IntoUniversity iu

Impact Report 2019

IntoUniversity iu

# **Into**University Impact Summary

In 2018-19 we worked with:

| 42,500 | 2,000 | 267 | 37 |
|--------|-------|-----|-----|
| Students | Volunteers | Partner schools | University partners |

% of students progressing
to Higher Education
pp = percentage point



68%[A]    42pp uplift    27pp uplift
          26%    41%

**Into**University students    Students nationally

■ FSM students    ■ All students

% of students progressing
to Russell Group universities
pp = percentage point



19%    12pp uplift    7pp uplift
       7%    12%

**Into**University students    FSM students nationally    All students nationally
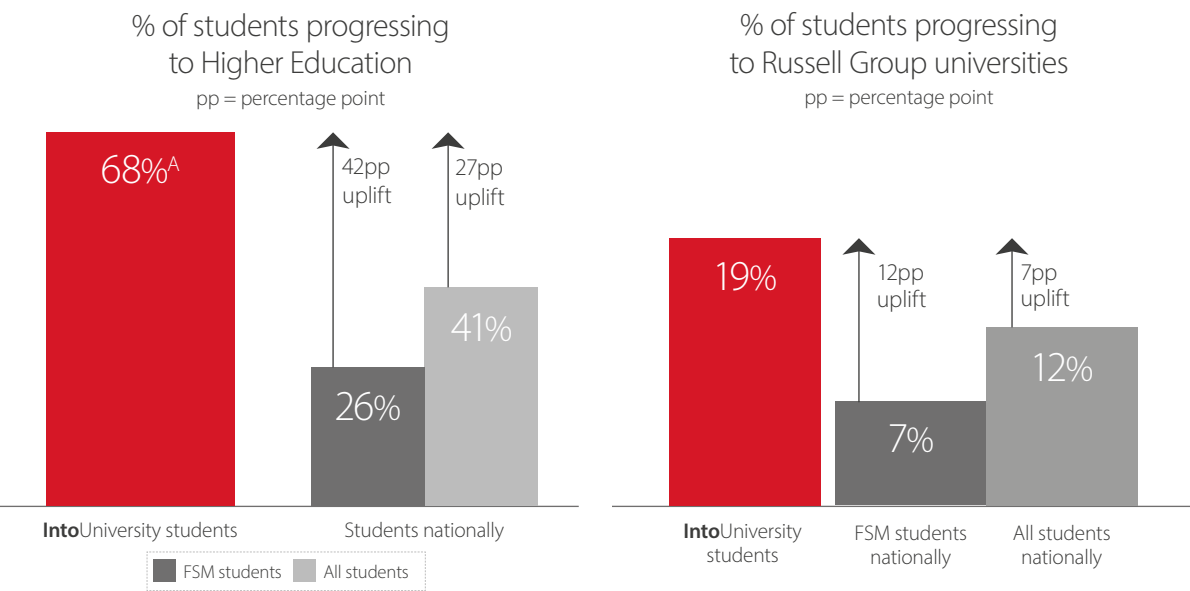
Evaluation questionnaires. After taking part in our programmes…

| 71% | 69% | 92% | 88% |
|-----|-----|-----|-----|
| of students report that they are more likely to go to university | of Academic Support students report improved grades | of teachers report that their students know more about university | of parents report that their child is more confident after attending Academic Support |

Feedback

"**Into**University changed my life – it took me from being a person with only one view of the world to giving me the opportunity to learn and mature into a more developed person, and see a different perspective in life. It made me open my eyes."
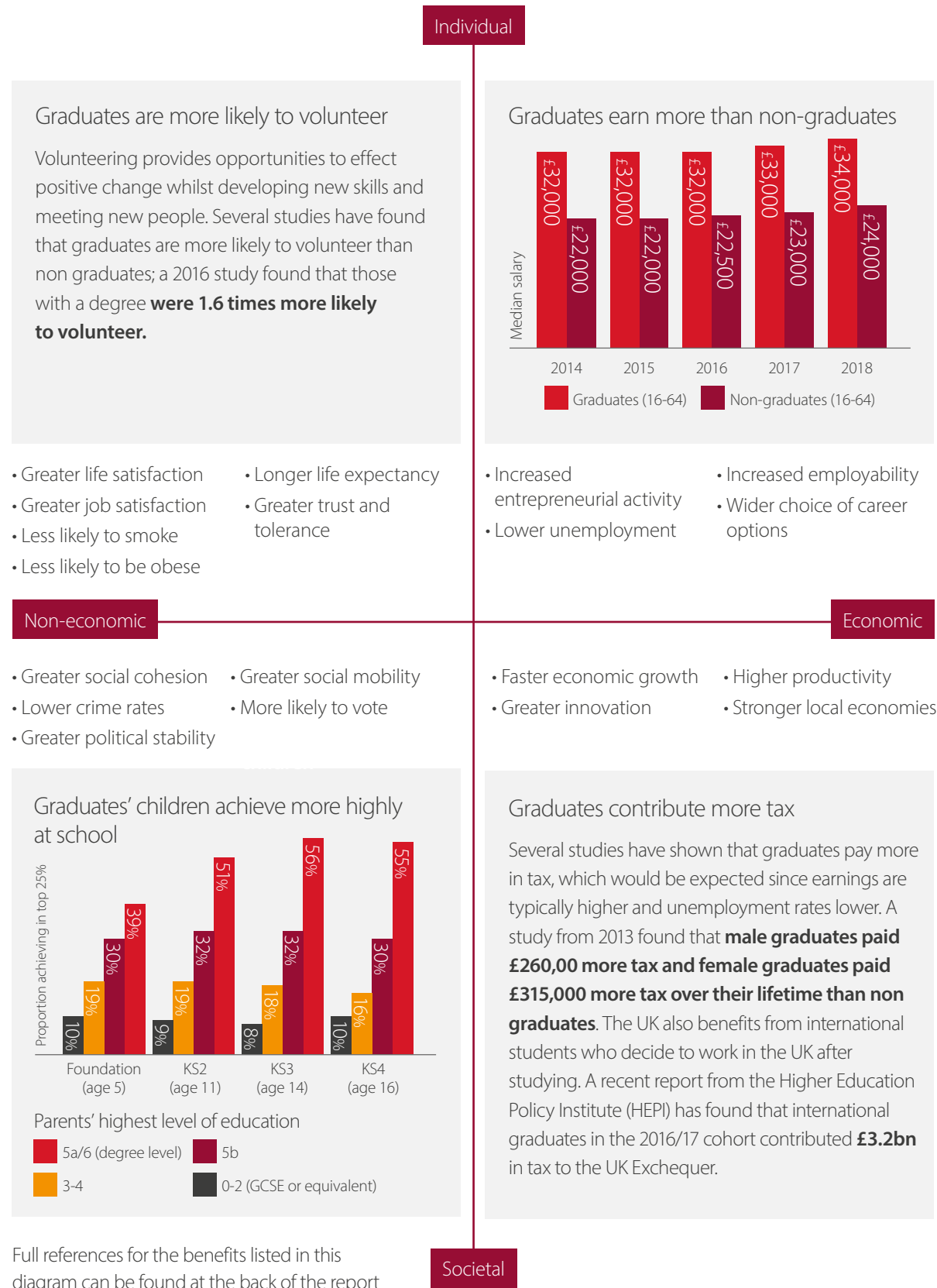
Saqlain, **Into**University North Kensington

"I received academic support from **Into**University throughout my A-Levels in which I achieved AAB. I can confidently say that without the support of **Into**University I would not have performed as well as I did."

Kingstun, **Into**University Nottingham East

A. Denotes information forming part of the scope for the external assurance completed by PricewaterhouseCoopers LLP (PwC). See page 10 for more detail

# Contents

## The Benefits of Higher Education

Individual

### Graduates are more likely to volunteer

Volunteering provides opportunities to effect positive change whilst developing new skills and meeting new people. Several studies have found that graduates are more likely to volunteer than non graduates; a 2016 study found that those with a degree **were 1.6 times more likely to volunteer.**

### Graduates earn more than non-graduates

Median salary

| | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|---|
| Graduates | £32,000 | £32,000 | £32,000 | £33,000 | £34,000 |
| Non-graduates | £22,000 | £22,000 | £22,500 | £23,000 | £24,000 |

■ Graduates (16-64)  ■ Non-graduates (16-64)

• Greater life satisfaction
• Greater job satisfaction
• Less likely to smoke
• Less likely to be obese

• Longer life expectancy
• Greater trust and tolerance

• Increased entrepreneurial activity
• Lower unemployment

• Increased employability
• Wider choice of career options

Non-economic

Economic

• Greater social cohesion
• Lower crime rates
• Greater political stability

• Greater social mobility
• More likely to vote

• Faster economic growth
• Greater innovation

• Higher productivity
• Stronger local economies

### Graduates' children achieve more highly at school

Proportion achieving in top 25%

| Parents' highest level of education | Foundation (age 5) | KS2 (age 11) | KS3 (age 14) | KS4 (age 16) |
|---|---|---|---|---|
| 5a/6 (degree level) | 39% | 51% | 56% | 55% |
| 5b | 30% | 32% | 32% | 30% |
| 3-4 | 19% | 19% | 18% | 16% |
| 0-2 (GCSE or equivalent) | 10% | 9% | 8% | 10% |

Parents' highest level of education

■ 5a/6 (degree level)  ■ 5b
■ 3-4  ■ 0-2 (GCSE or equivalent)

### Graduates contribute more tax

Several studies have shown that graduates pay more in tax, which would be expected since earnings are typically higher and unemployment rates lower. A study from 2013 found that **male graduates paid £260,00 more tax and female graduates paid £315,000 more tax over their lifetime than non graduates**. The UK also benefits from international students who decide to work in the UK after studying. A recent report from the Higher Education Policy Institute (HEPI) has found that international graduates in the 2016/17 cohort contributed **£3.2bn** in tax to the UK Exchequer.

