

**IntoUniversity**  
Impact Report 2015



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## IntoUniversity

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 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 disadvantaged 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
- university student 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 later this year there will be 21 **IntoUniversity** centres in London, Nottingham, Bristol, Leeds, Oxford, Brighton and Southampton, with more planned to open in the 2016-17 academic year.

### 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 aged seven and offering a long-term, multi-stranded programme to young people from disadvantaged backgrounds.



## Foreword

As Director of Fair Access to Higher Education, I know that the benefits of higher education – economic, social and cultural – are life changing. Those benefits should be available to everyone who has the talent to succeed in higher education, whatever their background. But the journey to higher education is not always a smooth one, especially for people from disadvantaged backgrounds.

It's harder to get into university if you're the first in the family – or in your community – to attempt it. If you have nowhere at home to study, it's tougher to get the grades you need. In spite of all the work that's been done in recent years, too many people still think that university 'isn't for people like me.'

Breaking down those barriers requires sustained outreach work. It could be targeted work to raise the aspirations of primary school children, providing a quiet space to study, or linking a talented young person with a current student from a similar background.

It is important to demonstrate the effectiveness of such interventions, so I am very pleased to welcome this impact report from **IntoUniversity**, and am sure that you will be as interested as I was to learn more about their important work.



**Professor Les Ebdon CBE DL**

Director of Fair Access to Higher Education





## Introduction

**IntoUniversity** was founded on the conviction that all young people should have an equal and fair opportunity to succeed. This conviction remains as strong as ever and it is commitment to this cause that binds together our staff and volunteers, our young people and their parents, our school and university partners and our financial supporters.

Our aim is 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.

Because we care about making a difference for young people, it has been vital for us to understand what impact our work is having and from the earliest days the charity has been committed to measuring and evaluating its effectiveness.

A principal performance indicator is the progression rate of young people to university and other post-school destinations. By tracking our students as they leave the school system and benchmarking our performance against national statistics, we know that our young people perform significantly better than their peers.

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. We ask all our students to report on the impact that our programme is having on them. From their responses we know that 81% of our students judge that they are more likely to go to university as a result of attending **IntoUniversity**. We also know that we are having an impact on their exam grades and school work.

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.



*Hugh Rayment-Pickard*

**Dr Hugh Rayment-Pickard**

Chief Development Officer and Co-Founder  
**IntoUniversity**



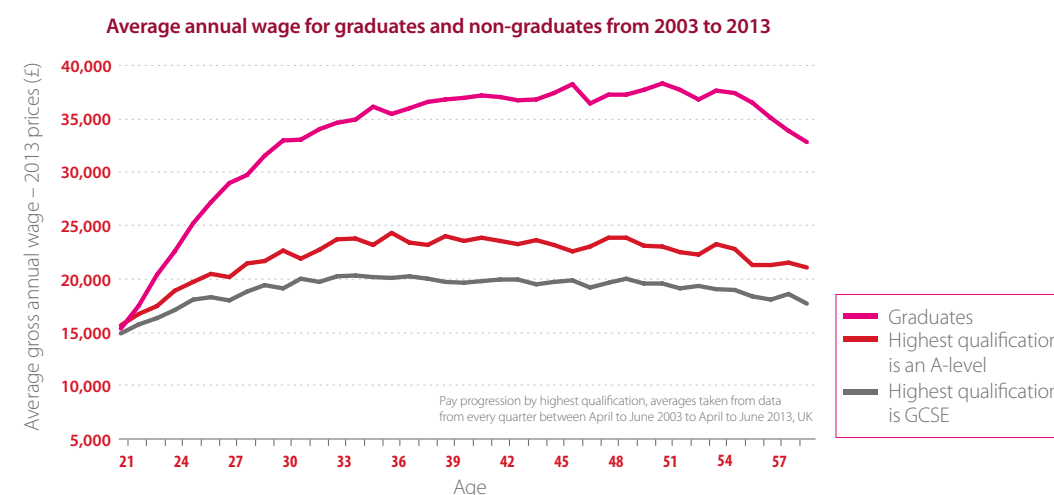
## The Social and Economic Benefits of Higher Education

Higher education produces a range of benefits both for the individuals who access it and for society. In addition, improved access to higher education plays an important role in social mobility. **IntoUniversity's** work results in improved educational outcomes for thousands of students each year, helping them enjoy the many personal benefits provided by higher education and also resulting in a positive impact on the well-being and prosperity of society as a whole.

### Benefits to individual graduates

Research shows that graduates can expect to earn significantly more than people who finished their education after A-levels or GCSEs. A recent study has estimated that, over their lifetime, those who go on to higher education will earn an additional £168,000 (for men) or £252,000 (for women) compared to someone who finished education with two or more A-levels.<sup>1</sup>

The long-term benefits of a degree are highest for those from the most disadvantaged backgrounds. Education not only improves the life chances of individual graduates but also produces better outcomes for their children. Children of university-educated parents achieve significantly better at school, with evidence suggesting they are three times more likely to achieve top GCSE grades than children whose parents' highest qualifications are A-levels.<sup>2</sup>



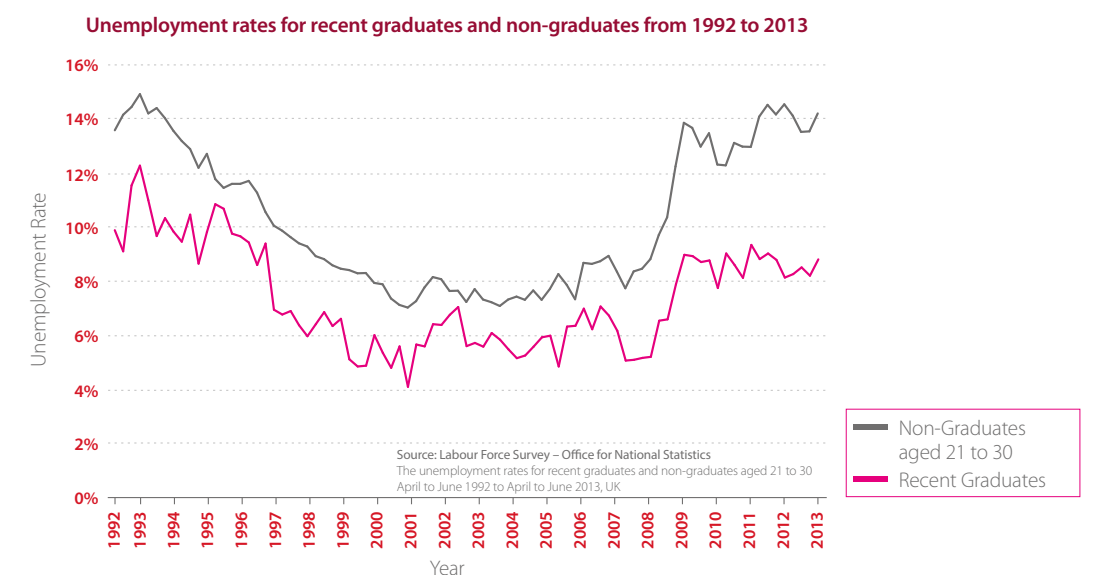
**"The parental education gap is stark; only one in twelve of the poorest children lived with a degree-educated parent at nine months, compared with four in five of the richest children."**

**ESRC (2012) Evidence briefing: Child poverty casts a long shadow over social mobility**

1 BIS (2013) *The Impact of University Degrees on the Lifecycle of Earnings*. BIS Research Paper No. 112  
 2 Ermisch & Del Bono (2012) *Inequality in Achievements During Adolescence: From Parents to Children: The Intergenerational Transmission of Advantage*  
 3 BIS (2011) *The Returns to Higher Education Qualifications*. BIS Research Paper No. 46.  
 4 BIS (2015) *Graduate labour market statistics: January to March 2015*  
 5 Bloom et al (2006) *Beyond Private Gain: The Public Benefits of Higher Education*, International Handbook of Higher Education  
 6 Borgonovi (2012) *The Relationship Between Education and Levels of Trust and Tolerance in Europe*. The British Journal of Sociology

7 OECD (2012), *Education at a Glance 2012: OECD Indicators*  
 8 The Institute of Education (2008), *The Social and Personal Benefits of Learning: A Summary of Key Research Findings*  
 9 McMahon (2009), *Higher Learning, Greater Good: The Private and Social Benefits of Higher Education*  
 10 BIS (2013) *The Relationships Between Graduates and Growth Across Countries*. BIS Research Paper No. 110  
 11 The Sutton Trust (2010) *The Mobility Manifesto*

Graduates also enjoy better employment prospects. The completion of an undergraduate degree increases the probability of being employed at any point in time by 3.3%.<sup>3</sup> In the first quarter of 2015, 87% of all young graduates (ages 21-30) in the UK were employed, compared to 70% of non-graduates.<sup>4</sup> Furthermore, an international report found that graduates are more likely to have higher levels of entrepreneurial activity and therefore are more likely to start their own business.<sup>5</sup> In the chart below the long-term trend of lower unemployment rates among graduates can clearly be seen.



