupils going to Russell Group Universities</th>
<th>all maintained school pupils going to Russell Group Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.9% at ‘High Status’ Universities⁴</td>
<td>12.1% at Russell Group Universities</td>
<td>2%</td>
</tr>
<tr>
<td>12.1%</td>
<td></td>
<td>8%</td>
</tr>
</tbody>
</table>

Which Higher Education Institutions are being attended by IntoUniversity school leavers?

Based on a sample of 759 school leavers (a 66% sample of an estimated cohort of school leavers of 1150). If all the students not included in the sample are assumed not to be at university, IntoUniversity’s Higher Education progression rate would still be 50.9%, 16 percentage points above the national average for maintained schools.

Where do IntoUniversity students study?

571 students named the specific university they were attending. Of these, 61% of students chose to study at a university in their home town. (335 of 548 in London; 16 of 22 in Nottingham.)

On average, 19% of undergraduates nationally live at home while studying at local universities. We don’t know how many of our university students are living at home, but 61% studying in London is much higher than the UK average of 13.2%. Students may be motivated by the wish to minimise living costs and maintain close family ties.

39% Studying in home town
61% Studying away

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¹ Estimated % of all maintained school pupils who entered HE/FE by age 19 who had a FSM background in 2009/10 (BiS Widening Participation in HE August 2012).
² Estimated % of all maintained school pupils who entered HE/FE by age 19 (FSM and non FSM) 2009/10 (BiS Widening Participation in HE August 2012).
³ % of Year 13 students progressing to HE in 2009 Department for Education (2012).
⁴ High Status HEIs = Russell Group, 1994 Group, top 50% of 2012 Times University League Table.
The Primary FOCUS programme: Long-term tracking

In 2004-5, IntoUniversity worked with two Year 6 classes from Oxford Gardens Primary School. Each class took part in a week of History-themed activities and trips, finishing in a graduation ceremony at a London university.

This was the blueprint for IntoUniversity’s Primary FOCUS week: an experience of university-style learning focusing on a single topic and introducing students to the benefits of a university education. Recent FOCUS weeks have covered subjects such as Debating, Energy, and Journalism.

In late 2012, we contacted these pupils to find out what they were doing. Information was received for 25 of the 47 pupils. We found that IntoUniversity students had significantly increased chances of progressing to university.

After attending the History FOCUS week in 2005, Lyvonne Saunders attended Secondary FOCUS workshops, received one-to-one support with her university application, and took part in the Corporate Mentoring Scheme at IntoUniversity North Kensington. Lyvonne is now studying Modern Languages at Nottingham Trent University, and says:

‘I am studying joint honours in French, Spanish and Italian since I love languages and plan to work in an environment which uses them, such as the European Union or teaching. IntoUniversity has been a great help for me.’

FOCUS week scale-up

Since 2004 we have hugely increased the number of FOCUS weeks that we deliver. This academic year IntoUniversity will run 87 FOCUS weeks for over 2500 children.
IntoUniversity Student Survey 2012

In the period May-July 2012, IntoUniversity conducted its annual Student Survey. This is an opportunity to find out what students think about their experiences with IntoUniversity. We are particularly keen to discover any significant variations between students attending different programmes and centres, and use this information to improve our programmes.

The three key questions in the survey relate to the students’ underlying capability to achieve a future university place, if they so choose.

Students' capability: Knowledge of university and its benefits
As a result of coming to IntoUniversity, do you think you are more likely to go to university?

73% responded YES

Students' capability: Academic achievement
As a result of coming to IntoUniversity, do you think your school marks and / or exam grades have improved?

64% responded YES

Students' capability: Positive disposition to learn
As a result of coming to IntoUniversity, do you think you are working better at school?

72% responded YES


The year-on-year results (right) show that the 2012 results are broadly consistent with previous years – slightly lower than 2010 and slightly higher than 2011.

