

Impact

REPORT November 2011



IntoUniversity

IntoUniversity

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** will offer an innovative programme that supports 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 mentors
- specially-designed study weeks (FOCUS weeks)

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 there are now 8 **IntoUniversity** centres with 4 more planned 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 offering a long-term, multi-stranded programme to young people from disadvantaged backgrounds.

OVERVIEW

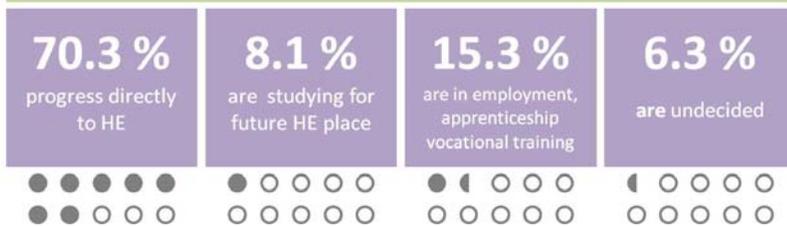
The **IntoUniversity** programme can demonstrate evidence of

- Improved academic performance
- Improved chances of getting to university
- Improved attitudes to learning



What are the outcomes for **IntoUniversity** students at age 18 (Year 13)?

IntoUniversity Year 13 Students



What % of **IntoUniversity** students progress to university compared with young people from similar backgrounds?*



What % of **IntoUniversity** students with an HE place, progress to a high status university? **

41.7%

of **IntoUniversity** students with an HE place go to a high status university

7.7%

of **IntoUniversity** students with an HE place go to a Russell Group university

* These results are provisional for students leaving sixth-form in 2010, and based on a sample of 222 year 13 students (out of 287 on the programme). Figures refer to secured university places and do not include those in the process of applying / intending to apply to HE.

** Russell Group, 1994 Group, top 50% of 2010 Times University League Table.

What external bodies say about us



New Philanthropy Capital

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 Impetus Trust

The Impetus portfolio consists of 14 high-performing charities, with **IntoUniversity**, which inspires and engages young people from disadvantaged backgrounds to attain either a university place or another chosen aspiration, showing the highest performance in the portfolio [in 2009]. **IntoUniversity** has been able to grow its average number of children helped by 177% a year, since it obtained Impetus backing.

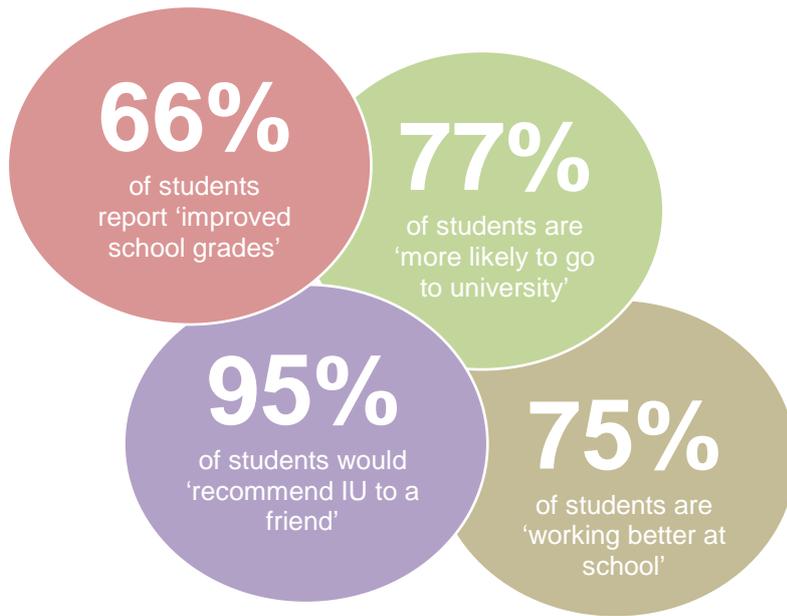


OC&C

IntoUniversity appears to be well-regarded by almost everyone we have spoken to ... Schools are keen to work with **IntoUniversity**, frequently asking for involvement proactively due to word of mouth; Universities generally hold them in high regard, viewing them as efficient and high quality; Government and funding bodies also are highly supportive of their aims and activities.