### Benefits to society

The societal benefits arising from reducing the gap in educational attainment are numerous. A Europe-wide research study found that more highly educated individuals are more trusting and tolerant towards migrants than the less educated.<sup>6</sup> Graduates are also less likely to hold authoritarian views and reject unqualified support for authority. Furthermore, graduates are more likely to engage in the political process. The gap in voting rates between adults with high and low levels of education is nearly 14%, rising to 32% amongst those aged 25-34.<sup>7</sup>

Various reports highlight the link between education and crime reduction and it has been estimated that a 16% increase in the proportion of the population with degrees could lead to more than £1billion in annual savings from reduced costs of crime.<sup>8</sup>

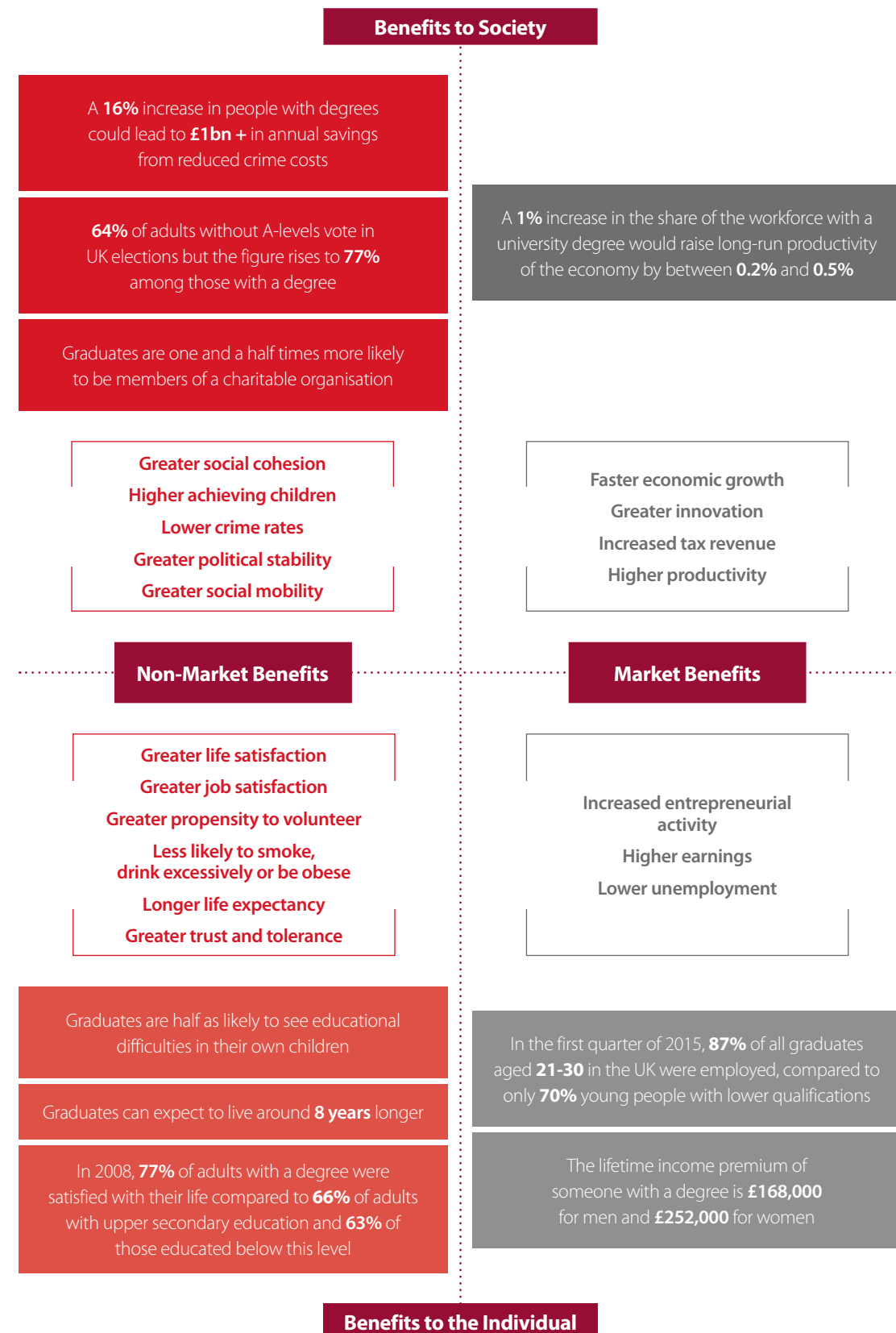
The societal benefits of higher education have been estimated to provide an annual return to society per graduate of £8,521.<sup>9</sup> In addition, the accumulation of graduate skills has a positive effect on economic growth.<sup>10</sup> The Sutton Trust estimates that boosting the educational outcomes of children from the poorest families would produce cumulative gains of £1.3 trillion for the economy over the next 40 years.<sup>11</sup>



**"Graduates are more likely to vote, more likely to be members of a voluntary organisation, more tolerant, less likely to suffer depression, less likely to drink alcohol excessively, less likely to smoke, less susceptible to criminal activity and more likely to live longer. These correlations hold up across the developed world."**

**David Willetts MP (2013) Robbins Revisited: Bigger and Better Higher Education**

## The Benefits of Higher Education for the Individual and Society





## The Benefits of Higher Education: Case Study

**Iftikhar first joined IntoUniversity in 2013 as part of a group of students receiving personal statement support. Iftikhar has a very supportive family, has had a strong desire to go to university from a young age and attended an incredibly nurturing school. Despite this, Iftikhar initially found himself applying to university with a 'trial and error approach', unsure of what to expect and how to prepare. This was even more daunting when applying to The University of Oxford as they have a 'specialised and unique process'. To receive further support, Iftikhar was invited to apply for our Oxbridge Corporate Mentoring Scheme, which aims to match Oxbridge alumni from IntoUniversity's corporate partners with IntoUniversity students applying to Oxbridge. At the beginning of 2014, Iftikhar was matched with his mentor James, sparking a very successful partnership which still continues today.**

After becoming involved with **IntoUniversity**, Iftikhar stated he had 'grown in confidence and the belief that I could get the grades'. In his relationship with James, who himself studied at The University of Oxford, he was able to ask questions such as 'what happens at Oxford University?', 'what is life at Oxford like?' and 'what is university like in general?'. As a result, Iftikhar was aware of what to expect and able to prepare accordingly.

In October 2014, Iftikhar began his studies at Wadham College, Oxford reading Law. Iftikhar describes his first two terms at The University of Oxford with great enthusiasm: 'If this is where I sit after two terms, I will be in a radically different place in 3 years' time'. Since joining the college, Iftikhar has had his eyes opened to many different people, cultures and opportunities. In a recent conversation with staff he said that 'university has far exceeded my expectations!' Iftikhar's mentor James commented: 'Going to university has had a profound impact on Iftikhar's life. He has found his law course challenging and stimulating but he has also taken full advantage of many other opportunities while he has been there'. As Iftikhar himself identified, 'you do not realise how much you do not know until you are exposed to it, and then you only know it once it is shown to you'. Iftikhar has had the opportunity to get involved in many aspects of university life including debates, think-tank discussions and, more recently, has been offered the opportunity to be interviewed by different law firms visiting the university; quite an achievement for a first-year law student.



Iftikhar with his mentor James

Iftikhar's focus for the future is to become a financial lawyer and he is particularly interested in Islamic finance, a fast-expanding and important element of the UK legal system. Iftikhar hopes to join Allen & Overy, a leading firm within this particular area. He has managed to secure a place on their first-year undergraduate programme, providing a valuable insight into working life. He hopes to participate in a vacation scheme and obtain a training contract with them in the coming years. The future is looking bright for Iftikhar.

**"You do not realise how much you do not know until you are exposed to it, and then you only know it once it is shown to you."**

**Iftikhar, IntoUniversity alumnus**

## The Benefits of Higher Education: Case Study

**Mohamad is currently in his second year of studying Pharmaceutical Sciences at Kingston University. He came to the UK from Iraq in 2008 and has been closely involved with IntoUniversity for the last five years. He first met with IntoUniversity at a school assembly where he heard about the Academic Support service that IntoUniversity offers and decided to try it out. Since then Mohamad has taken part in over 15 different IntoUniversity programmes, including the Secondary FOCUS, Academic Support and Extending Horizons programmes.**

The main factors behind Mohamad's decision to go to university were the power of a university education to open doors and that 'it will help me to become the best person I can'. In order to reach university, Mohamad faced a number of obstacles including challenges with achieving the grades needed and staying motivated. Throughout this time Mohamad worked with **IntoUniversity**, receiving study support and guidance as well as a broad range of experiences, such as visiting Buckingham Palace. Mohamad feels that his **IntoUniversity** mentor was particularly influential in keeping him on-target when setbacks in his life were making it difficult to stay motivated. Together with his mentor and the **IntoUniversity** staff, Mohamad successfully prepared for university interviews and took steps to get ready for the transition to university.