Sample/methodology
We received responses from 1306 students (13% of all IU attendees), making it the most comprehensive survey yet. Students completed the survey in their IU centre (either online or on a paper form). The respondents ranged from year 2 to year 13 and had attended one of eight centres: Bow, Brent, Hackney South, Hammersmith, Haringey North, Lambeth, North Kensington, or Nottingham West.
Responses by year group

Older students were more likely to agree that, as a result of the IntoUniversity programme, they were more likely to go to university. On average 72% of students agreed, but this was highest among year 11s (80%), year 12s (81%), and year 13s (91%). Responses to the other two questions did not vary significantly with school year group.

More likely to go to university?

Results by centre

The proportion of positive responses varies between centres, in some cases significantly. For example, the proportion of students reporting improved grades as a result of IntoUniversity ranged from 53% to 87%. Setting aside the ‘Not sure’ responses (which was highly variable across centres) it was also possible to compare only the proportion of ‘Yes’ and ‘No’ responses. This resulted in smaller, but still significant, variations between centres. This information allows the charity to identify and replicate the most effective practice and increase standards in future years.

Free text responses in the survey

‘They make me feel better not just in my work but they also make me more confident, so that’s why I love coming here.’

Abdul-Malik, year 5, IU Lambeth

‘It was a bit challenging but very fun. The best day of my life was when we graduated at Queen Mary University.’

Aylin, year 6, IU Hackney South

‘IntoUniversity has helped me a lot. If I didn’t come here, I wouldn’t be doing my homework or getting better marks. It motivates me to learn and it has helped me with the things I need, and the staff and helpers are friendly.’

Leandra, year 8, IU Nottingham West

‘It’s an excellent scheme that has improved my life in so many ways – from meeting people in the Carnival club to gaining support with homework, exams and applying to university; from insight days learning about the finance sector and other topics that you may not get the opportunity to experience otherwise, to amazing opportunities such as my placement this summer at the Evening Standard. As well as the outstanding mentoring programme they offer, allowing students to gain support and help from upstanding accredited professionals. Overall IntoUniversity provides so much for the local community and helps to equip students with the extra skills and life lessons to help them achieve.’

Michelle, year 13, IU North Kensington
Key figures

Students outputs

We have seen substantial growth in the number of unique students attending our programmes each year.

![Programme delivery graph](image)

Ethnicity and Gender (%)

We see slightly more girls than boys. Over half of our students are from non-white backgrounds.

![Ethnicity and Gender graph](image)

Students by year group

We see students from age 7 to 18 but significantly more students in Primary School years 5 and 6 owing to our Primary FOCUS programme.

![Students by year group graph](image)
Centre growth 2007/12

We have grown from one to twelve centres in the five years since 2007. In 2011 we launched our first out-of-London centre in Nottingham.

Annual funds raised 2002/12 (%)

Our scale-up programme has required a significant increase in annual funding.

Funding mix 2011/12 (%)

- Trusts (£0.68m)
- Corporates (£0.57m)
- Donors (£0.2m)
- Campaigns / Appeals (£0.14m)
- Events (£0.05m)
- Other (£0.047m)
- University & Statutory (£0.15m)
**IntoUniversity:**
the personal economic benefits

A study for IntoUniversity by Unite Student Housing has shown that graduates can expect to earn significantly more than those young people who finish their education after A-levels.

Unite also reported that graduates enjoy better employment prospects. Typically 22% of non-graduates were unemployed or economically inactive (between 09/11 and 11/11) whereas only 9% of those who complete an undergraduate degree were unemployed after 6 months of graduating – falling to 6% amongst postgraduates.  

A 2013 report by university think-tank million+ and London Economics, concludes that ‘…a UK degree remains an exceptionally good investment for both the individual undertaking the qualification, as well as the Treasury funding the provision – and therefore, by default, the taxpayer.’ (Source: million+ and London Economics, ‘Behind the headlines: What’s the value of a UK degree?’, January 2013.)

The wider economic and social impact of IntoUniversity

‘A copious amount of research literature has shown that higher education levels are associated with higher earnings, increased labour market participation, better health status (including lower prevalence of epidemic disease), and improvements in family decision-making. In addition, education is also associated with lower rates of poverty and intra-household benefits such as improved family nutrition.’