STUDENT SURVEY 2011

As a direct result of participating in our programmes:

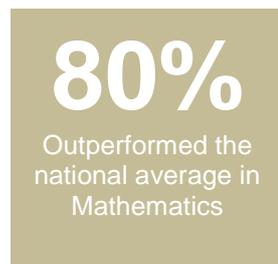
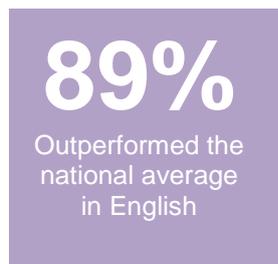


Based on sample of 673 students

PRIMARY FOCUS PROGRAMME 2006-2010

Comparison of Key Stage 2 cohorts

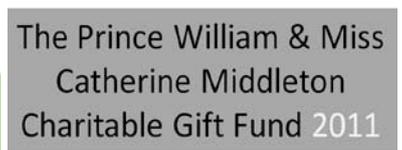
Q How well do cohorts of students who have completed the IU FOCUS Programme perform by comparison with the national average for students from similar backgrounds? *



* Cohorts from schools with a free school meal entitlement >35%

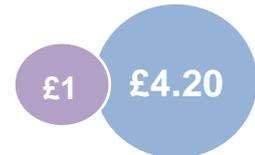
AWARDS 2010-11

IntoUniversity has received considerable public recognition for its work, including some prestigious awards in 2010-11.



SOCIAL RETURN ON INVESTMENT

This year, with the support of The Impetus Trust, we have conducted a Social Return on Investment calculation which shows that IntoUniversity generates £4.20 of direct personal value to its beneficiaries for every £1 invested. (This analysis does not include the additional public benefits of our work.)



Investment : Return

ACCREDITATION



IntoUniversity is one of only a few organisations nationally to have received 'Advanced Status' accreditation by QiSS (Quality in Study Support) the national regulation scheme.



IntoUniversity has 'Approved Provider' recognition with The Mentoring and Befriending Foundation.

EXTERNAL EVALUATION 2007
National Foundation for Educational Research

In 2007, The National Foundation for Educational Research conducted a qualitative evaluation of the **IntoUniversity** programme. **

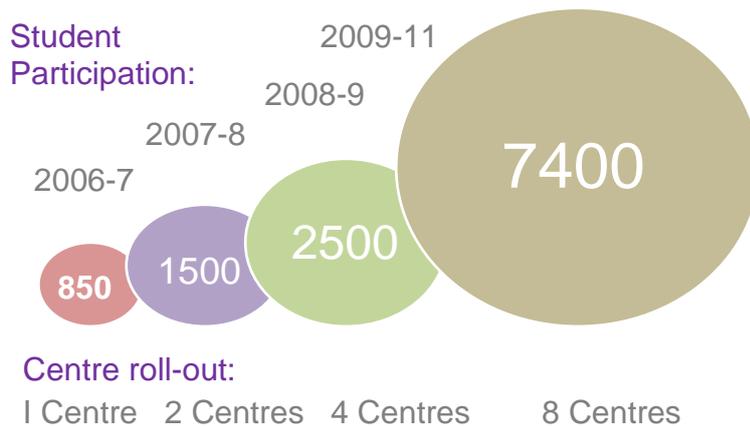
The evidence in this report supports the conclusion that the **IntoUniversity** programme has a positive, transformational impact on children and young people in terms of their academic success, attitudes to learning and social skills; all of which are key elements of helping children and young people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



** White, K., Eames, A. and Sharp, C. (2007). *A Qualitative Evaluation of the IntoUniversity Programme*. Slough: NFER (www.nfer.ac.uk).

ORGANISATIONAL GROWTH 2006-2011



Student responses to our stakeholder consultation

“ Before I came to **IntoUniversity** I could hardly speak a word of English. Now I am more confident and my grades are better.”

“ Coming to IU has actually affected my career choices. Although nursing is a good career, since meeting with my mentor and coming to IU I am now focussed on a career in medicine.”

“ I am much more confident doing my homework as an independent learner. I am more confident talking to people of all ages and those people I have never met before.”

“ My levels have gone higher at school from a D to an A in Maths and Science. I am now in the top set for all subjects except English. I learn more by coming.”

“ Before I didn't speak English but now I am more confident and I am encouraged and listened to so I have become much more focussed in my studies – my grades have improved as I now get distinctions.”

The wider economic and social impact of IntoUniversity

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.