Full references for the benefits listed in this diagram can be found at the back of the report

Societal

## Why **Into**University is needed

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

### Young people from the most disadvantaged groups are…

**4.6x**
less likely to attend university

**15x**
less likely to attend a high tariff university

**Most advantaged young people:**
56.3% progress to university

**Most advantaged young people:**
27.3% progress to a high tariff university

**Least advantaged young people:**
12.3% go to university

**Least advantaged young people:**
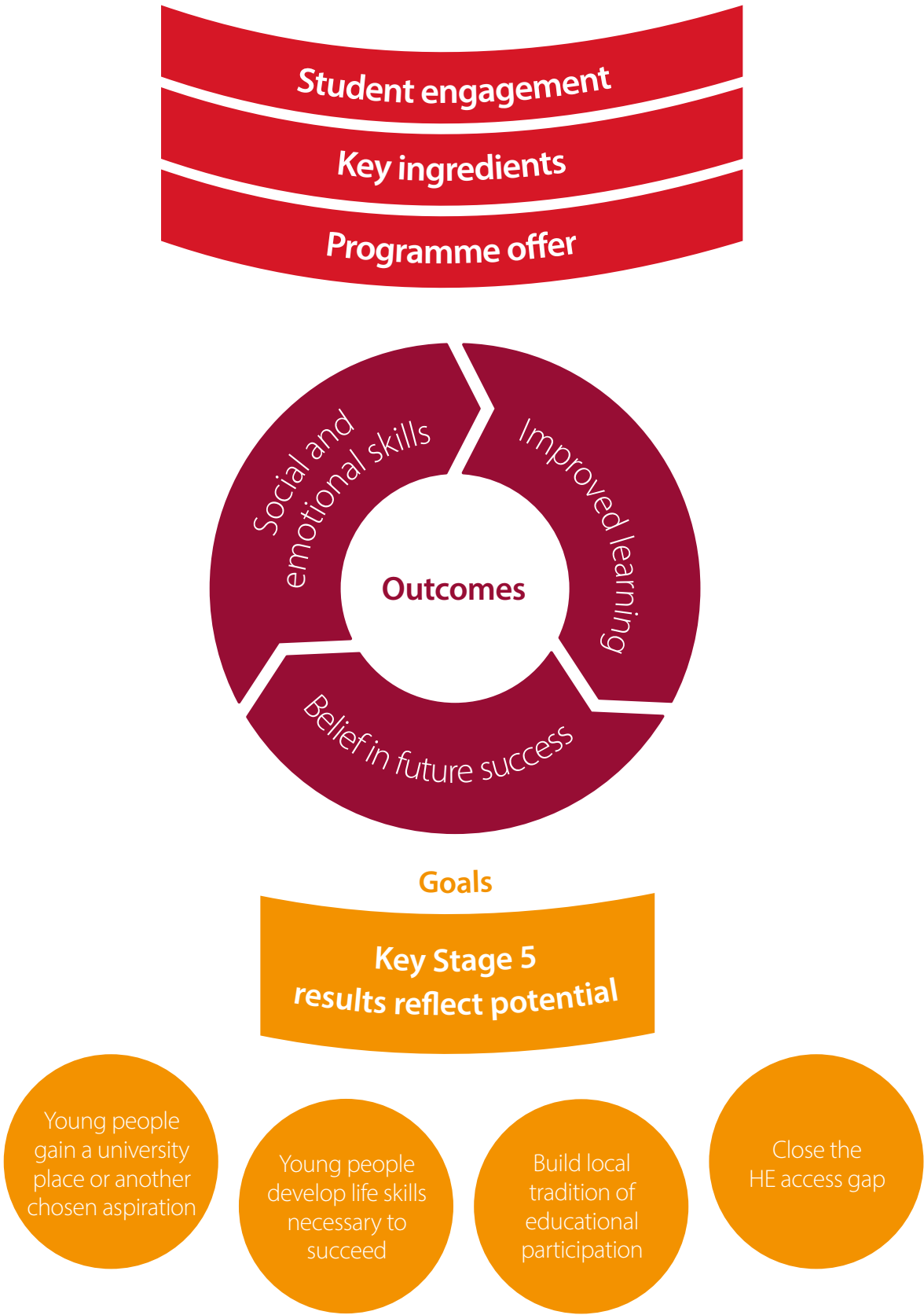1.8% go to a high tariff university

*"Everyone with the talent to succeed in Higher Education should have equal opportunity to do so, but that's not currently the case. So many talented people are being failed by a system that should be a gateway to a rewarding life. This is simply not acceptable."*

**Chris Millward**, Director of Fair Access and Participation, Office for Students

## Our theory of change

The development of a formal theory of change formed part of a wider research project completed by external researchers from Renaisi and **Into**University. The full research report can be viewed on our website: www.intouniversity.org.

### Student engagement

Young people are encouraged to stay engaged with **Into**University by:

**Knowing someone is your advocate** no matter what

**Inspirational experiences** that expand horizons

**Positive interactions and relationships** with adults and other young people based on trust, respect, feedback and kindness

**At the centres** – access to a friendly, safe and welcoming space near to where they live

### Key ingredients

The key ingredients of **Into**University's approach are:

**Adaptable** opportunities to signpost between strands and shape the programme around young people's needs

**Mixed ability** with a strong peer and collaboration element

**Being in communities** with the centres at the heart and not isolated from the local area

**For some young people** Long-term and early support

**Pastoral and emotional support** For young people and their families

### Programme offer

Local learning centres run Academic Support, FOCUS, Mentoring and additional programmes, delivered by trained staff and volunteers, which provide:

Access to **wider networks** and **opportunities**

Practical advice about **future pathways** for young people and families

Support to identify and develop **passions** and **long term goals**

Access to activities that develop **social and emotional** and **key life** skills

**Supportive learning environments** that are inspiring, stretching and enjoyable



**Student engagement**

**Key ingredients**

**Programme offer**

Social and emotional skills / Improved learning / Belief in future success

**Outcomes**

**Goals**

**Key Stage 5 results reflect potential**

Young people gain a university place or another chosen aspiration

Young people develop life skills necessary to succeed

Build local tradition of educational participation

Close the HE access gap

## Scale and reach

In 2018-19 we worked with:

| 42,500 | 2,000 | 267 | 37 |
|--------|-------|-----|-----|
| Students | Volunteers | Partner schools | University partners |

Next year we will have

**31** centres and extension projects

**in**

**13** towns and cities across England

Leeds centres and extension projects **4**

Nottingham centres and extension projects **4**

Liverpool centre **1**

Manchester centre **1**

Birmingham centre **1**

Oxford centre **1**

Bristol centres **2**

Coventry centre **1**

Clacton centre **1**

London centres **12**

Brighton centre **1**

Weston-super-Mare centre **1**

Southampton centre **1**

**Into**University has a 5-year strategic plan to set up new centres in social mobility coldspots and underserved communities in Scotland, Wales, and in England: the North East, the North West and the West Midlands.
A new centre in Norwich will launch in Autumn 2020.

## A service targeted at those most in need

We aim to work with those who are least likely to go to university. When deciding where to open a centre we conduct a comprehensive feasibility study of the local area to determine whether we will be able to reach our target population. Once a centre is open, we have strict eligibility criteria to determine which students are able to participate in our programmes.

| 48% | 71% | 95% |
|-----|-----|-----|
| of students at our partner primary schools are on Free School Meals (FSM), twice the national average | of our secondary students are on FSM or Pupil Premium | of our Academic Support students are on FSM, have a household income below £25,000, live in social housing, or are/have been in care |

In addition, we track a range of deprivation measures to ensure that we are reaching the students who most need our help:

### IMD
(Index of Multiple Deprivation)[1]

A measure of the overall level of deprivation in an area.

**88%** of our students are from the two most deprived quintiles of the IMD.

IMD

59% / 29% / 12%

Quintile 1 / Quintile 2 / Quintile 3-5
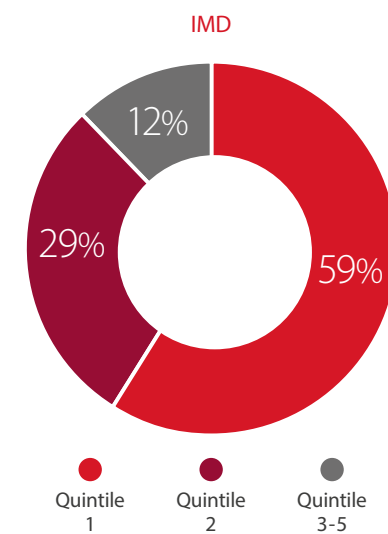
### IDACI
(Income Deprivation Affecting Children Index)[1]

A measure of the proportion of young people living in income deprived households in an area.

**88 %** of our students are from the two most deprived quintiles of the IDACI.

IDACI

66% / 22% / 12%

Quintile 1 / Quintile 2 / Quintile 3-5
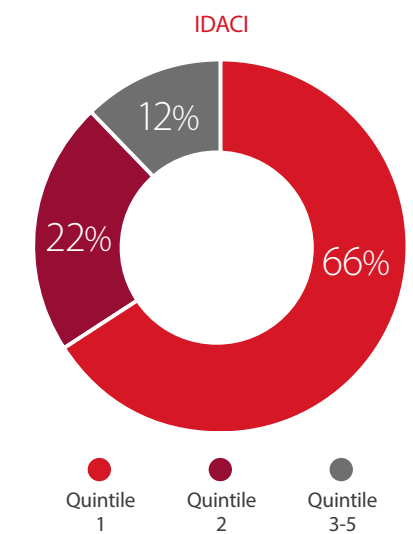
1. Ministry of Housing, Communities & Local Government (2019) English indices of deprivation 2019

# University progression

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### External assurance of 2019 university progression rate

**Into**University has appointed PricewaterhouseCoopers LLP (PwC) to provide limited assurance for the university progression rate reported by **Into**University for 2019 school leavers. Information forming part of the assurance scope is denoted with the superscript [A]. The assurance statement and **Into**University's basis of reporting are available on our website: www.intouniversity.org.

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68%[A] of **Into**University students who finished school in 2019 achieved a university place[1]. This is higher than all of the benchmarks we use for comparison, suggesting that the **Into**University programme is **having a positive impact on students' chances of going to university**.

### Where did **Into**University school leavers go in 2019?

| 68%[A] | 5% | 5% | 10% | 6% | 7% |
|---|---|---|---|---|---|
| achieved a university place[1] | were applying to university or enrolled on an access course | were starting a Further Education course | were in work or doing an apprenticeship | were undecided about their future or looking for work | did not fall into any of these categories |

Note that due to rounding the figures in this table do not add up to 100%

### How is the progression rate for **Into**University students calculated?

The majority of data (89%) was collected by contacting students by phone. We also received some data from school partners, seeing students in person and social media. This year we collected progression data for 3,825[A] students out of a cohort of 7,792[A] - a sample of 49%[A]. The outcomes for these students are shown in the table above.

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

It is reasonable to suggest that the university progression rate for the students we do not have data for might be lower. If we conservatively assume that we had no impact on these students, then our overall progression rate would be 56%[2]. This is still above the national average and comparable benchmarks.

## How do **Into**University students compare with other students?

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

Data published by the Department for Education (DfE) gives university participation rates for all students nationally and specifically for students eligible for Free School Meals (FSM). These provide a general point of comparison. However, we know that participation in Higher Education varies across the country, and we only work in specific parts of the country. For instance, many of our centres are in London, which has a much higher participation rate than the rest of the country. To account for this, we have used POLAR4 data and the DfE school performance tables to calculate a tailored benchmark, designed to estimate students' likelihood of going to university based on where they are living and which school they attend. A detailed explanation of how this was calculated can be found on Page 12. **Into**University's rate is considerably higher than these benchmarks, as shown in the graph below.

% of students progressing to Higher Education



FSM students
All students

**Into**University students · Students nationally · Tailored benchmark

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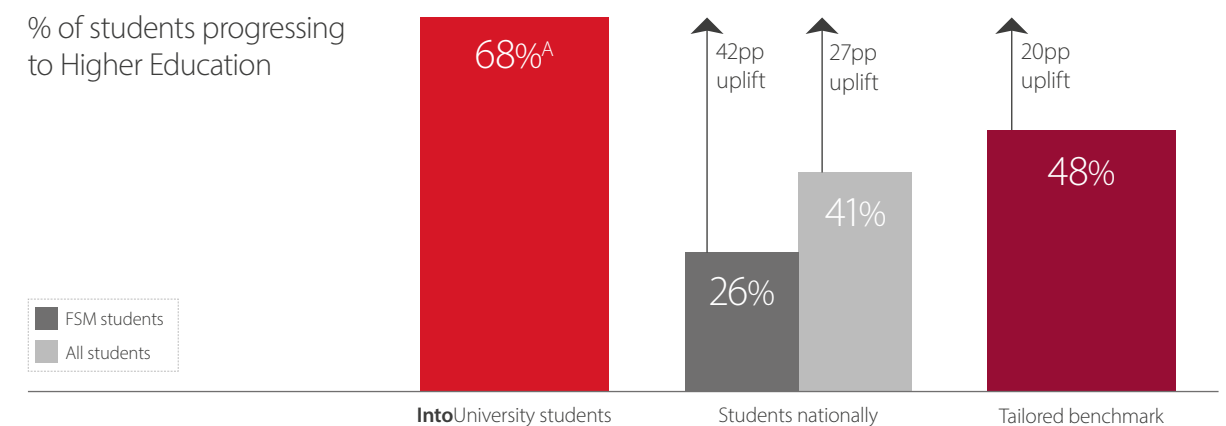
### Why are we showing the uplift?