Whether young people succeed in progressing with their education is not only a question of personal success. Educational failure results in higher crime rates, unemployment and worsened personal health – all of which cost the national economy dearly.  

IntoUniversity’s work results in improved educational outcomes for thousands of students each year, thus having a significant and positive impact not only on individual students but on the well-being and prosperity of society as a whole.

US economist James Heckman’s study of the cost-benefit argument for education puts the cost of crime in the US in 2004 at $1.3 trillion and shows that a 1% increase in the high school graduation rate would yield $1.8 billion dollars in social benefits. The management consultancy McKinsey has also attempted to quantify the cost of educational underachievement to the US economy. Their report says that if the gap between low-income students and the rest had been closed, the GDP of the USA in 2008 would have been $400 billion to $670 billion higher, or 3-5% of GDP.


### Median annual earnings: age by qualifications 2000 to 2010, UK

<table>
<thead>
<tr>
<th>Age</th>
<th>Median Annual Earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>£10,000</td>
</tr>
<tr>
<td>30</td>
<td>£15,000</td>
</tr>
<tr>
<td>40</td>
<td>£20,000</td>
</tr>
<tr>
<td>50</td>
<td>£25,000</td>
</tr>
<tr>
<td>60</td>
<td>£30,000</td>
</tr>
<tr>
<td>65</td>
<td>£35,000</td>
</tr>
</tbody>
</table>

Source: Office for National Statistics Report 6 April 2011 – ‘Graduate earnings over the last decade’ (data from Labour Force Survey)
UK-based research suggests that social exclusion is a similarly costly problem in this country. According to a study by the London School of Economics and The Prince’s Trust, ‘unemployment costs the economy upwards of £90 million per week and youth crime represents a staggering £1 billion bill for the taxpayer each year. Depression caused by underachievement at school could cost the NHS between £11 and £28 million a year.’

A report by KPMG concluded that ‘costs to the public purse arising from failure to master basic literacy skills in the primary school years are estimated at between £198 million and £2.5 billion every year.’ (Source: ‘The long term costs of literacy difficulties’ Every Child a Chance /KPMG, 2006 and 2009).

A research summary in the United States has shown that higher education levels are associated with a range of other positive social and medical outcomes including, lower smoking rates, lower obesity levels, greater likelihood of voting and greater likelihood of volunteering.

'It is the lower educational attainment of low income parents, more than any other characteristic, that is associated with the poorer development of their children.’


The economic and social cost of educational failure

Research shows that poor education causes immense and long-lasting damage.

Unemployment costs the UK economy £90m a week and depression costs the NHS between £11 and £22 million each year.

**Personal costs**
- Higher unemployment rates
- Lower initial and lifetime earnings
- Worse mental and physical health
- Lower-achieving children
- Lower life-satisfaction

**Societal Costs**
- Increased criminality
- Reduced economic growth
- Lower intergenerational impact
- Lower public health status
- Higher unemployment
- Weaker social cohesion

**Economic Costs**
- Lower tax revenues
- Higher expenditure on:
  - public health
  - police
  - criminal justice

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Footnotes:
Case Studies

Year 13 Mentoring

Queenie Safo-Antwi was introduced to IntoUniversity Haringey North when we went in to her sixth form, Hornsey School for Girls, to provide one-on-one personal statement support. Her tutors encouraged her to apply for the Corporate Mentoring Scheme because she is a first-generation applicant to the UK system. Queenie hoped a mentor would be able to ‘guide and help me achieve my career and education goals’.

Queenie met her mentor, Laura, for the first time in February 2012 and they have met regularly at the centre to discuss student finance, accommodation and the transition to university. Together they have written an article for the IntoUniversity Mentoring magazine, visited Laura's offices and attended the Diamond Jubilee Concert at Buckingham Palace. With IntoUniversity, Queenie has also visited the Houses of Parliament and attended a Q&A with David Lammy MP. Queenie is now at Bournemouth University studying Marketing Communications and is using the IntoUniversity E-Mentoring forum to stay in touch with Laura and the IntoUniversity centre in Haringey.