Speaking about his work with **IntoUniversity** Mohamad says, '**IntoUniversity** has given me the bridge to pursue the degree that I want' and that 'without **IntoUniversity** I don't think I'd be at university today'.

Now at university, Mohamad feels that the experience so far has helped him to be open to new experiences and he has enjoyed being exposed to new people and situations. Through university, Mohamad believes that he has been given a good insight into the world of work, as well as the knowledge and confidence necessary to make a strong start to a career. Mohamad's plan for the future is to undertake further study of Pharmaceutical Sciences at Master's level, which he believes will further broaden his career opportunities and give him the expertise needed for success in his chosen field.



Mohamad speaking at IntoUniversity's 2015 Gala Evening

Higher Education Progression: Overview

University progression 2014

What are the outcomes for IntoUniversity school leavers?

IntoUniversity school leavers				
2014	79% achieved a university place	7% are applying to HE or are enrolled in an Access/Foundation course	10% are in work or have an apprenticeship	4% are unemployed or undecided
2013	82% achieved a university place	6% are applying to HE or are enrolled in an Access/Foundation course	6% are in work or have an apprenticeship	6% are unemployed or undecided

2013 is based on a sample of 1,434 students who were either finishing year 13, or would have completed year 13 had they stayed in school (a 60% sample of a cohort of 2,389 students).

How do IntoUniversity students compare with other students nationally?

IntoUniversity school leavers 2014	School leavers nationally progressing to higher education			
	All students		Students finishing A-level or equivalent	
79% progress to HE	23% of FSM students <sup>1</sup>	37% of all students <sup>2</sup>	45% of FSM students <sup>3</sup>	48% of Non-FSM students <sup>4</sup>

These figures are based on a sample of 1,938 students who were either finishing Year 13, or would have completed Year 13 had they stayed in school (a 63% sample of a cohort of 3,078 students). The university progression figure for all IntoUniversity Year 13 leavers may be lower. Although staff tried to contact every single student, it was only possible to obtain data for 63% of school leavers. It may be that those for whom we do not have data are less likely to have applied for and have gained a university place. If all students not included in the sample are assumed not to be at university,

IntoUniversity's higher education progression rate would still be 50%, 27 percentage points above the average for Free School Meals (FSM) students nationally, and 13 percentage points above the average for all maintained school students nationally.

We expect the response rate to increase in future years, owing to centres seeing the same cohorts of students regularly over several years, and the development of new strategies for obtaining school leaver information.



23%  
of FSM students  
progress to  
HE nationwide



37%  
of all maintained  
school students  
progress to HE



79%  
of IntoUniversity  
students progress  
to HE

1 Maintained school students with an FSM background who entered HE by age 19 in 2012/13  
2 Maintained school students (FSM and non-FSM) who entered HE by age 19 in 2012/13  
Both from: BIS (2015) Widening Participation in Higher Education

3 FSM students finishing A-level or equivalent progressing to HE in 2012/2013  
4 Non-FSM students finishing A-level or equivalent progressing to HE in 2012/2013  
Both from: DfE (2015) Destinations of key stage 4 and key stage 5 pupils by characteristics: academic year 2012 to 2013

Higher Education Progression: Regional Comparisons

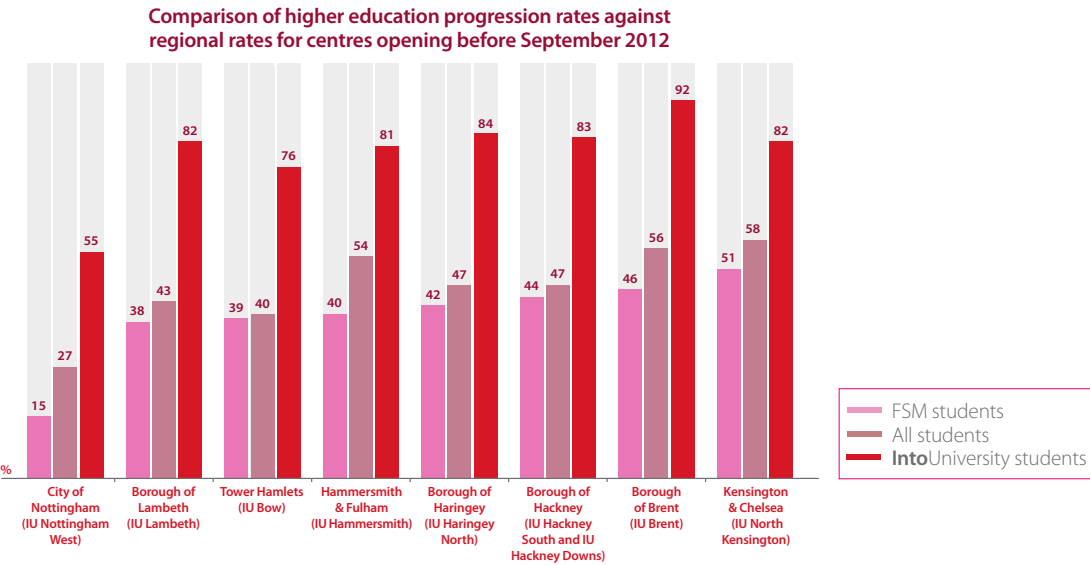
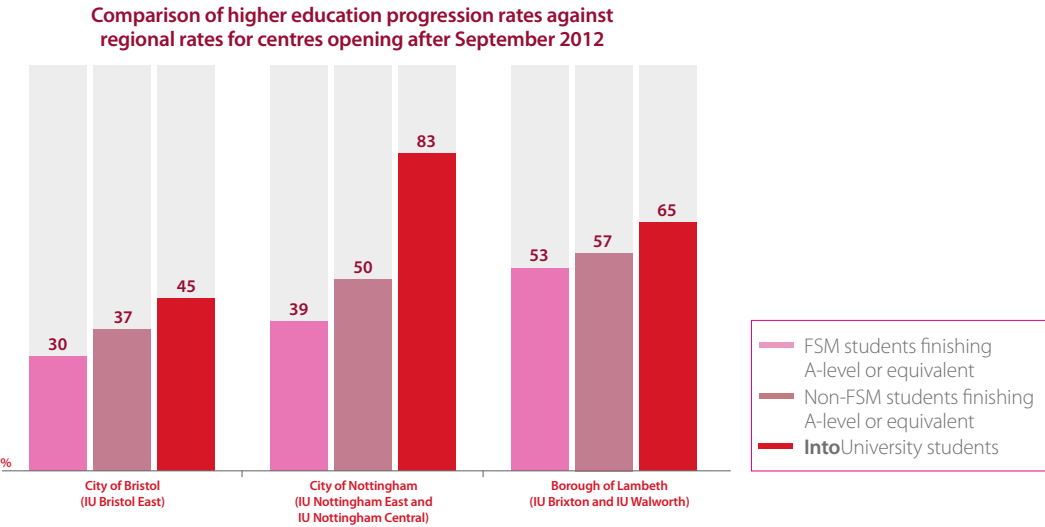
Regional progression rates

We have compared 2014 university progression rates for IntoUniversity school leavers to the rates in their local areas. This is important because we know that local rates vary significantly. For example, London has a higher university progression rate than many other cities. The government publishes data on progression rates by Local Authority, including a breakdown by whether students are from a Free School Meals background or not.

Of the centres that worked with students leaving school in 2014, five opened after September 2012 and so have only been able to work with 2014 school leavers who had already started A-level or equivalent qualifications. For these centres we have compared our progression rates to the local rate for students taking A-level or equivalent qualifications.<sup>5</sup>

For our remaining nine centres, which have been working with 2014 school leavers for at least three years (and at some centres up to nine years), we have compared our progression rate to the rate for all students in the local area.<sup>6</sup>

Looking at the regional higher education progression rates, in all cases IntoUniversity students outperform the local average for FSM students, as well as overall local rates.



5 DfE (2015) Destinations of key stage 4 and key stage 5 pupils by characteristics: academic year 2012 to 2013  
6 BIS (2015) Widening Participation in Higher Education



Higher Education Progression: High Status Destinations

University progression 2014  
Which higher education institutions are being attended by IntoUniversity school leavers?

Students going to Russell Group universities		
IntoUniversity school leavers 2014*	Free School Meals students finishing A-level or equivalent <sup>1</sup>	Non-FSM students finishing A-level or equivalent <sup>2</sup>
13%	5%	11%

Students going to top third higher education institutions <sup>3</sup>		
IntoUniversity school leavers 2014*	Free School Meals students finishing A-level or equivalent <sup>4</sup>	Non-FSM students finishing A-level or equivalent <sup>5</sup>
24%	8%	16%

Not only are our students more likely to go to university than other students from similar backgrounds, but they are also more likely to attend the best universities.