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

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

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1. This comprises 66% with a confirmed place to start university in 2019, 1% with a confirmed deferred entry place to start university in 2020, and 1% with a confirmed place on a university foundation course.
2. This is based on using 68% as the progression rate for the students we have data for, and the tailored benchmark for the 3,967 students we were not able to collect outcomes data for. Taking the tailored benchmark as the progression rate for these students assumes that we have had *no uplift* on the background rate for these students, which we think is unlikely given the uplift seen for students we do have data for.
A. Denotes information forming part of the scope for the external assurance completed by PricewaterhouseCoopers LLP (PwC). See the box at the top of the page for more detail.

# **Into**University's tailored benchmark

## How is the **Into**University tailored benchmark calculated?

We started by splitting our students into two groups – those who first worked with us before the age of 16 and those who first worked with us after the age of 16. We then used relevant datasets to estimate how likely the students in each group were to progress to university without our support.

### Students first worked with pre-16

We do not apply any selection criteria to pre-16 students other than that they meet our criteria for disadvantage. We therefore think that this group should have a similar chance of progressing to university as any other student in their local area. We used students' postcodes to find the university participation rate for the neighbourhood each student was living in based on POLAR4 data. For each pre-16 student we took this as that student's background chance of going to university.

### Students first worked with post-16

Students that we first worked with post-16 are typically already on the pathway to university (i.e. studying for A-Levels or equivalent), so are more likely than others in their local area to progress to university. For these students, we think it is fair to compare them to other students at their school who are studying similar qualifications. The DfE publishes data on the university participation rate for Key Stage 5 students at each school in the country. For each post-16 student, we took the university participation rate at their school as their background chance of going to university.

### Combining the two

To calculate the overall tailored benchmark, we averaged the background chance for all students, using the POLAR4 data for pre-16 students and the DfE school performance data for post-16 students. This gave a benchmark of 48%.[1]

### Why is the tailored benchmark important?

The tailored benchmark uses information on when we first worked with students, where they live and which schools they attend to generate an estimate of how likely they would have been to go to university without our support. We can use this methodology to calculate the benchmark for different groups of students, allowing us to look at how uplift in progression for our students varies over time and between different areas.

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

### What is POLAR?

- POLAR is a dataset published by the Office for Students (OfS) that shows the proportion of young people in a neighbourhood who participate in higher education.

- The most recent dataset is POLAR4. This is based on young people who started university aged 18 or 19 between 2009 and 2015.

- More information on POLAR can be found on the Office for Students website:
  **www.officeforstudents.org.uk/data-and-analysis/polar-participation-of-local-areas/**

# Limitations of the benchmark

## Limitations of the Department for Education school data

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

## Limitations of the POLAR data

A recent report from the Durham University Evidence Centre for Education has recommended that area-based measures such as POLAR are not used for identifying disadvantaged individuals because they generalise and can disguise the number of disadvantaged young people in the areas they classify.[2] The report showed that just 13% of 15-year olds receiving free school meals lived in POLAR quintile 1 areas. We do not rely on POLAR for deciding who to work with. However, it is a useful dataset for comparing Higher Education participation by area.

One issue with using POLAR for this purpose is that it takes no account of variation within an area. As the analysis on page 14 shows, our students tend to be concentrated within the more deprived parts of the areas that are classified by POLAR. This may mean that they are less likely to go to university than the rate reported by POLAR would suggest. This would result in the benchmark **overestimating our students' background chances of going to university**.

## Why do we use the tailored benchmark?

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

1. This benchmark is based on 85% of the sample. We were unable to estimate a background rate for the remaining 15%, either because we did not hold postcode data for them or because the university progression rate for their school has not been published.

2. Vikki Boliver et. al., 'Using contextualised admissions to widen access to higher education: a guide to the evidence base' (2017).
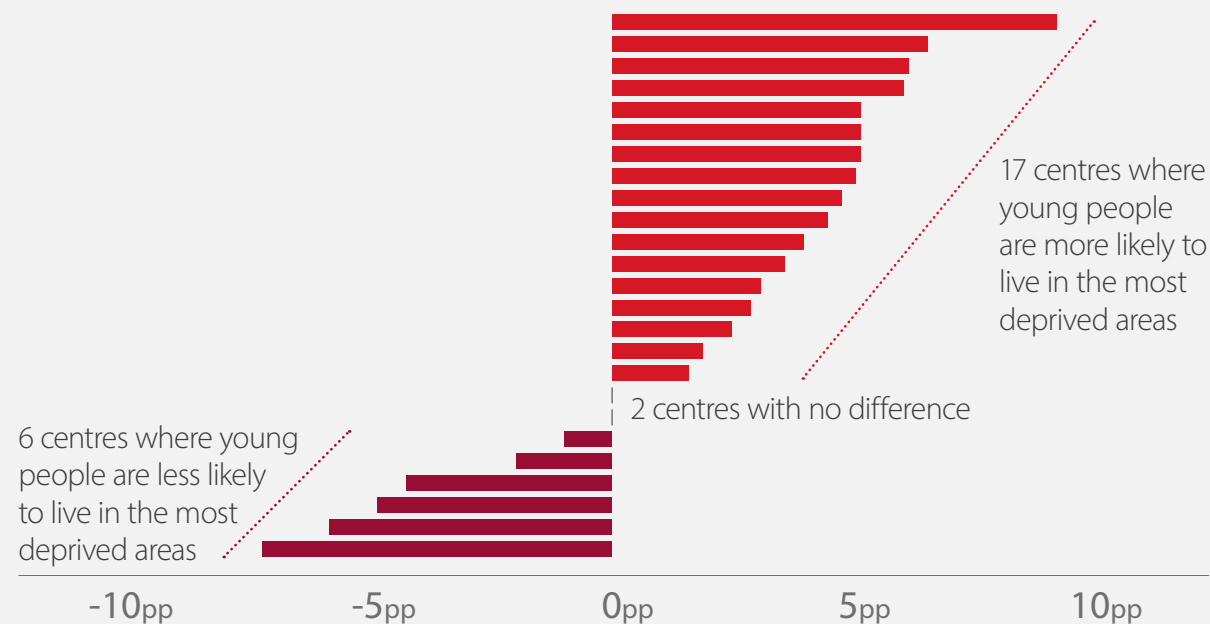
## Our students tend to live in the more disadvantaged parts of the areas classified by POLAR

POLAR shows the Higher Education rate for an area as a whole, but there can obviously be significant variation in Higher Education progression within that area. Given that we target our students based on individual need, we might expect that the students we work with are among the most disadvantaged in an area. University participation data is not reliably available at a more granular level, but we can use other datasets to look at variation within the larger areas that POLAR measures. We made use of the Income Deprivation Affecting Children Index (IDACI), which measures how many young people within an area are living in income deprived households. This is available at a finer scale than POLAR; on average each POLAR area is split into five IDACI areas.

The chart below plots one bar for each centre in our network. It shows the percentage point difference between how many of a centre's students would be expected to live in the most disadvantaged areas (defined as IDACI deciles 1-2) if they were evenly spread throughout the larger POLAR areas they live in, and how many actually live in the most disadvantaged areas. A positive difference shows that **Into**University students are concentrated in the more disadvantaged areas, while a negative difference shows the opposite.

Our students tend to live in the most disadvantaged parts within the areas defined by POLAR

17 centres where young people are more likely to live in the most deprived areas

2 centres with no difference

6 centres where young people are less likely to live in the most deprived areas

| -10pp | -5pp | 0pp | 5pp | 10pp |

Percentage point difference between how many **Into**University students live in the most deprived areas and what would be expected from an even distribution.

At most centres, **Into**University students are concentrated within the most deprived parts of POLAR areas. They may therefore have lower rates of university participation than the POLAR rate reported for the area as a whole would suggest.

"I love to ride my bike. Just feeling the air on my face and through my hair, it's amazing. And I love people. There are so many people that are important to me, but I have one friend, Brandon. We've known each other for such a long time and he's always been there for me. Until coming I wasn't doing great at all at school. But going to **Into**University turned it around for me."

Mat, **Into**University Clacton on Sea

# **Into**University's uplift is consistent across the country and over time

**Into**University operates 31 centres and extension projects across the country and has progression data going back to 2014. This gives us a large dataset to examine how our students' chances of progressing to university vary across the country and over time. To give context to this variation, we think the most useful figure to consider is the uplift – how much more likely our students are to go to university than would be expected based on our tailored benchmark.

## Variation across the country

The rate of participation in Higher Education varies across our different centres, just as it varies across the country more generally. The figure below shows the **Into**University progression rate plotted against the tailored benchmark for each of our centres (page 12 explains how we calculated this benchmark). It is a useful way of understanding the variation because it situates each centre in the context of its local area. For example, it is well-known that students in London generally have a higher progression rate to university than students from other parts of the country. This is also true for the students we work with.

### **Into**University progression rate and background rate by centre
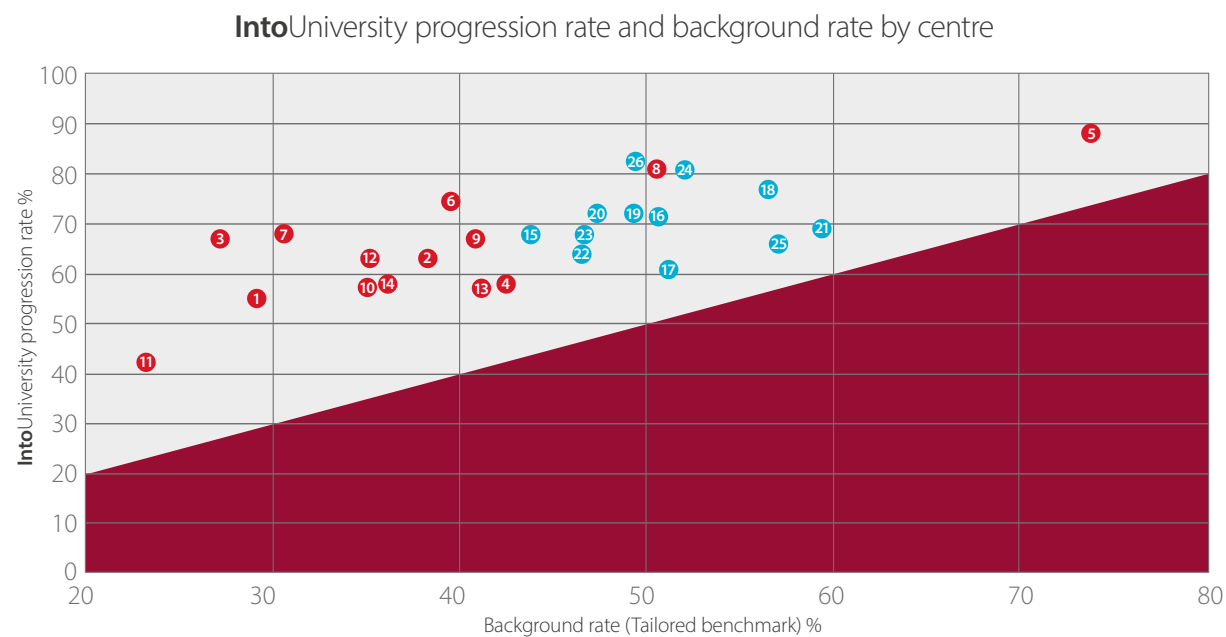


### Regional centres

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

### London centres

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

Note: Our recently opened Birmingham and Manchester centres did not have any school-leavers in 2019, and this data is not collected for our three extension projects.
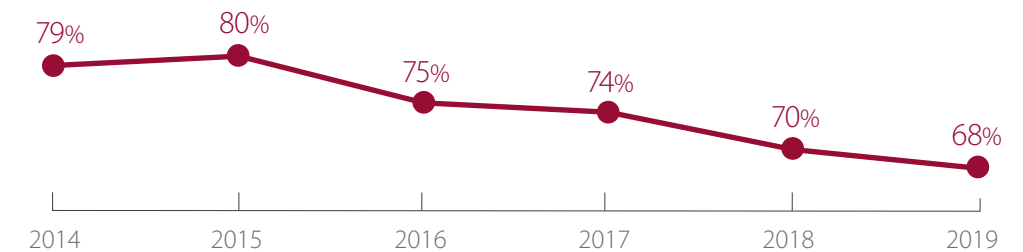
## Variation over time