Support in the secondary years

Timesha Mathurin is a Year 11 student at the Bridge Academy in Hackney. When we first met Timesha we realised that she was a very capable and bright student but was quite shy and reserved and not always focused on her schoolwork.

Timesha first came to Academic Support in the autumn term of 2010 and has been a regular attendee since then. She has also taken part in two Holiday FOCUS programmes: a Media and Tourism week in 2011 and more recently a Medicine week. Having shown excellent commitment to our Academic Support programme, we encouraged Timesha to apply to the Mentoring Scheme and in November 2011 Timesha was paired up with Sofie Dreef, a Masters student studying Comparative Politics at LSE. They have had an extremely successful year of mentoring: Sofie has supported Timesha with her academic work, looking at careers, as well as developing their culinary skills. Since attending Academic Support at IntoUniversity Timesha has become more conscientious and focused on her studies. She has become more ambitious in terms of her career, and with the support of her mentor Timesha organised her own work experience with the Hackney Gazette. She impressed the newspaper so much she was invited back to do paid work during the Easter holidays. Reflecting on her mentoring experience, Timesha said that she really valued the support from Sofie with her Geography homework and presentation skills and feels more confident talking to people. In August 2012 Timesha received all As and Bs in her GCSEs.

Support in the primary years

Anna-Maria is a lively young person who lives very close by to the IntoUniversity Lambeth centre. She is from a single-parent family and spends time looking after a younger sibling. Anna-Maria was one of the first students to go through the Primary FOCUS programme in the centre when she was at Archbishop Sumner Primary School. Ever since her FOCUS week in 2007 she has been a regular attendee of Academic Support, first Primary then Secondary. Her commitment after school has meant that she has been rewarded with two mentors since joining IntoUniversity. Anna-Maria’s behaviour, concentration and academic ability have improved dramatically over the past four years. Now in Year 11 she is an incredibly conscientious and confident young woman who is looking forward to a bright future in higher education. ‘I like coming to IntoUniversity because they are always willing to help and I have improved in a lot of my subjects from Year 7 to Year 11. I am grateful for all their help.’
What external organisations say about IntoUniversity

‘IntoUniversity has been one of the most exciting initiatives we have funded at the Sutton Trust. We saw great potential in the organisation ten years ago, and we are delighted to have been its first friend and funder, supporting its evaluation and providing strategic funding to enable it to grow. Its holistic approach to raising the aspirations and achievement of low income youngsters is exactly what is needed to address our shamefully low level of social mobility. The need for IntoUniversity is as pressing as ever and I wish them every success for the future.’

Sir Peter Lampl
Chairman – The Sutton Trust
Chairman – The Education Endowment Foundation

IntoUniversity is one of the most impressive charities that NPC has analysed. It has an effective model, impressive management, and good evidence of its impact. Its finances are very strong and there are few risks to its core work.

The charity is right to be ambitious – the need is immense and organisations providing what it does few, and scattered. There is no reason, given the right funding mix, that the programme could not be rolled out into areas of deprivation and low educational attainment across the country.

EXTERNAL EVALUATION 2007
National Foundation for Educational Research

The evidence in this report supports the conclusion that the IntoUniversity programme has a positive, transformational impact on children and young people in terms of their academic success, attitudes to learning and social skills; all of which are key elements of helping children and young people to aspire and achieve.

It was clear that IntoUniversity had played a key role in helping children and young people in clarifying, supporting and strengthening their aspirations and achieving their goals.

Corporate partner profile

**BlackRock**

BlackRock partners with a number of organisations that are engaged in expanding educational and employment opportunities for under-represented groups. BlackRock has focused its philanthropic resources on building better financial futures for low income/under-served youth via access to education.