The figures given above are based on a sample (see page 13). As with the overall progression rate, the percentage for all IntoUniversity leavers may be lower. Even if none of the students outside our sample gained a place at a Russell Group or top third higher education institutions, the percentage of our students at Russell Group and top third higher education institutions would still be 8% and 16% respectively – nearly twice the averages for Free School Meals students nationally.

The figures for our 2013 school leavers show that the proportion of IntoUniversity students progressing to high status destinations has remained consistent over the last two academic years:

IntoUniversity school leavers 2013	
14% at Russell Group universities	25% at top third higher education institutions

\* Of the 1,540 students gaining a higher education place, 1,349 specified which university they were attending. For the purposes of these calculations, we have assumed that none of the respondents who did not provide information on which university they were attending went to Russell Group or top third higher education institutions.

<sup>1</sup> FSM students finishing A-level or equivalent progressing to a Russell Group university in 2012/2013

<sup>2</sup> Non-FSM students finishing A-level or equivalent progressing to a Russell Group university in 2012/2013

<sup>3</sup> Top third higher education institutions are those which are in the top third when all higher education institutions are ranked by the average UCAS tariff score of their entrants

<sup>4</sup> FSM students finishing A-level or equivalent progressing to a top third higher education institutions in 2012/2013

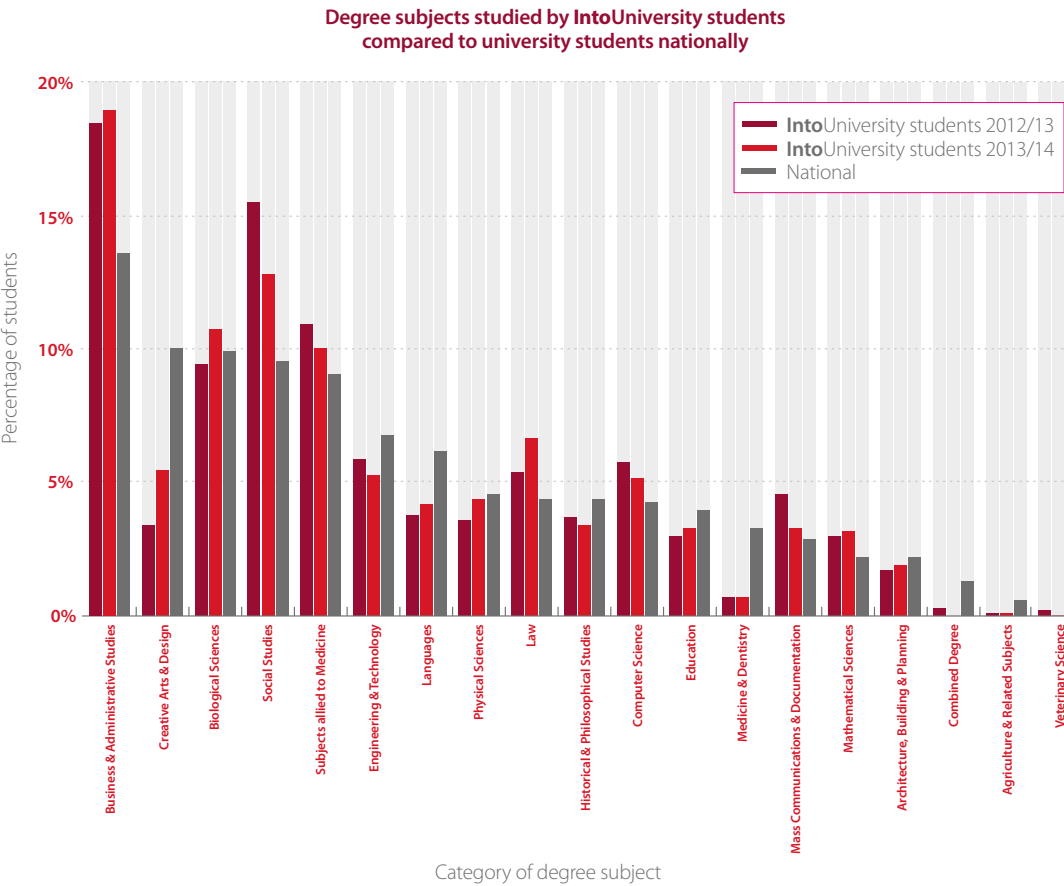
<sup>5</sup> Non-FSM students finishing A-level or equivalent progressing to a top third higher education institutions in 2012/2013

All from: DfE (2015), Destinations of key stage 4 and key stage 5 pupils by characteristics: academic year 2012 to 2013

Higher Education Progression: Subject Choices

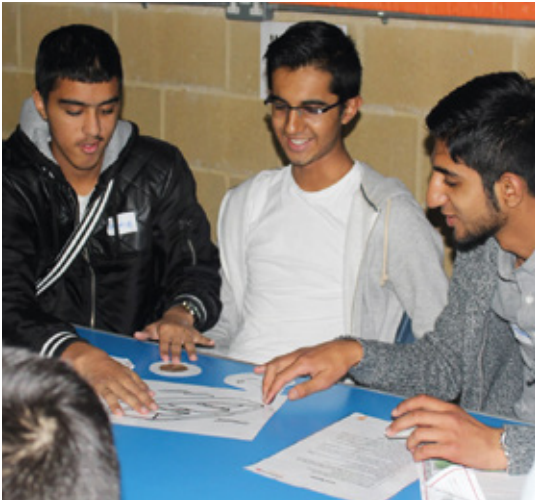
**Subjects studied**

For the first time this year we have compared the subjects studied by our students with the national data. The graph below gives an indication of the subjects that our Year 13 school leavers chose to study at university (in red) in comparison to the subjects chosen by Year 13 school leavers nationally (in grey).



We can see that IntoUniversity broadly fits the national pattern, but with a few interesting differences.

Our students are less likely to study courses in Medicine or Dentistry, Creative Arts and Design, or Languages. However they are more likely to take courses in Business and Administrative Studies, Social Studies, and Law. The proportions of our students studying the different categories have remained broadly consistent over the last two years. This information is providing useful background as the charity starts to look at the possibility of developing support services for alumni.



IntoUniversity students solving logical problems

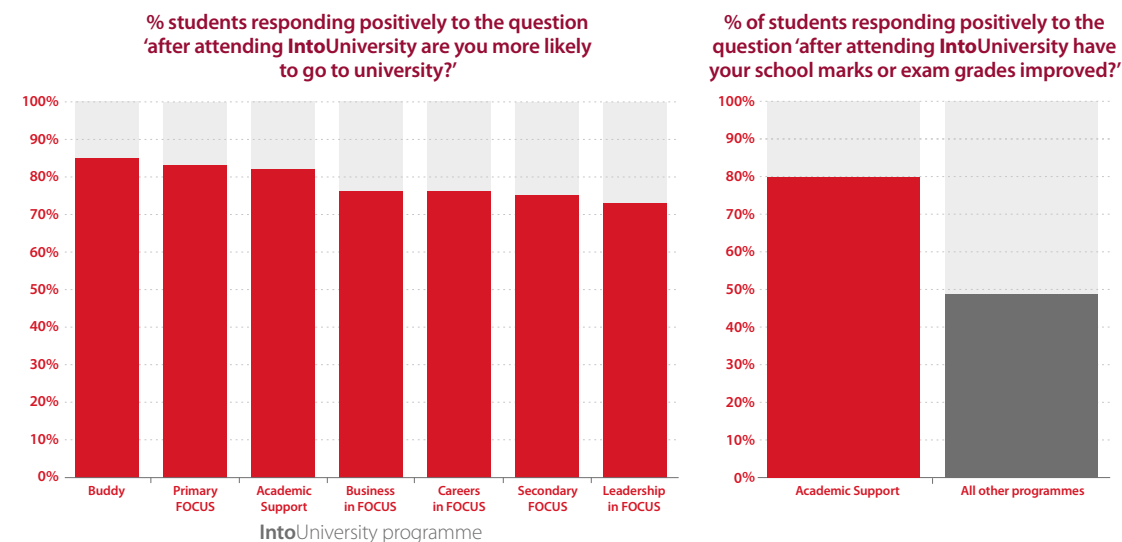
## IntoUniversity Student Evaluations

At the end of each of our programmes students complete evaluation forms, giving them a chance to let us know the impact our programmes are having on them. We also use this data to monitor variations between programmes and centres – information we can then use to improve the services we deliver. For the 2013-14 academic year we received and analysed over 14,000 evaluation forms from students.

The questions address three key areas:

### Raising students' aspirations

A common theme of all our programmes is raising students' aspirations so that they feel that university is an achievable goal for them. The responses show that 81% of our students judge that they are more likely to attend university as a result of an IntoUniversity programme. The response to this question is very positive across all of our programmes (below left).