As we've grown, the proportion of our school leavers coming from outside of London has increased.
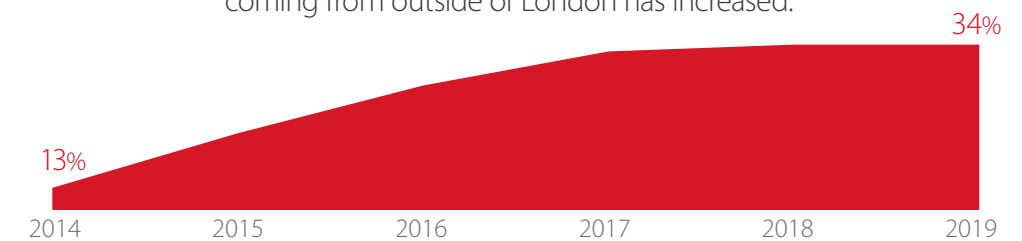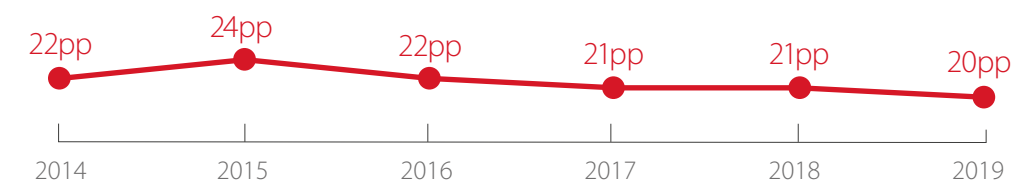


These students tend to have a lower background chance of going to university than students living in London.

As a result our headline progression rate has fallen.



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



### What is this telling us?

First, the chart on the opposite page shows that all of our centres have an uplift on the background rate. Secondly, a centre's **Into**University progression rate is related to the background rate for students at that centre. Centres that have higher background rates (the right-hand end of the chart) tend to have higher **Into**University rates, and vice versa.

The charts on this page show that although our headline progression rate has fallen as we've expanded into areas with lower background progression rates, our uplift – the difference we're making – has remained fairly consistent.

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

## Alumni case studies

### Pre-16 support

Saqlain has been working with **Into**University since the age of 7, taking part in our Primary and Secondary FOCUS programmes as well as Academic Support and Mentoring. He is now studying Physics at Imperial College London.

"**Into**University changed my life – it took me from being a person with only one view of the world to giving me the opportunity to learn and mature into a more developed person, and see a different perspective in life. It made me open my eyes.

The people at **Into**University are the best thing about the centre, they are great people and always willing to help in any way they can."

### Post-16 support

Kingstun started working with **Into**University in Year 12. Having completed a degree in Sports & Exercise science at the University of Birmingham, he is now working at Lloyd's Bank on their Accountancy, Banking and Finance graduate scheme.

"**Into**University provided a huge number of opportunities from workshops, to interview preparation sessions, 1:1 academic support and mentoring. They supported me with applying for university, finding bursaries and making sure my personal statement was the best it could be.

I also received academic support from **Into**University throughout my A-Levels in which I achieved AAB. I can confidently say that without the support of **Into**University I would not have performed as well as I did."

"Coming to **Into**University has made me have less detentions, because in year 7 I didn't do that much homework, but when I came to **Into**University they make it more interesting and more enjoyable. I got really interested in being a lawyer, so in year 11 I'm going to do my GCSEs, and if I make it into university I would do the degree for it, and go on from there. For the top three things I enjoy in life, football is one of them. I've had my football stolen three times already though. Streaming and gaming is another one of them. And my mum's food is one of them."

Hamza, **Into**University Hammersmith
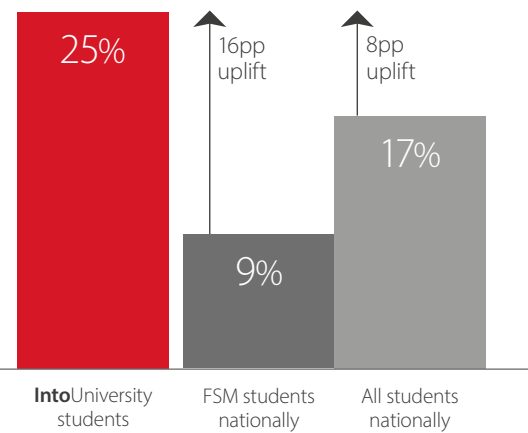
## Progression to selective universities

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

The young people we work with have a higher progression rate to selective universities than students nationally, as shown in the graphs below.[1] Even if none of the students outside our sample gained a place at a Russell Group or top-third university, which we think is very unlikely, our progression rate to these institutions would still be 9% and 12% respectively. This is still above the national rate for free school meal students in both cases.

**Into**University students are more likely to progress to Russell Group universities than students nationally

19%   **Into**University students
12pp uplift   7%   FSM students nationally
7pp uplift   12%   All students nationally
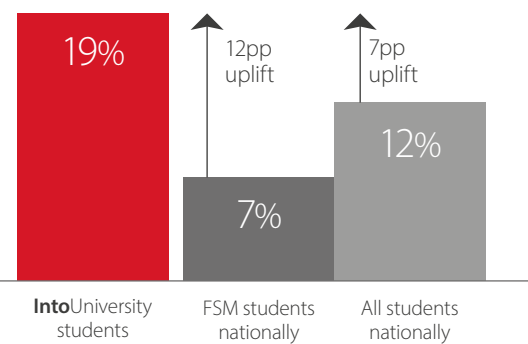
**Into**University students are more likely to progress to top-third Higher Education Institutions than students nationally

25%   **Into**University students
16pp uplift   9%   FSM students nationally
8pp uplift   17%   All students nationally

1. Destinations of KS4 and KS5 pupils, 2018-19 (https://www.gov.uk/government/statistics/destinations-of-ks4-and-ks5-pupils-2017 ). Top-third refers to the most selective higher education institutions. It is defined as 'the top third of higher education institutions (HEIs) when grouped by mean UCAS tariff score from the top three A level grades of entrants.' For more information see Destinations of KS4 and KS5 pupils: quality and methodology information.
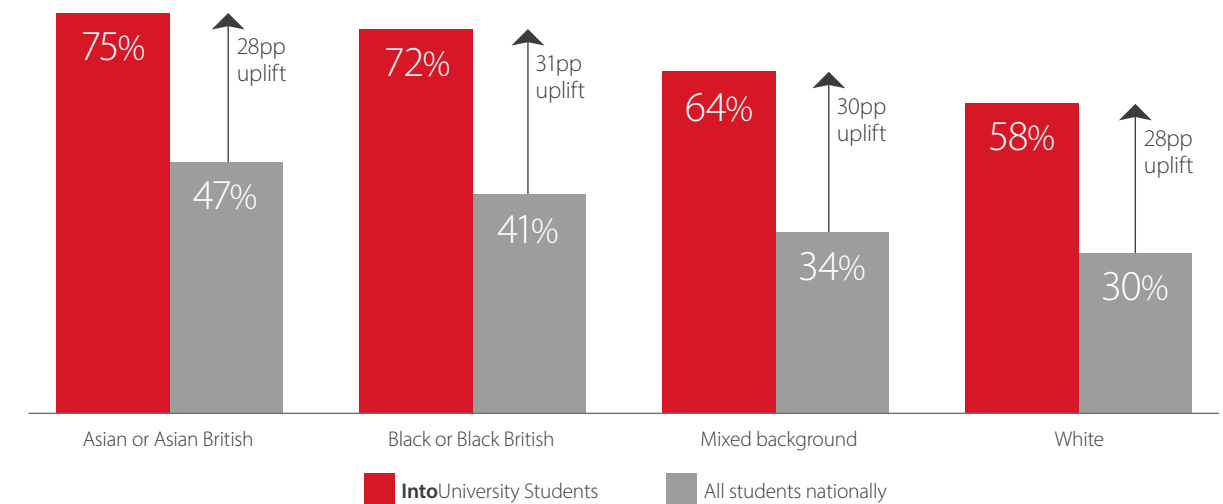
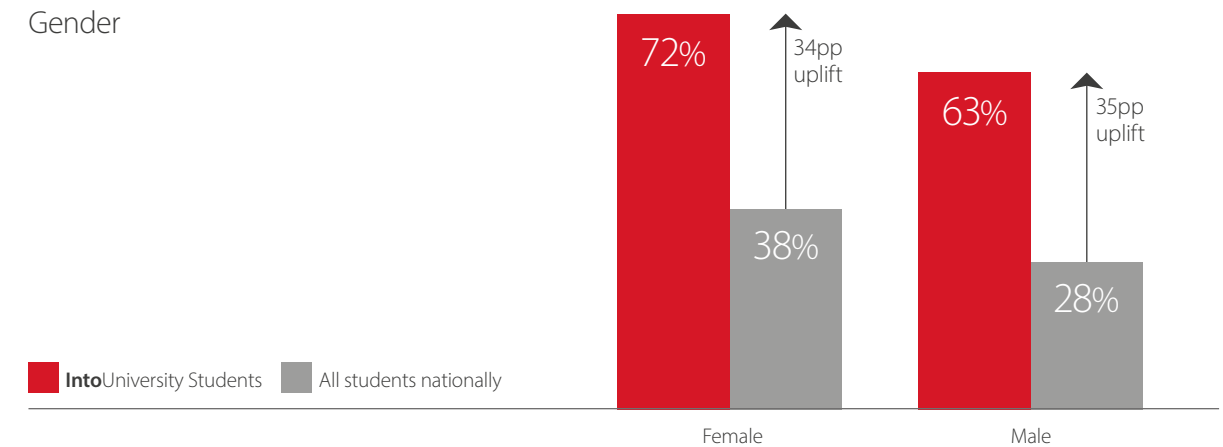## Progression by ethnicity and gender

We hold data on the ethnicity and gender of most of the students we work with. The graphs below look at the university progression rates for our sample group, broken down by ethnicity and gender, compared to national benchmarks based on UCAS End of Cycle Reports. In terms of ethnicity and gender, the students we work with fit the patterns of national trends, though with overall higher rates in each case.