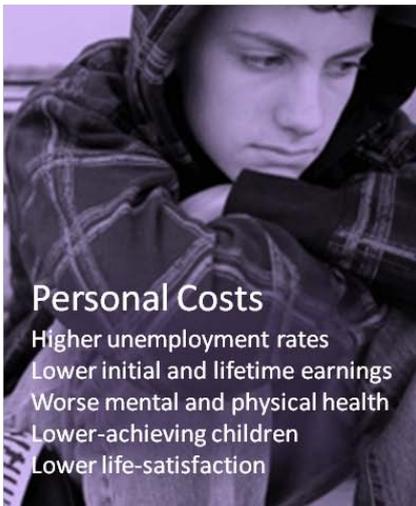
IntoUniversity's work results in improved educational outcomes for thousands of students each year, thus having a significant and positive impact not only on individual students but on the well-being and prosperity of society as a whole.

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 report¹ 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 to 5 percent of GDP. 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.'²

The economic and social cost of educational failure

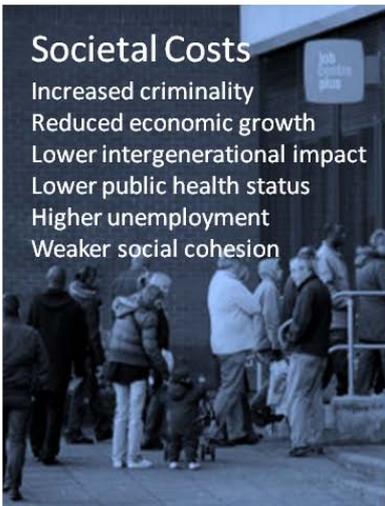
Research shows that poor education causes immense and long-lasting damage ¹

Youth crime costs the UK economy £90m a week and depression costs the government £1 billion each year ²



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

¹ The personal, social and economic costs listed here are taken from 'The Costs of School Failure', an Analytical Report for the European Commission European Expert Network on Economics of Education (EENEE) 2007

² The Prince's Trust with the Centre for Economic Performance, London School of Economics, 'The Cost of Exclusion: Counting the cost of youth disadvantage in the UK', 2007.

Case Studies

Ayisha has been attending since primary school. Her mother valued the support offered by our team, which helped her gain 3 As at A-Level and a place at the University of Warwick to study Law. Now in her final year, she has been offered a training contract at DLA Piper, one of the world's largest legal service providers.

"**Into**University has been a prominent feature of both my personal and academic life for over a decade! The North Kensington centre has not only grown in size, but has helped me grow as a person. Often, young people lack vision and confidence in their own ability however, with the support of **Into**University, I am finally on the road to fulfilling my dream as a corporate lawyer. From getting help with homework at the age of 9 to discussing complex essay plans at the age of 22, **Into**University is a charity that wants to help people like me to prosper in society.

It's not often you find people, other than your family or the odd teacher, who do not see you as a statistic, but rather as someone who just needs a push in the right direction. This is definitely a charity I am proud to be a part of and I enjoy the responsibility of sitting on the Trustee Board for my local **Into**University centre. Having been a mentee at **Into**University before, I can't wait to be on the other side of the table as a professional lawyer with the opportunity to mentor younger generations!"

Rebecca is in Year 10. Nobody from her family has ever attended university.

"I have been coming to Academic Support since the centre opened last autumn. I was told about it by my school. It is a quieter environment than at home and there are more books and resources. In the summer I also did the Careers in FOCUS programme and learnt about different jobs that I could do. I went to some amazing workshops run by professionals including a lawyer, sports manager and graphic designer. I am very sporty so I also got help researching sports careers and decided that I would like to become a physiotherapist.

I love meeting new people at **Into**University and I have got much better at working with others as well as working independently. If I didn't come to **Into**University I would just do nothing after I finish my homework, but here I get extra work to keep me occupied. As a reward for coming to Academic Support I have recently been paired with my mentor Naomi, which is really exciting. I really look forward to my fortnightly meetings with her. So far we have done several activities together; we set a SMART target to help me to improve my knowledge of English Literature, and I had the opportunity to talk to my mentor about the route she took through education and her experiences at university. However, my favourite meeting so far has to be when we cooked a Greek stew which was interesting because my mentor has Greek roots and so do I! Naomi has helped me research about Physiotherapy and she has encouraged me to look at doing some related work experience. My mentoring experience so far has been really useful and enjoyable. It has helped me think about my future."

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