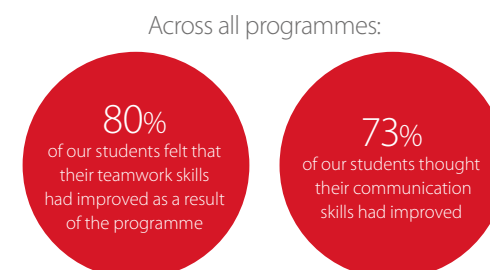


### Improving students' academic achievement

For other outcomes we expect responses to vary significantly by programme. One of the aims of our Academic Support programme is to improve school attainment. This is not a direct aim of our other programmes. Reflecting these differing objectives, we see that students taking part in Academic Support are much more likely to feel that the programme has had a positive impact on their results than students on other programmes (see above right).

### Building soft skills

Our programmes also aim to build the skills that students need to be successful. All of our programmes use exercises that encourage students to develop their teamwork and communication skills.



## Using Data to Drive Programme Improvement

As the charity grows it is important that we are able to monitor performance across the country. Potential problems need to be identified at an early stage and examples of best practice in our network need to be highlighted and applied more widely where appropriate. We are developing a number of systems to allow this to happen. These include:

### Monitoring student retention

Our theory of change is based on long-term support for our students. To ensure that we are providing this, we have systems in place to monitor the retention of students on our programmes.

### Academic Support

At each Academic Support session staff use a tablet to register students, allowing attendance information to go directly into our central database. Automated reports are then generated at the end of each week, giving centres an accessible analysis of how regularly their students are attending and comparing this against IntoUniversity's targets and other centres in the network. The reports also highlight students with irregular attendance patterns, making it easy for centres to get in touch with these students and address any issues. Since this direct feedback system has been introduced, the average retention rate at Academic Support has increased.

The attrition of Academic Support student attendance is greatest at the end of each term. Weekly reports include details of students who attended during the previous term but have not returned in the current term, making it easy for staff to get in touch and remind these students of the support we offer.

### FOCUS

Our FOCUS programme also provides long-term support. Students attending the full secondary programme will take part in 14 workshops over the seven years they are at secondary school. While we cannot directly influence which students attend each workshop, we monitor retention between workshops to keep track of student participation.



### Measuring the effectiveness of changes

Centres have piloted a number of techniques to overcome attrition of Academic Support students between terms. By comparing retention rates at centres before and after the introduction of these interventions we are able to assess their effectiveness before applying them across the network.

### Improved systems for collecting and using student feedback

All of our students fill out a written feedback form each year. We now have automated processes in place to read their answers and upload them to our central database. This gives staff direct and easy access to feedback on the workshops they have given, allowing them to see how students perceived the success of each workshop in achieving its aims. This can help staff in identifying particular strengths and targeting areas for improvement.

The linkage to our central database also allows us to analyse feedback in other ways. For example, we can ask whether students are more likely to perceive the Secondary FOCUS programme positively if they have already taken part in our Primary FOCUS programme.



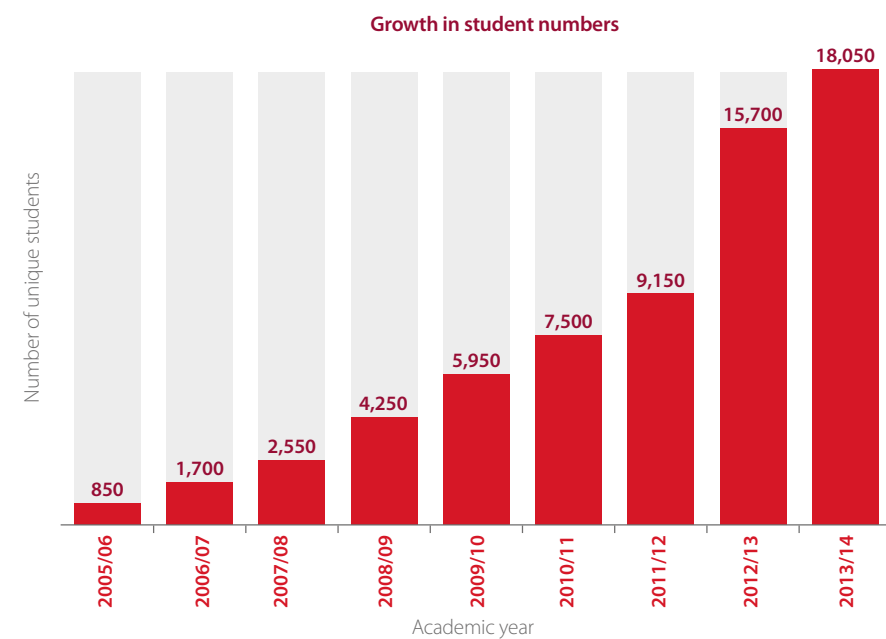
## Organisational Outputs



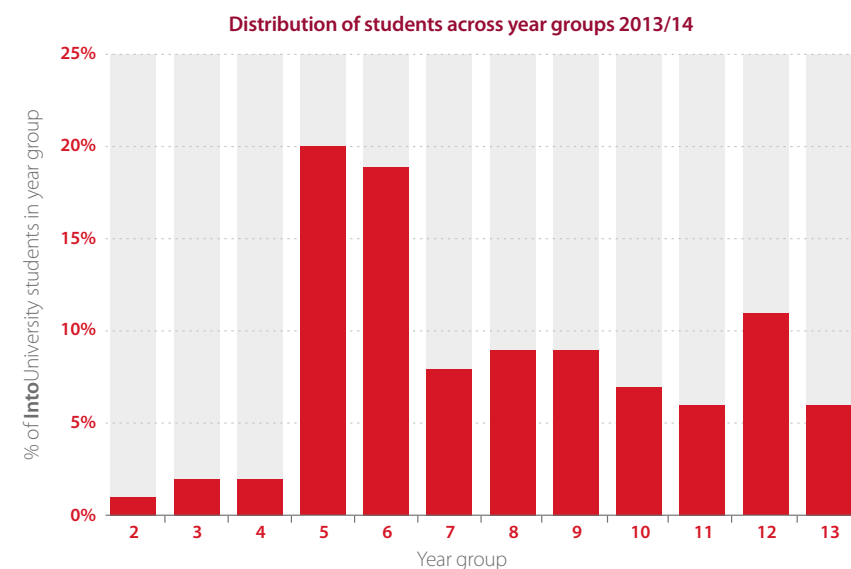
**18,050**  
unique students\* 2013/14



**266,500**  
learning hours 2013/14



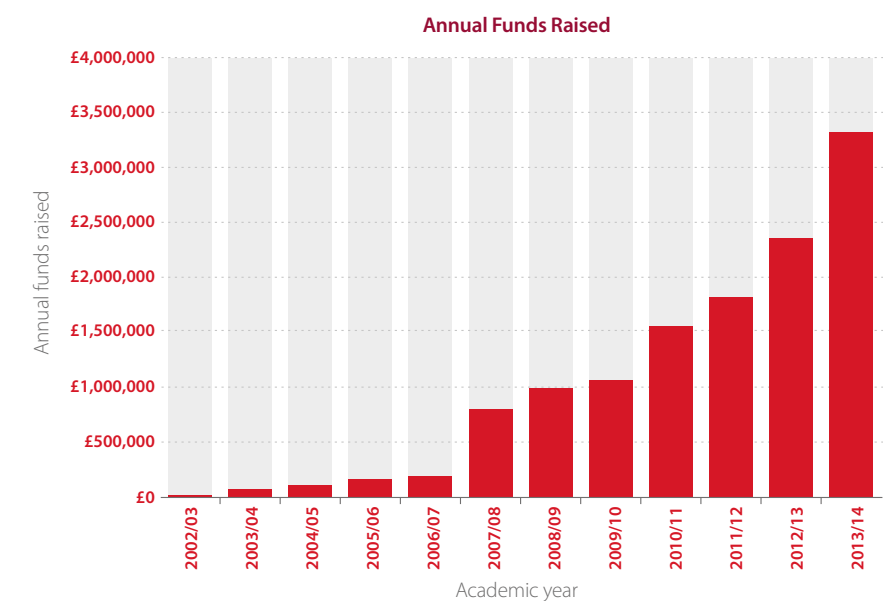
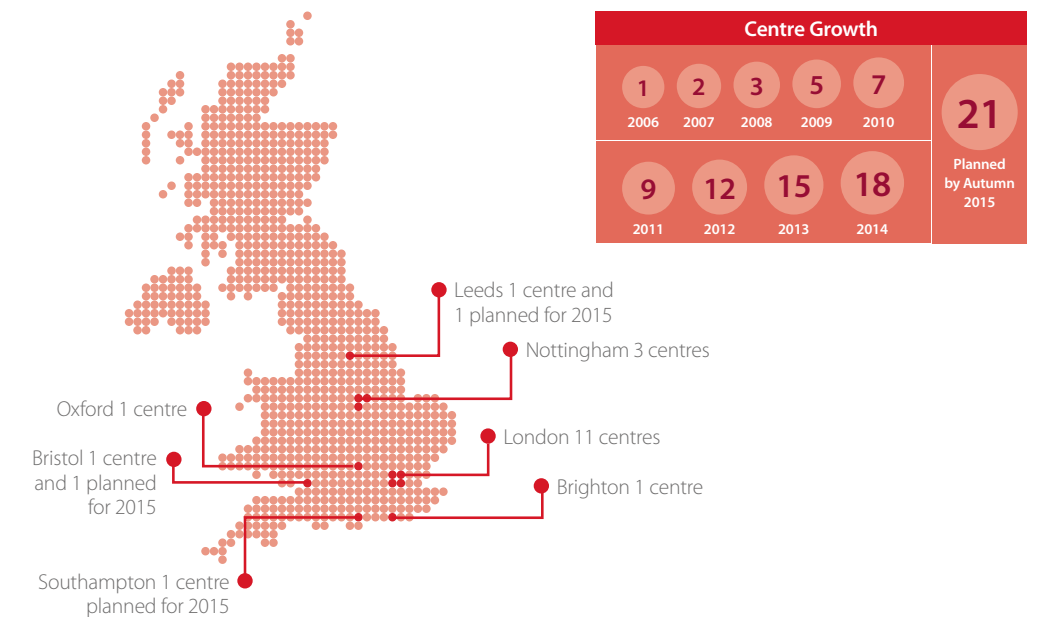
Since IntoUniversity began expanding nine years ago, the number of students seen on our programmes has increased by more than 20 times. By 2020 we aim to be working with 30,000 students each year.