**Into**University students broadly fit the patterns for ethnicity and gender seen nationally, though with overall higher rates in each case

Ethnicity

75%   28pp uplift   47%   Asian or Asian British
72%   31pp uplift   41%   Black or Black British
64%   30pp uplift   34%   Mixed background
58%   28pp uplift   30%   White

■ **Into**University Students   ■ All students nationally

Gender

72%   34pp uplift   38%   Female
63%   35pp uplift   28%   Male

■ **Into**University Students   ■ All students nationally
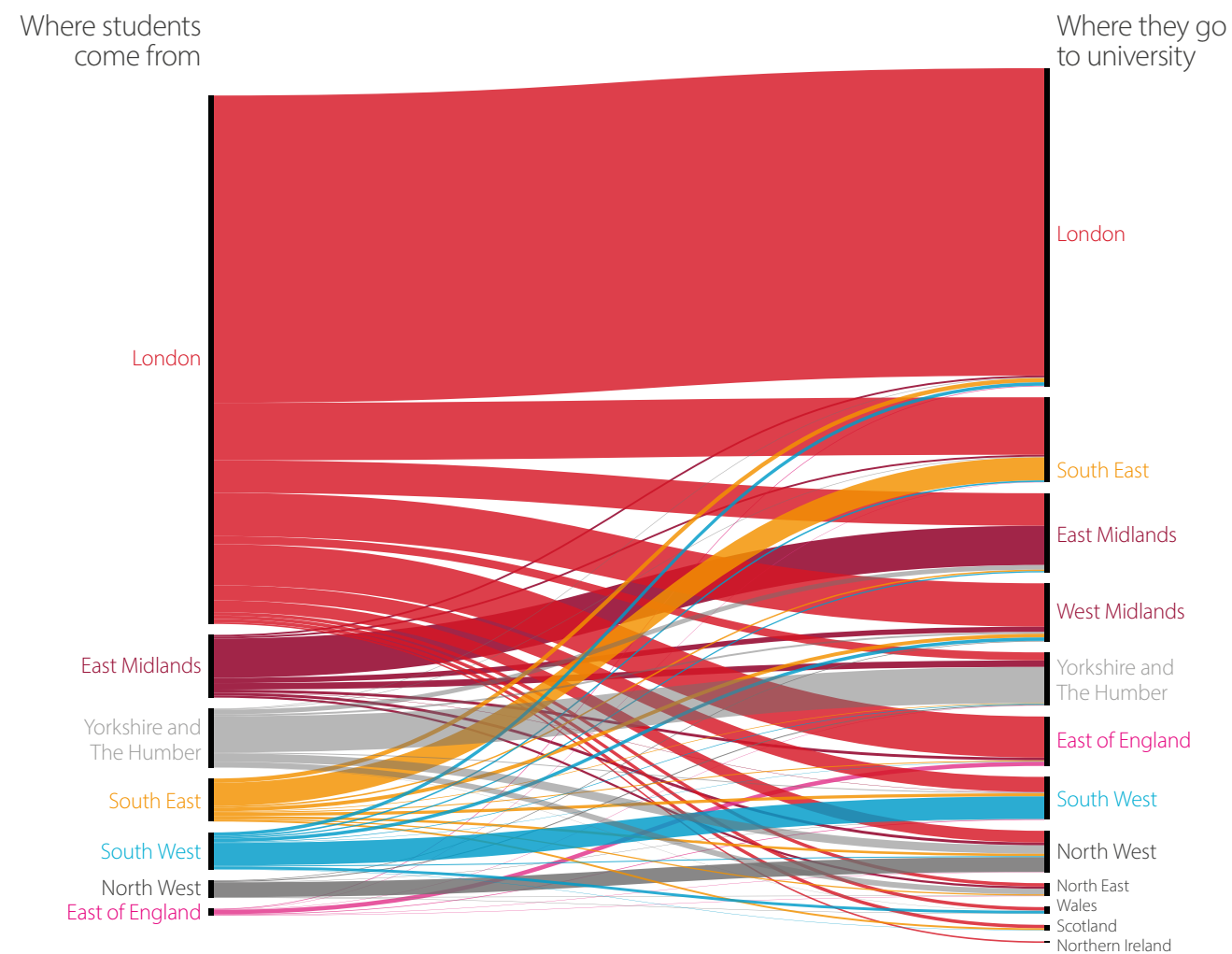
## Student migration

We were interested to understand more about the geographical movement of the young people we work with when they leave for university. The graph below shows the home locations of 2019 university entrants on the left and their university destination on the right, both grouped by home region, and the flows between them show the movement of these students.[1]

### Where do our students go to university?

There's a lot of information in this chart and I find it fascinating to see how our students are dispersing around the country. It is clear that most of our students stay closer to home when they go to university, but in the South East, London, and the East of England there is roughly an even split between those who stay and those who leave. One interesting pattern is that almost no one from outside of London moves to London for university, possibly due to perceptions around the higher cost of living in the capital.

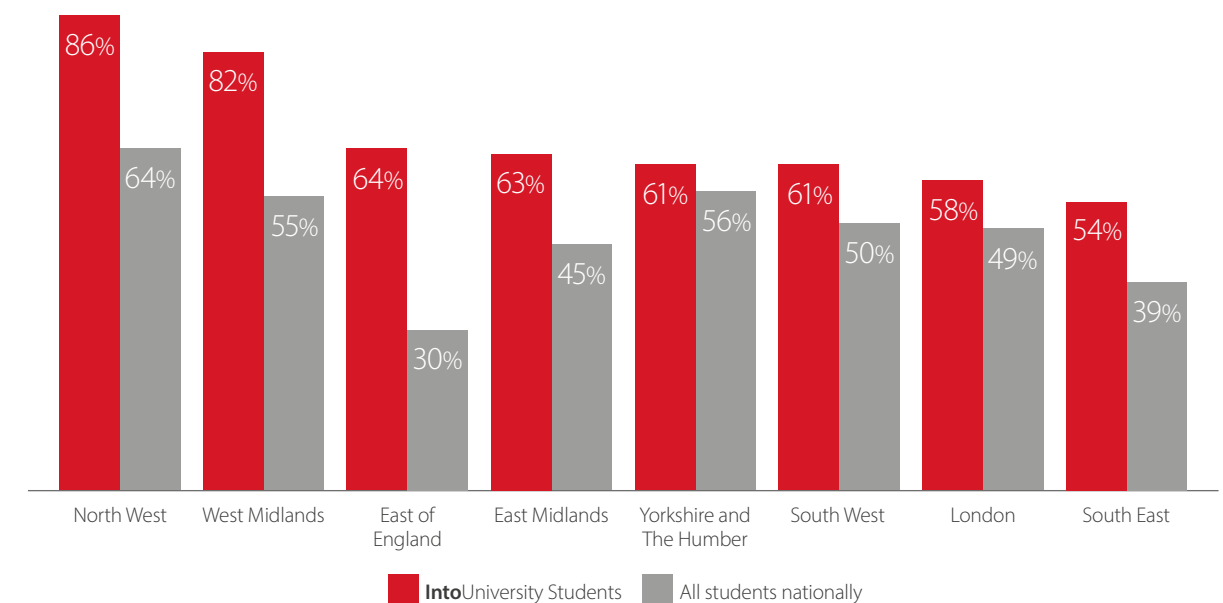**Alex Quinn, Head of Data and Impact**

### How does this compare to students nationally?

Research has shown that disadvantaged young people are more likely to go to university closer to home as well as to live at home and commute to university, with proximity to home their biggest consideration when in deciding which university to attend.[2] The graph below compares the percentage of students who stayed in their home region for university to all students nationally.[3] Our students are more likely to stay in their home region in all cases, but the extent to which this is the case varies by home region.

**Into**University students from all regions are more likely to study near home



| | IntoUniversity Students | All students nationally |
|---|---|---|
| North West | 86% | 64% |
| West Midlands | 82% | 55% |
| East of England | 64% | 30% |
| East Midlands | 63% | 45% |
| Yorkshire and The Humber | 61% | 56% |
| South West | 61% | 50% |
| London | 58% | 49% |
| South East | 54% | 39% |

Where students come from

Where they go to university

London
South East
East Midlands
West Midlands
Yorkshire and The Humber
East of England
South West
North West
North East
Wales
Scotland
Northern Ireland

London
East Midlands
Yorkshire and The Humber
South East
South West
North West
East of England

1. We hold data on the specific university our students went to for 96% of 2019 university entrants.

2. Donnelly, M, and Gamsu, S, 'Home and Away: Social, ethnic and spatial inequalities in student mobility' (2018); Gibbons, S and Vignoles A, 'Access, Choice and Participation in Higher Education' (2009).
3. HESA, HE student enrolments by domicile and region of HE provider, 2017-18. Note the data excludes students who went to university in Scotland, Wales and Northern Ireland.
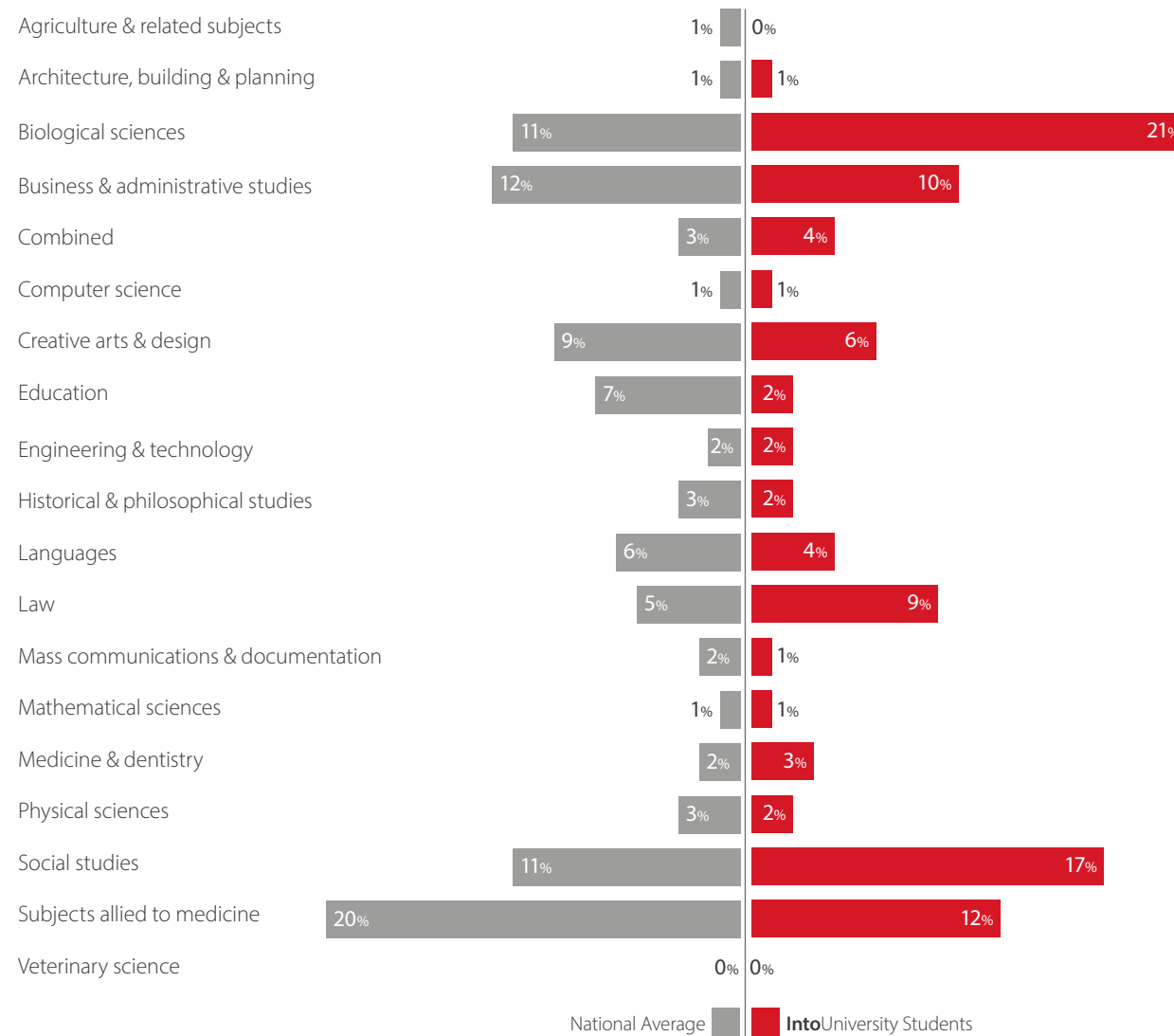
# Subjects studied at university