Since 2011, BlackRock has supported IntoUniversity providing funding towards the work of centres in Hammersmith, Brixton, Brent and North Kensington. Over the past academic year these centres have delivered services to over 4000 students. BlackRock employees volunteered on IntoUniversity’s innovative Business in FOCUS programme where secondary school students work on a shared task with volunteers from the world of business. At the IntoUniversity Brixton centre, BlackRock has provided a powerful combination of revenue funding, teams to paint the centre, mentoring for the Centre Leader along with mentoring IntoUniversity students.

Students working with BlackRock employees reported very positively against the intended outcomes for the programme: improved confidence, communication skills and team work.

- **76%** said their confidence had improved
- **71%** said that they would be more likely to fulfil their career goals
- **94%** said that their teamwork skills had been raised
- **82%** said they felt more confident communicating with adults
- **100%** of the BlackRock employees said that they would like to volunteer again with IntoUniversity

‘I was impressed with how the students responded to the challenges, how eager they were to try to do what was asked of them. Congratulations on such amazing work.’

**Didier Varon**, Associate, Aladdin and Technology, BlackRock

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Education partner profile

**SHINE**

SHINE (Support and Help in Education) exists to help disadvantaged children and young people, supporting programmes that concentrate on core educational subjects and funding best practice educational support projects. SHINE helps educational initiatives which encourage children and young people from disadvantaged areas to raise their levels of achievement. SHINE has funded IntoUniversity since 2008, supporting the expansion of our programme in Lambeth and Brent between 2008 and 2011. SHINE is continuing to fund IntoUniversity’s work in London up to 2014.

IntoUniversity centres supported by SHINE in 2011-12 achieved the following:

- **115** students attended after-school Academic Support sessions
- **1,875** students took part in the FOCUS programme
- **76** students took part in our Buddy programme
- **17** young people were matched with a long-term mentor
- **74%** of students reported that they were ‘working better at school’
- **75%** of students felt that they were ‘more likely to go to university’

‘IntoUniversity provides a sustained and measurable package of support which helps children not only set long-term, ambitious goals, but also equips them with the skills and knowledge necessary to achieving them. SHINE is proud to have supported IntoUniversity since 2008.’

**Fiona Spellman**, SHINE
University partner profile

University of Nottingham
‘Nottingham Potential’

The University of Nottingham has a long tradition of working with young people, teachers, schools and colleges across Nottingham and the East Midlands to raise aspirations and support achievement.

The University’s vision is to be a beacon of best practice for widening participation and community engagement, enabling capable students from under-represented backgrounds to reach their academic potential. In 2011-2012, the University committed £10.5 million to widening participation.

In 2011, the University of Nottingham launched Nottingham Potential, an ambitious new programme to help young people understand the importance of education in their future, plan for progression, work hard and improve their academic attainment. Nottingham Potential includes a ground-breaking partnership with IntoUniversity to establish three new IntoUniversity centres in local Nottingham communities.

These centres – two of which are now operational – are based within some of the region’s most challenging communities. They are extending the University’s outreach initiatives to support many more young people from lower socio-economic backgrounds in reaching their academic potential.

The University’s agreed output measure is the number of ‘contact opportunities’ provided for students. In 2011-12, IntoUniversity delivered 3,816 contact opportunities (against a target of 1,452 contact opportunities).

Need in Nottingham

Within the city of Nottingham there is significant educational and social need. Over 50% of Nottingham’s children and young people live within the national 10% most deprived areas as judged by the Index of Multiple Deprivation (IMD). Nearly 38,500 children and young people, two out of three in the city under 19, live in households dependent on state benefits for their income.

In a study by CentreForum looking at Local Authority GCSE performance (December 2011), Nottingham was rated 135 out of 152 local authorities in England.

Progression to Higher Education is also a significant issue for disadvantaged students in Nottingham City, where only 13% of pupils from a Free School Meal background can expect to attain an HE or FE (NVQ4 equivalent) place. This compares with a national rate for FSM pupils of 18%. (‘Widening Participation in Higher Education’, BiS, August 2012.)