We see students from age 7 to 18. The largest group of students comes from primary school years 5 and 6 as a result of our Primary FOCUS programme.

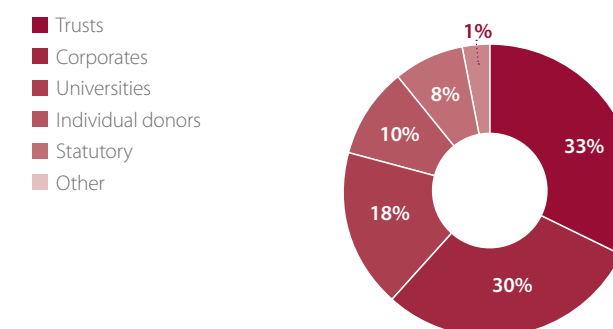
\*Unique students\* – students are only counted once even if they take part in multiple programmes

## Organisational Outputs

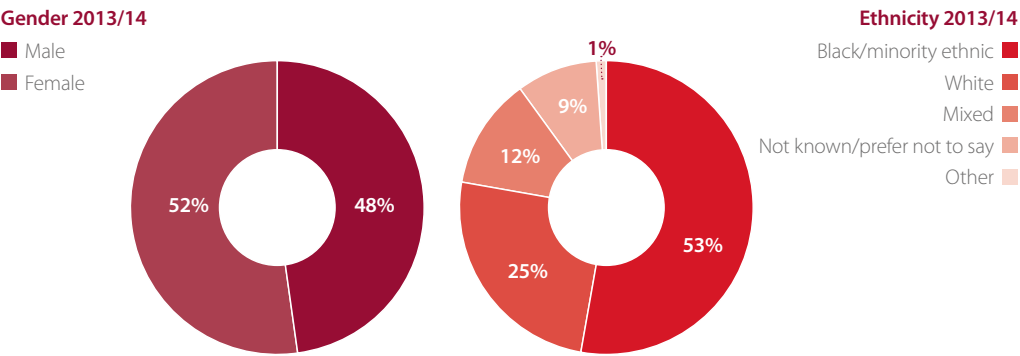


For comparison purposes, the chart above shows an annualised figure for 2012-13. The charity in fact ran a 17 month financial period ending 31 August 2013 in order to make the transition to a September–August reporting year. Income for the 17 month period was £3,373,240

### Funding by source 2013/14



Student Demographics



What backgrounds do our students come from?

**The ACORN classification**

- ACORN is a tool for understanding how the UK population's characteristics and behaviour vary in different areas throughout the country. Data on a wide variety of factors including job type, education level, property type and unemployment are used to produce the categorisation<sup>1</sup>
- Every residential postcode in the UK is classified into one of five residential categories
- ACORN is used in the Widening Participation sector to identify students living in postcode areas with the highest levels of disadvantage in the UK

**The five ACORN residential categories:**

**1**  
Affluent Achievers

**2**  
Rising Prosperity

**3**  
Comfortable Communities

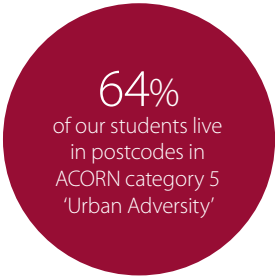
**4**  
Financially Stretched

**5**  
Urban Adversity

74% of the students we worked with in 2013-14 live in postcodes in ACORN categories 4 and 5, with 64% coming from category 5. The remaining students may live in generally more affluent areas, but will all face disadvantage in accessing higher education.

This categorisation can provide some useful information about the backgrounds our students are coming from. Clearly not everyone living in a postcode will fit the generalisations made by ACORN, but there is a good chance that a large proportion will share certain characteristics. Some of the characteristics associated with category 5 postcodes are:

- Low household incomes, nearly always below the national average
- Numbers claiming Jobseeker's Allowance and other benefits are well above the national average
- Low levels of qualifications, with those in work likely to be employed in semi-skilled or unskilled occupations
- Adults 35% less likely to have a degree than the national average, and 29% more likely to have no formal qualifications at all
- Young people living in these postcodes achieve below the national average throughout school and are 15% less likely than average to achieve five A\*-C grades at GCSE



<sup>1</sup> See <http://acorn.caci.co.uk> for more information on the ACORN classification

Student Survey

At the end of each year we ask a random sample of students to give feedback on their **IntoUniversity** experience as a whole. Here are some recent responses:

"I have had a lot of experience with **IntoUniversity**, from Astronomy to Japanese. **IntoUniversity** is one of the most unique and kind-hearted organisations I have ever come across. I started with a level 2 in Year 3 and went to a level 5 in Year 5. I would like to thank the staff for helping me and educating me."

**Bilal, Year 5, IntoUniversity Hammersmith**

"I think that the **IntoUniversity** programme is great because it helps me be more organised and do my homework to my best standards with, of course, help from the staff. I understand my homework really well here and that makes me improve my grades in school. I also enjoy the Student Council that I am involved in because we get our ideas put into action which is an amazing privilege. **IntoUniversity** also does a lot of workshops during the holidays which are really fun and interesting. **IntoUniversity** also allows me to borrow books. Overall I enjoy coming to Academic Support."

**Abeir, Year 8, IntoUniversity Bristol East**

"My experience with **IntoUniversity** has been great, the staff I worked with were really friendly, bubbly and demonstrated their passion for what they do. As a whole **IntoUniversity** has made a big impact to me, especially when it came down to deciding whether to go university or not, and surprisingly I am going to university because I've realised the paths and doors it can open for me. Also the majority of the activities **IntoUniversity** has introduced us to have been wonderful and really outstanding in terms of putting it into our personal statements so thank you!"

**Ibrahim, Year 12, IntoUniversity North Kensington**

"My time at **IntoUniversity** was excellent. I got so much support and learnt a lot. I would definitely recommend this to anyone. The staff are friendly and helpful."

**Elizabeth, Year 13, IntoUniversity Brixton**



## Our Volunteer Impact

Volunteers are integral to the work of **IntoUniversity**. Last academic year we worked with 1,515 volunteers who between them contributed over 22,000 hours of volunteering to the charity. Assuming it costs £25 per hour to employ an academic tutor, the annual value to our organisation is in excess of £550,000.

After taking part in our programmes we ask all volunteers to provide us with feedback about their experience. The table below shows volunteer feedback for the 2013-14 academic year:

As a result of volunteering with <b>IntoUniversity</b> , I am more likely to volunteer/become involved in social action in the future*	I feel that I have had a positive impact on a young person*	At Academic Support sessions I have supported students to develop their academic skills**	At Academic Support sessions, I have supported students to raise their aspirations**
<b>93%</b>	<b>97%</b>	<b>100%</b>	<b>100%</b>

\*Volunteers taking part in Academic Support, University Mentoring, Business in FOCUS or the Buddy programme.  
\*\*Volunteers taking part in Academic Support only



An Academic Support volunteer at **IntoUniversity** Lambeth

According to government figures, in 2013-14 41% of adults volunteered formally (giving unpaid help through a group, club or organisation) at least once a year and 27% did so at least once a month.<sup>1</sup>

What volunteers contribute to **IntoUniversity**:

- They improve the quality of support that we offer our young people
- They provide our young people with a range of opportunities to meet adults with direct university or career experience
- They increase awareness of our organisation's mission and the issues we address
- They develop the internal capacity and reach of our organisation

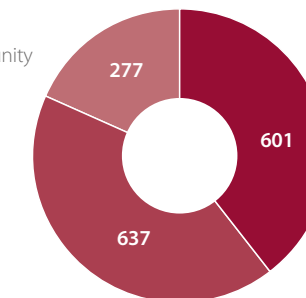


A student and her mentor at **IntoUniversity** Haringey North

Research shows that there is a gap between the supply of and demand for volunteers.<sup>2</sup> There is a huge need for volunteers in deprived areas but not enough interested and committed volunteers who have sufficient skills. In affluent areas, however, the need is less and the supply of volunteers much greater.