The young people we work with who go on to study at university enrol on a variety of courses. These have been grouped under the Joint Academic Coding System (JACS) 3.0 subject areas in order to make the data more useful and understandable. Below the % of **Into**University students studying each subject area is compared to the national average.
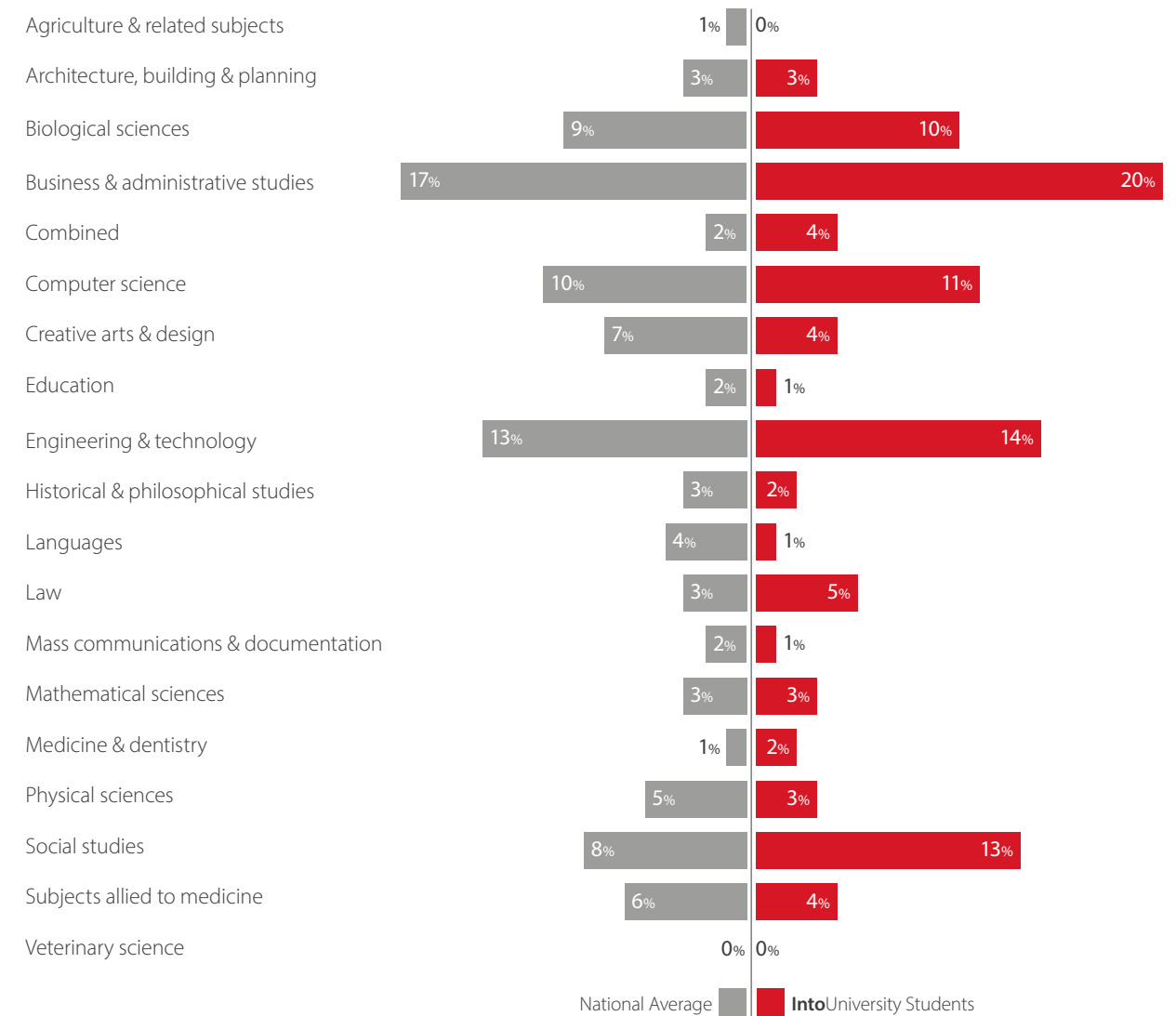
The female students we worked with showed some differences from the national figures. They were more likely to study biological sciences, social studies, law and medicine & dentistry. They were less likely to study education, creative arts & design, or subjects allied to medicine. Other subjects were broadly in line with national trends.

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

## Female students: subjects studied

| Subject | National Average | IntoUniversity Students |
|---|---|---|
| Agriculture & related subjects | 1% | 0% |
| Architecture, building & planning | 1% | 1% |
| Biological sciences | 11% | 21% |
| Business & administrative studies | 12% | 10% |
| Combined | 3% | 4% |
| Computer science | 1% | 1% |
| Creative arts & design | 9% | 6% |
| Education | 7% | 2% |
| Engineering & technology | 2% | 2% |
| Historical & philosophical studies | 3% | 2% |
| Languages | 6% | 4% |
| Law | 5% | 9% |
| Mass communications & documentation | 2% | 1% |
| Mathematical sciences | 1% | 1% |
| Medicine & dentistry | 2% | 3% |
| Physical sciences | 3% | 2% |
| Social studies | 11% | 17% |
| Subjects allied to medicine | 20% | 12% |
| Veterinary science | 0% | 0% |

National Average / **Into**University Students

## Male students: subjects studied

| Subject | National Average | IntoUniversity Students |
|---|---|---|
| Agriculture & related subjects | 1% | 0% |
| Architecture, building & planning | 3% | 3% |
| Biological sciences | 9% | 10% |
| Business & administrative studies | 17% | 20% |
| Combined | 2% | 4% |
| Computer science | 10% | 11% |
| Creative arts & design | 7% | 4% |
| Education | 2% | 1% |
| Engineering & technology | 13% | 14% |
| Historical & philosophical studies | 3% | 2% |
| Languages | 4% | 1% |
| Law | 3% | 5% |
| Mass communications & documentation | 2% | 1% |
| Mathematical sciences | 3% | 3% |
| Medicine & dentistry | 1% | 2% |
| Physical sciences | 5% | 3% |
| Social studies | 8% | 13% |
| Subjects allied to medicine | 6% | 4% |
| Veterinary science | 0% | 0% |

National Average / **Into**University Students

## Other post-18 outcomes

We recorded the outcomes for all 3,825 students we were able to contact. Many of them progressed on to a range of positive opportunities including: university, access courses, further education colleges, full-time work, and apprenticeships.

As an education charity, it is useful to look at the students who did not continue with some form of education or training. Out of the sample we contacted, 23% were Not in Education or Training (NET) compared to 33% of 18-year-olds nationally between July and September 2018. These figures are shown in the graph below.

11% of our sample were either in work or on gap years, which we think are positive outcomes even though they count as NET. The remaining 12% of students were either looking for work or undecided and will hopefully achieve a positive outcome longer term. Through our Student Associate Network, we are looking to signpost these students to organisations more specialised in working with over 18-year-olds.

**Into**University students are 1.4 times less
likely to be NET (Not in Education or Training)
than students nationally

23%

33%

**Into**University Students          All students nationally
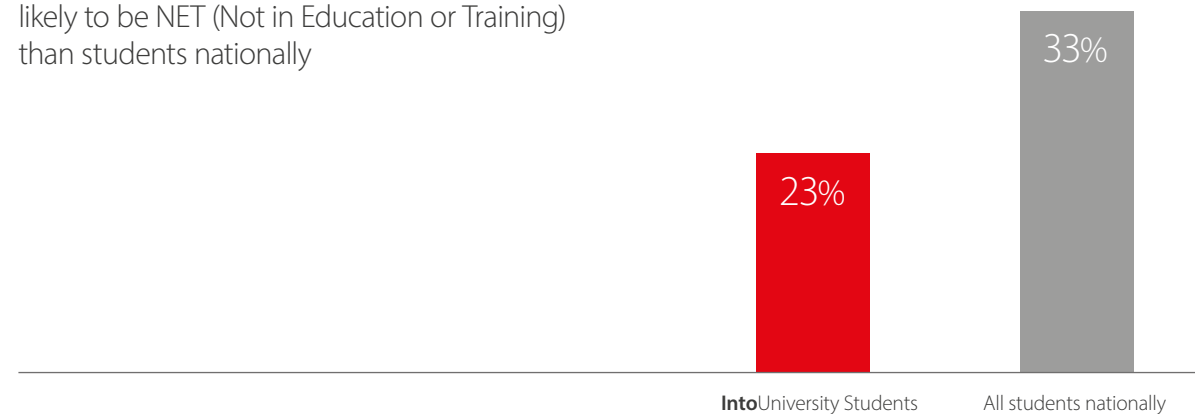
## Case study: **Into**University alumnus

Deloney first worked with **Into**University while at Primary school. Eleven years later, he is completing an apprenticeship with the East Midlands Ambulance Service.

"Growing up, I attended a number of **Into**University programmes, such as Academic Support, Carnival Arts, one-to-one Personal Statement Support and Primary and Secondary FOCUS. All these programmes have presented me with the opportunity to be open-minded and develop the skills and knowledge I needed to figure out what I wanted to do in the future.

Me and my Corporate Mentor spoke about a range of things and he motivated me to explore alternative options to get to my career path. **Into**University motivated me to think about my interests and moulded me to think about my career path through all the **Into**University programmes that I have been enrolled on, and through speaking to staff and volunteers."

Deloney (right) now volunteers with **Into**University, supporting younger students with their schoolwork.

## Evaluation data: student, parent and teacher satisfaction

The data we collect on post-18 outcomes enables us to see that we are having an impact on the lives of the young people we work with. However, we care about how they develop throughout school as well as what happens to them when they finish school. Our evaluation forms help us to understand this.

At the end of each programme, we ask students to fill out an evaluation form. This gives us information on how students feel that they have developed their skills and knowledge, as well as how they found the experience. Last academic year, we processed and analysed over 30,000 forms. Where possible, we ask parents and teachers to fill out evaluation forms too. This enables us to triangulate students' feedback and be more confident in what the data tells us.