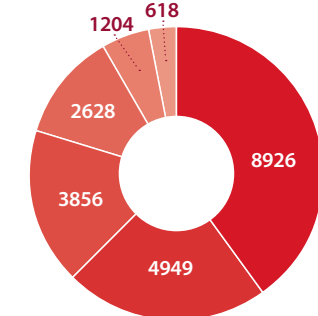
Source of volunteers 2013/14

- Universities
- Corporates
- Local Community



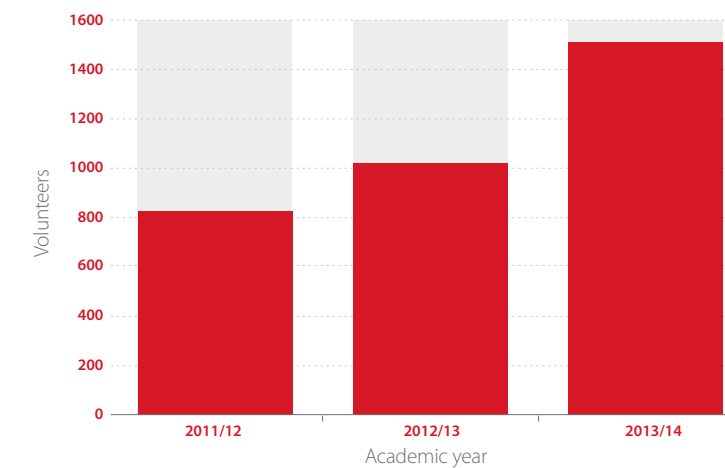
Volunteers hours by programme 2013/14

- Academic Support
- Mentoring
- Internships
- Business in FOCUS
- Buddy
- Other



**IntoUniversity** has been supported by the Cabinet Office's Social Action Fund initiative since 2012. A combined grant total of more than £830,000 has enabled us to expand our volunteer base significantly and offer volunteering opportunities at our new centres.

Growth in annual volunteer numbers over the last three years



<sup>1</sup> Cabinet Office (2014) *Community Life Survey, England 2013 to 2014: statistical bulletin*  
<sup>2</sup> Lindsey (2012) *Exploring Local Hotspots and Deserts: investigating the local distribution of charitable resources*. CGAP Working Paper

## Case Study: Volunteer

Eithne has contributed over 120 volunteering hours at our IntoUniversity Hammersmith centre through Academic Support and the Buddy programme with Year 8 students. Eithne's commitment to the charity led to her becoming an IntoUniversity Student Ambassador. IntoUniversity Student Ambassadors actively recruit enthusiastic university students on campus to volunteer as positive role models.



Eithne volunteering at an Academic Support session at IntoUniversity Hammersmith

'The main reason I volunteer is to try something new and it allows me to integrate and contribute to the community in London. Volunteering is so important for society, as it's a chance for personal development and gives you an opportunity to share your passions. Without volunteers, organisations like IntoUniversity would not be able to deliver the range and quality of services that they do.'

One of the biggest skills I've gained by volunteering for IntoUniversity is the ability to think on my feet and be creative when trying to explain different problems to the young people I support. Experiencing the energy of the students is a welcome change in a busy week of studying and I feel like I have had an impact on them by raising their aspirations and improving their confidence with their school work. I've volunteered as an Academic Support Tutor for over two years and it has been great to see the development of the students over this time.

As an IntoUniversity Ambassador responsible for recruitment, I wanted to share my passion for helping young people with other potential volunteers and I feel the large number of recruits from Imperial College London this year will allow IntoUniversity to have an even greater impact.'

### Volunteer feedback:

"Volunteering with IntoUniversity may have been the best decision I made in my first year."

Connor Russell, University Mentor, Academic Support Tutor and LSE Ambassador, IntoUniversity Hackney South

"Hearing that my mentee was accepted into his first choice of university was fantastic!"

Thomas Reader, Corporate Mentor, IntoUniversity North Kensington

"I loved the creative roles the young people came up with... the enthusiasm was infectious! Loved it!"

Mark Geddes, Careers in FOCUS, IntoUniversity Nottingham East

"My mentee received his first ever A in science which we worked on together."

Charlie Oxalde, University Mentor, University of Bristol, IntoUniversity Bristol East

"On the 8th of May 2013 the LSE Careers Volunteer Centre presented IntoUniversity with the inaugural Voluntary Organisation of the Year Award. This was to recognise the fantastic work that IntoUniversity does in managing LSE students and enabling them to make real social change whilst at university whilst developing their own skills at the same time."

David Coles, Volunteer Co-ordinator, London School of Economics

## A School Perspective

Sally Brightling is a Gifted and Talented Assistant at St Thomas More School, which partners with IntoUniversity Haringey North. Here she talks about her experience working with IntoUniversity.

I first met with IntoUniversity Haringey North in March 2011 and booked their workshops without knowing really what to expect. From the very first day I was impressed with both the content and the delivery of their programme. The staff are vibrant and committed to helping the young people. They came prepared, well-trained and sympathetic to the difficulties that can arise from working within schools. As a result, St Thomas More School has extended its link with IntoUniversity and now takes up every opportunity they offer to our students. As the link person within the school I know that an IntoUniversity event, workshop or scheme will be efficiently managed with minimal upheaval for the school and maximum benefit to students. In excess of 20 students in each year group are directly involved in their programme which delivers two workshops each year, taking them from looking at homework approaches in Year 7 through to writing personal statements for university in Years 12 and 13. Students quickly become aware of the standard expected and look forward to workshops. The IntoUniversity staff become familiar faces and students are keen to take part in other opportunities offered such as Academic Support at the IntoUniversity centre, situated close to the school. Students have also enrolled in the regular Holiday FOCUS Weeks on career-themed topics and have enjoyed opportunities such as visits to theatres and universities and meeting professionals from a variety of careers.

Perhaps the most satisfying benefit has been the opportunities offered to individual students with a particular talent, need or interest. For example, the budding chef having an opportunity to do work experience in a top restaurant, the potential lawyer getting a placement with a leading law firm and a student, as a result of her involvement in the corporate mentoring scheme, attending Buckingham Palace for the Queen's Jubilee Concert. IntoUniversity Haringey North, being local, understands the catchment of our school and gets to know our young people.



Our involvement with IntoUniversity has coincided with our development as a school (recently named the most improved in England), and our shared determination to offer the best opportunities to all our students is showing rewarding results, both academically and in the aspirations of our students. Students are helped to understand options, plan for the future and work hard to achieve their goals. Students' aspirations have been raised by visits to Russell Group universities and the opportunity to meet with undergraduates.

IntoUniversity is definitely the easiest out-of-school organisation I deal with. Working with IntoUniversity Haringey North has been a worthwhile investment of my time and energy. It offers a dedicated staff, a varied programme and useful contacts which together have helped St Thomas More students understand what opportunities are available to them, to believe in themselves and to aim high.



## Trust Partner Profile: The Queen's Trust

The Queen's Trust exists to encourage and enable young people to help others. One of the Trust's main areas of interest is initiatives that will benefit young people through programmes that raise attainment levels in education as well as those that help improve collaboration and confidence.

### Funding and projects in 2013-14

In 2013, The Queen's Trust made a grant of £130,000 to IntoUniversity. This funded the charity's expansion in Walworth (Southwark) and East Ham (Newham). The Trust's support has been crucial in bringing the IntoUniversity programme to disadvantaged young people in these areas. Both centres had successful launch events and we were delighted that Nicola Brentnall, Director of the Trust, gave an inspiring speech at the IntoUniversity East Ham launch in March 2014.

### Funding and projects in 2014-15

In the 2014-15 academic year, The Queen's Trust has continued to fund our local centres in Walworth and East Ham. However, in addition to funding these centres in London, it has also helped us with our national expansion plan by contributing £220,000 towards three new centres in Oxford, Leeds and Brighton, enabling IntoUniversity to reach an additional 2,050 students this year. Reaching disadvantaged students in regional locations is part of IntoUniversity's long-term strategy to open an additional 15 centres and serve at least 30,000 students by 2020.

### Funding and projects 2015-16

The Queen's Trust has generously granted IntoUniversity £1,000,000 for the year ending 31 March 2016. This is the largest one-year grant in IntoUniversity's history and a hugely significant investment in the charity's strategic growth. The Queen's Trust is a key partner of IntoUniversity and we would like to express our thanks for their integral commitment to and support of our work.



Nicola Brentnall, Director of The Queen's Trust, officially opened the IntoUniversity East Ham centre in March 2014

### Impact

IntoUniversity centres supported by The Queen's Trust have achieved the following since the start of the 2013-14 academic year\*:

- 37 partnerships with local primary and secondary schools established
- 4,991 students attended these centres
- 432 volunteers supported students

Furthermore, IntoUniversity Walworth has established partnerships with several colleges at the University of Cambridge including Trinity, Pembroke and Christ's.

In the 2015-16 academic year, The Queen's Trust will be supporting our network of 21 centres which will help us to:

- Deliver our Primary FOCUS programme to almost 8,000 students
- See over 22,000 students network wide
- Recruit over 1,600 volunteers to help deliver our programmes

**"IntoUniversity's staff and volunteers provide academic and pastoral support for thousands of children and teenagers every week. Through their teaching, mentoring and example, they encourage curiosity, hard work and ambition for the future – whether that be towards a place at university or directly into work. The inspiration which IntoUniversity's team of young people provide to others is remarkable and is a great example of our core purpose."**

Nicola Brentnall MVO, Director of The Queen's Trust

## Corporate Partner Profile: J.P. Morgan

J.P. Morgan, through the JPMorgan Chase Foundation, focuses its philanthropic activities on assisting those suffering from disadvantage to build better lives for themselves, their families and their communities in cities where J.P. Morgan has major operations.



An IntoUniversity Bow student at her Primary FOCUS graduation with her mother

J.P. Morgan has supported our Bow and Brixton IntoUniversity centres. In 2013-14 these centres achieved the following:

- 336 students attended after-school Academic Support sessions
- 2,408 students took part in the FOCUS programme
- 146 students took part in our Buddy programme
- 53 students were matched with a long-term mentor
- 79% of students said they were more likely to go to university
- 70% said they would be more likely to achieve their career goals
- 72% said they were more confident communicating with others, including adults
- 81% said their teamwork skills had improved



A FOCUS Day at IntoUniversity Bow



## Case Study: Support at Primary School

**Celine is a Year 4 pupil at Huntingdon Academy in St Ann's, Nottingham. She first attended Primary Academic Support at IntoUniversity Nottingham East in November 2013, whilst she was in Year 3, after a friend suggested she should come along.**

Originally from Barcelona, Spain, Celine moved to the UK with her family when she was five years old and now lives with her mother, father and her two younger sisters in Nottingham. Celine has successfully adapted to life in England and is now a fluent English speaker, having spoken Catalan and Spanish prior to moving to Nottingham. Her parents were keen for Celine to attend Academic Support to receive support with her school work, while Celine herself thought that IntoUniversity would be a good place for her to 'do my homework and meet new people.'

When she first attended Academic Support, Celine was an able, but quiet student. However, her consistent attendance, which has seen her attend 30 Academic Support sessions this academic year, has enabled Celine to develop a strong bond with many of the students, staff and volunteers at the centre. The extent to which Celine has quickly become a fixture within the centre can be shown by her election to represent her peers on the Academic Support Student Council. This role has enabled Celine to develop her leadership skills, such as conducting tours of the centre for new volunteers during their first sessions.

Celine has played an active role in various programmes and events held at IntoUniversity Nottingham East. Members of her family have been regular attenders of the Family Learning sessions held at the centre, through which the staff have been able to get to know her parents and two younger sisters better. These events have covered themes such as 'Zoology', 'Family Aspirations' and an end-of-year graduation at the University of Nottingham, where Celine delivered a speech about Academic Support in front of an assembled lecture theatre of her peers, parents and staff from the university. Celine says of the speech that she has 'never been that proud before' and has since represented IntoUniversity as an ambassador at a recent assembly in front of her entire school.



Celine from IntoUniversity Nottingham East

Celine is now receiving top marks in her subjects at school and her dream to become a vet one day was further strengthened by a recent visit to Stonebridge City Farm, as part of a Zoology Holiday FOCUS Week with IntoUniversity. Celine says she 'loved holding the rabbits because they were soft and cool'. Celine plans to continue to attend Academic Support and will seek re-election to the Student Council next year, when she will also begin her participation in the Primary FOCUS programme that IntoUniversity runs with her school.





## Case Study: Support at Secondary School

Sophia is in Year 10 at Queen's Park Community School in London. She first became involved with IntoUniversity through her primary school's partnership with the Brent Centre. Throughout Years 5 and 6, Sophia completed the Primary FOCUS programme, during which she learnt about university life and visited the University of Greenwich. Once she started secondary school, Sophia decided she'd like to come and gain support with her homework through IntoUniversity's after-school Academic Support programme.



Sophia on a mentoring trip to Queen's Park Rangers Football Club



Sophia on an Extending Horizons residential trip to Southampton

When Sophia first came to Academic Support, it was clear that she found academic work particularly difficult and lacked the self-confidence needed to try anything new by herself. She often claimed that she couldn't be bothered to try with her work in an attempt to mask difficulties. Without constant adult supervision, Sophia became very distracted. Noticing this, IntoUniversity staff set high expectations for her and highlighted her everyday achievements, however small.

Since 2012, Sophia has received over 80 hours of assistance at Secondary Academic Support. In 2013, as a reward for her commitment to the programme, Sophia was selected, alongside nine other students, to attend a three-day Extending Horizons residential trip to Southampton with the IntoUniversity Brent staff team. Here, she was pushed out of her comfort zone as she participated in outdoor activities and took a boat trip for the first time (a power boat ride across the Solent). During this trip, it became evident how much Sophia had grown in terms of her confidence as she mixed with new students and tried new things. Last year, Sophia took part in IntoUniversity's three-day intensive leadership programme, during which she worked with different students and reflected on her strengths and potential as a leader.

Sophia has also gained over 30 hours of 1:1 support through the Mentoring Scheme. Sophia and her current mentor, Donna, have been meeting on a biweekly basis since March 2014. Together they have focused on academic work and researched Sophia's future career options. With the help of her mentor, Sophia chose her GCSE options last year and has identified her interest in pursuing a career in the beauty industry.

Over the last three years, staff at the Brent centre have seen a huge change in Sophia's confidence. She now talks freely to new people, works on tasks independently and believes in her own strengths. When asked about how IntoUniversity has helped her, Sophia said it had helped her with her 'confidence and independence. I used to rely on a lot of people but now I can do most of it on my own'. IntoUniversity is looking forward to continuing to support Sophia as she enters her GCSE year.





## Case Study: Staff Member

**A number of our staff come from low participation backgrounds, giving them a personal understanding of the challenges facing our young people. Bea Howells joined IntoUniversity as a Graduate Trainee Education Worker in August 2013. The first in her family to go to university, Bea has a degree in Psychology from Sheffield Hallam University. Here she talks about how her decision to go to university has benefited her personally, and how her passion for social mobility inspired her to join IntoUniversity and help other young people achieve their aspirations.**

University was always something I had heard about, but I didn't give it any serious thought until the last few years of school. As the first in my family to complete A-levels, I had started to become overwhelmed with the options after sixth form: university, jobs, college, travel, and that was only the beginning. If I did choose to study, what would I do? I had no idea what job I wanted, and these big decisions seemed easier to ignore than try to figure out.

With the support of my family, and my inspiring psychology teacher, I decided that university was, in fact, the right option for me. I was the first in my family to attend, and so we worked through the application process as a family and a team. I remember being terrified by the large amounts of money being discussed, the tough competition and the move away from home, the only place I had lived. I was lucky enough to have a support network to discuss these fears with, and I soon realised that university would not only benefit my future, but also make me happy in the short term.

I visited several universities and began to get really excited. I could picture myself as a student, meeting new people, socialising in the Students' Union and learning about my favourite subject. When I was driving to university for the first time, I begged my dad to stay with me for at least the day, but this was quickly revoked when a group of students in my halls of residence came to tell me about a party that night. The next three years were undoubtedly some of the most overwhelming,



Bea Howells

exciting and comfort-zone-breaking of my life. The freedom to study exactly what I wanted to made me work extremely hard, and the opportunity to meet so many new people made me confident to find out what I wanted to do in life. I tried so many new things, from running volunteer groups to attempting salsa.

After university, I had the confidence and drive to travel and work abroad for a number of years. When I felt like I was ready to move back to England, I had time to reflect on the years before and during university. I saw how I could have so easily not gone to university – not in itself a bad thing, but I had wanted to go. I had known for a long time I wanted to work in the field of social mobility, and IntoUniversity was the pre-eminent organisation working towards this in England. Whilst I was lucky enough to have a very supportive family and teacher, I realised the benefit I could have had from knowing more about university and the application process earlier.

I feel strongly that anyone has the capability to attend university with the correct support. This may not be what everyone wants, and that's completely fine, but I want young people to be able to choose what is right for them. That choice has to be informed, well thought-out and aspirational. That is why schools, families, friends and organisations like IntoUniversity can really support individuals to choose a future that is right for them.





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