### Students enjoy the programme

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

**STUDENTS**
Have you enjoyed yourself?

88% positive responses

| 65% | 23% | 9% | | 1% |
|---|---|---|---|---|
| ALL PROGRAMMES | | | | 2% |

Definitely  Probably  Maybe  Probably not  No

### Parents and teachers would recommend **Into**University to others

We ask parents and teachers if they would recommend **Into**University to others. The responses we receive are very positive, as shown in the graph below.
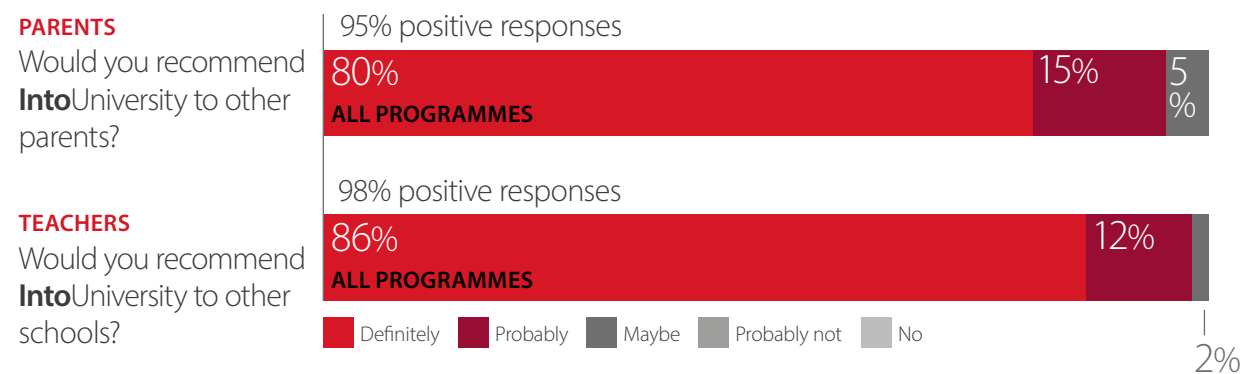
**PARENTS**
Would you recommend **Into**University to other parents?

95% positive responses

| 80% | 15% | 5% |
|---|---|---|
| ALL PROGRAMMES | | 5% |

**TEACHERS**
Would you recommend **Into**University to other schools?

98% positive responses

| 86% | 12% | |
|---|---|---|
| ALL PROGRAMMES | | 2% |

Definitely  Probably  Maybe  Probably not  No

## Evaluation data: aspirations for the future

### Students see university as an option

Raising aspirations is a core part of the **Into**University programme. We can see from our evaluation feedback that after working with us, students feel that they are more likely to go to university. Parents and teachers also responded positively when asked whether their children/students were more likely to go to university.

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

71% positive responses

| 42% | 29% | 20% | | 5% | 4% |
**ALL PROGRAMMES**

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

82% positive responses

| 59% | 23% | 15% | | 2% | 1% |
**ALL PROGRAMMES**

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

68% positive responses

| 24% | 44% | 31% | 1% |
**ALL PROGRAMMES**

■ Definitely  ■ Probably  ■ Maybe  ■ Probably not  ■ No

## Careers education

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

| YEAR 3 What is a Career? workshop | YEAR 4 Careers in Action workshop | YEAR 9 Transferable Skills and Careers workshop | YEAR 9 Careers in FOCUS programme |

| YEAR 11-13 Student Enrichment programmes | YEAR 11 Communication in the Workplace workshop | YEAR 10 Entrepreneurship workshop | YEAR 9-10 Business in FOCUS programme |

| YEAR 12-13 Employability workshop | YEAR 13 Corporate mentor | YEAR 13 Big City Bright Future Internship | STUDENT ASSOCIATES Academy of Enterprise |

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

**STUDENTS**
Are you more likely to achieve your career goals?

67% positive responses

| 34% | 33% | 24% | | 5% | 4% |
**ALL PROGRAMMES**

**TEACHERS**
Do you think your class is more likely to achieve their career goals?

69% positive responses

| 21% | 48% | 29% | 2% |
**ALL PROGRAMMES**

■ Definitely  ■ Probably  ■ Maybe  ■ Probably not  ■ No
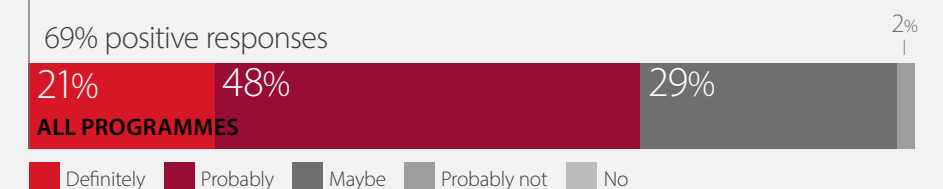
The benefits of careers education were highlighted in recent research by Education and Employers.[1] A randomised control trial found that participation in career talks with volunteers from the world of work can change Key Stage 4 pupils' attitudes to education, influence their future plans and subject choices, motivate them to study harder, and support an improvement in academic attainment.

1. Education and Employers, 'Motivated to achieve', June 2019.

# Evaluation data: the tools to succeed

### What changes for our students?

The evaluation data presented so far has shown that students enjoy our programmes and raise their aspirations around university and careers as a result of taking part. However, high aspirations alone may not be enough to succeed. We also aim to equip young people with the skills and knowledge needed to succeed in school and beyond. We can see from the evaluation data presented in this section that overall our students:

– Increase their knowledge of university and the options available to them

– Develop their soft skills including confidence, communication, teamwork and leadership

– Benefit academically and feel that they are doing better at school.

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

### Students increase their knowledge about university

To achieve a university place, students need knowledge of what university is like and the steps to get there. All of our programmes contain elements designed to improve university knowledge. On some of our programmes, including workshops such as A Day of University Life and Support with Personal Statements, this is one of the main aims. In these programmes, 80% of students gave a positive response when asked if they knew more about university. On programmes where increased university knowledge is a secondary aim, 64% of students gave a positive response to this question. This suggests that all programmes are effective at increasing students' knowledge of university, and that programmes where this is one of the main aims have a greater impact in this area.

**STUDENTS**

Do you know more about university?

4% 4%

80% positive **responses**

| 56% | 24% | 12% | | |
|---|---|---|---|---|
| PROGRAMMES WHERE THIS IS A KEY AIM | | | | |

64% positive **responses**

| 36% | 28% | 18% | 7% | 11% |
|---|---|---|---|---|
| OTHER PROGRAMMES | | | | |

■ Definitely  ■ Probably  ■ Maybe  ■ Probably not  ■ No
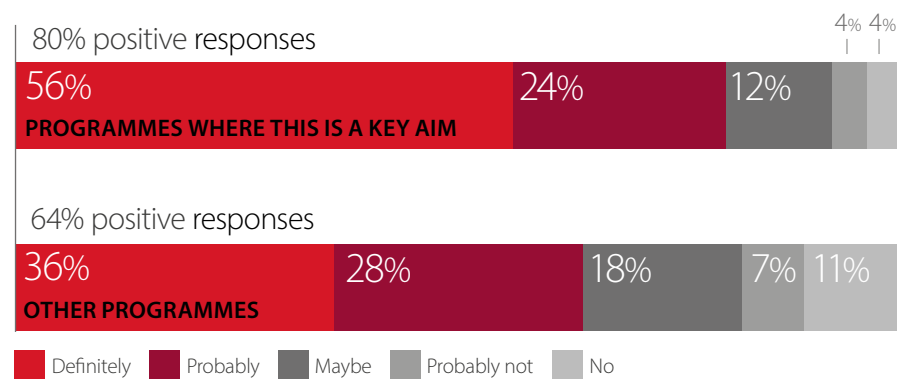
### Teachers also say their students know more about university

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

**TEACHERS**

Has your class increased their knowledge of university?

2% 1%

92% positive **responses**

| 78% | 14% | 5% |
|---|---|---|
| ALL PROGRAMMES | | |

■ Definitely  ■ Probably  ■ Maybe  ■ Probably not  ■ No

### Parents also know more about university

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

**PARENTS**

Has your own knowledge of university increased?

70% positive **responses**

| 48% | 22% | 13% | 8% | 9% |
|---|---|---|---|---|
| ALL PROGRAMMES | | | | |

■ Definitely  ■ Probably  ■ Maybe  ■ Probably not  ■ No
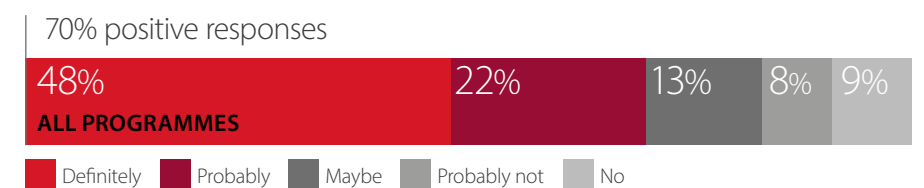
## Students develop soft skills

A recent report from the Confederation of British Industry[1] has found that 60% of employers rank soft skills amongst their top three priorities when recruiting, yet 38% are not satisfied with these skills amongst applicants. **Into**University aims to support young people to develop their broader soft skills across all of our programmes so that they can achieve success in school, at university and beyond.

The case study below explores the development of one student's confidence and communication skills. The data on the page opposite suggests that this development is typical for many of the young people who we work with.

## Case study: soft skill development

Charlotte, now in Year 9, first worked with **Into**University while at Primary school. Since starting Secondary school, she has been a regular attendee at Academic Support and received support through our Mentoring programme.

"I'm definitely more confident since coming to **Into**University, mainly because of the Mentoring programme. I have gotten much better at starting conversations as you are put in a room with someone who you barely know and you have to keep the conversation going. My communication skills have improved and it has helped me get to know someone who isn't in my age group, or a teacher or a family member."

1. CBI, 'Educating for the Modern World', November 2018.

## Students develop soft skills including: teamwork, communication, confidence and leadership

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

**STUDENTS**
Have you improved your leadership skills?

68% positive responses

| 39% | 29% | 19% | 8% | 5% |
| --- | --- | --- | --- | --- |

ALL PROGRAMMES

Can you work better in a team?

72% positive responses

| 46% | 26% | 17% | 5% | 6% |
| --- | --- | --- | --- | --- |

ALL PROGRAMMES

Are you more confident communicating with others

66% positive responses

| 40% | 26% | 19% | 7% | 8% |
| --- | --- | --- | --- | --- |

ALL PROGRAMMES

Has your confidence improved?

60% positive responses

| 33% | 27% | 21% | 8% | 11% |
| --- | --- | --- | --- | --- |

ALL PROGRAMMES

■ Definitely ■ Probably ■ Maybe ■ Probably not ■ No

## Parents and teachers reported improved confidence

When we ask parents and teachers about improvements in their children's/pupil's confidence they also responded positively, as shown in the graph below.

**PARENTS**
Do you think your child's confidence has improved?

88% positive responses

| 63% | 25% | 9% | 2% | 1% |
| --- | --- | --- | --- | --- |

ALL PROGRAMMES

**TEACHERS**
Do you think your class' confidence has improved?

92% positive responses

| 58% | 34% | 7% | | 1% |
| --- | --- | --- | --- | --- |

ALL PROGRAMMES

■ Definitely ■ Probably ■ Maybe ■ Probably not ■ No

## Students benefit academically

A key aim of **Into**University's Academic Support programme is to improve young people's attainment in school. Responses show that students on the programme and their parents think that it is succeeding in this aim. Students on other programmes, where improved attainment is not a key aim, are less likely to feel this way.
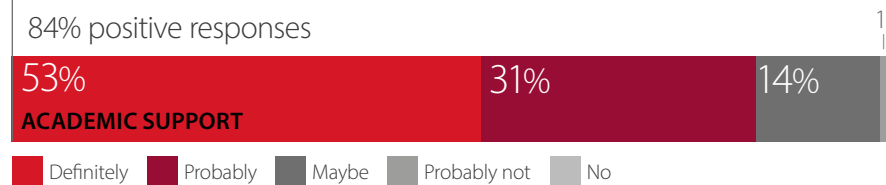
### Improved attainment

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

69% positive responses

| | | | | |
|---|---|---|---|---|
| 44% | 25% | 21% | 4% | 6% |

ACADEMIC SUPPORT

39% positive responses

| | | | | |
|---|---|---|---|---|
| 16% | 23% | 34% | 11% | 16% |

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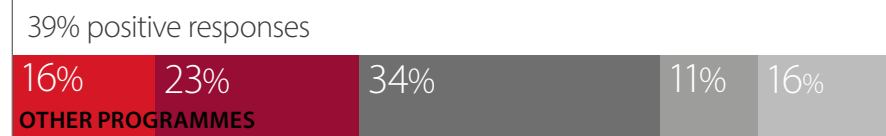
**PARENTS**
Have you noticed an improvement in your child's marks or grades?

84% positive responses

| | | | 1% |
|---|---|---|---|
| 53% | 31% | 14% | |

ACADEMIC SUPPORT

■ Definitely  ■ Probably  ■ Maybe  ■ Probably not  ■ No

## Improving attitudes to learning

All **Into**University programmes aim to foster an improved attitude to learning, and 58% of students across all of our programmes responded positively when asked if they were working better in school. This increased to 77% of students taking part in our Academic Support programme, where this is a particular aim. Teachers and parents also responded positively when asked about improved attitudes to learning.

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

77% positive responses

| | | | | |
|---|---|---|---|---|
| 53% | 24% | 15% | 4% | 4% |

ACADEMIC SUPPORT

58% positive responses

| | | | | |
|---|---|---|---|---|
| 30% | 28% | 27% | 7% | 8% |

OTHER PROGRAMMES

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

75% positive responses

| | | | 2% | 3% |
|---|---|---|---|---|
| 40% | 35% | 20% | | |

ALL PROGRAMMES

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

84% positive responses

| | | | 2% |
|---|---|---|---|
| 58% | 26% | 12% | |

ALL PROGRAMMES

■ Definitely  ■ Probably  ■ Maybe  ■ Probably not  ■ No

## Future plans for evaluation surveys

We are reviewing the evaluation forms we use for students and have identified some key areas for development.

Moving forward, we are looking to make our surveys:

– More specific and relevant to each programme's aims and objectives
– Based around a mix of tailored questions and externally validated surveys
– Completed pre- and post-programme (where appropriate)

This will help us to conduct more careful qualitative evaluation and more sophisticated statistical analysis – in turn giving us a deeper insight into the impact we have on young people.

### What have we done so far?

We have conducted trials using new surveys for our Leadership in FOCUS programme. After an initial phase of reviewing and shortlisting surveys a selection were trialled in several of our centres. The data was then analysed and is shown in the tables below. We are currently reviewing the surveys further and thinking about how we evaluate our other programmes.

### Leadership in FOCUS trial

We trialled four surveys across seven of our centres. The results are summarised below.

| Survey trialled | Number of students in trail | Number of students seeing improvements | Average improvements on score[2] | Effect size (Cohen's D)[3] |
|---|---|---|---|---|
| **Into**University tailored survey[1] | 21 | 18 | 5.5 out of 80 | 0.8 |
| Leadership survey | 7 | 6 | 3.4 out of 135* | 0.2 |
| New General Self-Efficacy Scale | 29 | 20 | 1.6 out of 40 | 0.3 |
| Skills for Everyday Living | 22 | 18 | 6.8 out of 130* | 0.9 |

"My three favourite things are makeup, I don't know if my dog is a thing but he brings me joy, and I like being outside, I like nature . I want to have my own makeup brand, and I want to be a makeup artist. So at university I've got to do Health and Beauty and I've got to do Business.

At school the teachers don't normally have enough time and energy to be able to give you, but at the centre it's really easy to be able to ask for help . Since I went to **Into**University they've helped me work at my pace, and it's really helped improve my grades and my confidence."

Katie, **Into**University North Liverpool

1. The **Into**University tailored survey was a combination of questions from validated surveys and tailored questions developed by programme staff.
2. Surveys marked with * saw a change significant at the 0.05 level.
3. The effect size needs to be reviewed in context. However, a value of 0.2 is typically assumed to be a small effect, 0.5 a medium effect and 0.8 a large effect.

# Value for money

We received funding from the Cabinet Office to work with Social Finance (www.socialfinance.org.uk) to calculate the cost of getting a young person from a disadvantaged background into university. For the purpose of this analysis, we used Free School Meals (FSM) as a proxy for disadvantage.

The analysis showed that the national cost of getting an FSM student into university who wouldn't otherwise have gone is £9,670, while the cost to **Into**University is £5,600. This suggests that **Into**University provides good value for money and is a cost-effective way of supporting FSM students into Higher Education. More detail on how these figures were calculated can be seen below.

## How we calculated the national cost
We used an 'incremental approach', assuming that the increase in the number of FSM students progressing to Higher Education between 2011/12 and 2014/15 was due to increased expenditure on access.

### Expenditure calculation
We collated the spend from four sources to arrive at the total amount spent on access and outreach nationally:

- University Access Agreements (these detail how much universities are spending on access and outreach).
- Student Opportunity Funding (HEFCE funding for universities to cover some of the costs of outreach).
- National Networks for Collaborative Outreach (HEFCE funding for universities to work together to provide outreach activities).
- Charitable expenditure (all spend from charities working in the university access sector).

### FSM students progressing to university as a result of expenditure
The number of FSM students progressing to university was obtained from UCAS *End of Cycle* reports and National Statistics *Schools, Pupils and Their Characteristics* reports.

| Expenditure on Access and Outreach |
|---|
| **£87.5m** |
| 2011-12 academic year |
| **£35.2m** |
| increase in expenditure on access |
| **£122.7m** |
| 2014-15 academic year |

| FSM students entering university |
|---|
| **8,495 students** |
| 2011-12 academic year |
| **3,640** |
| increase in FSM students progressing to Higher Education |
| **12,135 students** |
| 2014-15 academic year |

**Cost per student nationally**



| £ | ÷ | 🎓 | = | 🧑‍🎓 |
|---|---|---|---|---|
| **£35.2m** additional spend nationally | | **3,640** additional FSM students progressing to university nationally as a result of expenditure | | **£9,670** per student nationally |
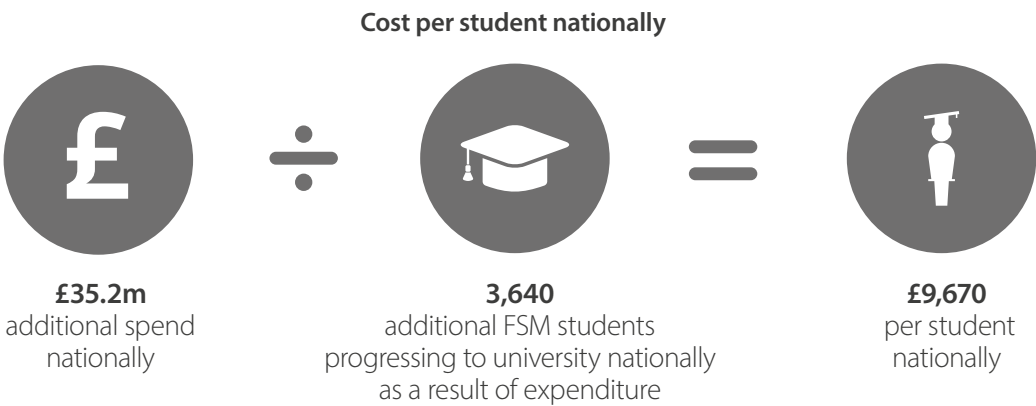
## How we calculated the **Into**University cost
For this analysis we looked at all **Into**University students who reached school-leaver age in 2013, 2014 or 2015: a total of 9,000 students. We calculated the total spent on this cohort, and then how many FSM students in the cohort progressed to university as a result of working with **Into**University.

### Expenditure calculation
We calculated the average cost per student per year by taking **Into**University's total expenditure in 2015 (£4m) and dividing it by the number of students seen (21,000). Multiplying this by the average years of engagement for the cohort gives a lifetime cost of £370 per student. Multiplying this by the 9,000 students in the cohort gives a total expenditure on this cohort of £3.4m.

### FSM students progressing to university as a result of expenditure
We applied a series of filters to the cohort of 9,000 students to determine how many were FSM students whose progression to Higher Education could reasonably be attributed to **Into**University.

| | |
|---|---|
| **Total cohort** <br> Proportion on FSM | Not all **Into**University students are on FSM, so we filtered the cohort down to only FSM students. |
| **FSM cohort** <br> Minimum contact threshold | Due to the nature of our programme, different students will engage with our services for different lengths of time. To ensure that only outcomes for students who have had a meaningful level of engagement are included, we have only counted those with a minimum number of contact hours. |
| **Eligible FSM cohort** <br> Proportion progressing to university | For the majority of our students, we know from the progression data we collect whether they progressed to university. For some students we were unable to collect this data. To be conservative, we assumed that the students we didn't have data for were half as likely to progress to Higher Education as those we did collect data for. |
| **Predicted FSM entrants** <br> Proportion attributable to **Into**University | Of the total number of predicted entrants to Higher Education, it is likely that a significant proportion would have progressed even without engaging with **Into**University. We calculated a POLAR3 benchmark for this cohort using the methodology described on page 10, showing that 37% of the cohort would have progressed to university even without **Into**University's support. |
| Predicted FSM entrants attributable to **Into**University | **610 students** |

**Cost per student for IntoUniversity**



| £ | ÷ | 🎓 | = | 🧑‍🎓 |
|---|---|---|---|---|
| **£3.4m** spent by **Into**University | | **610** additional FSM students progressing to university as a result of expenditure | | **£5,600** per student with **Into**University |
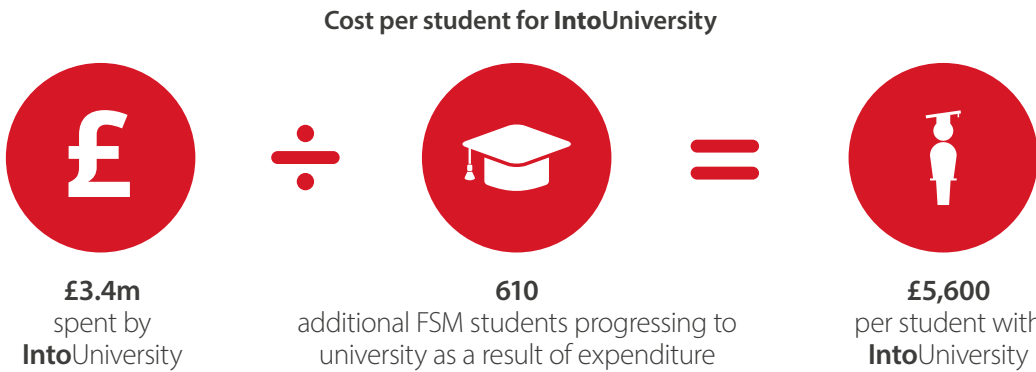
# Performance management

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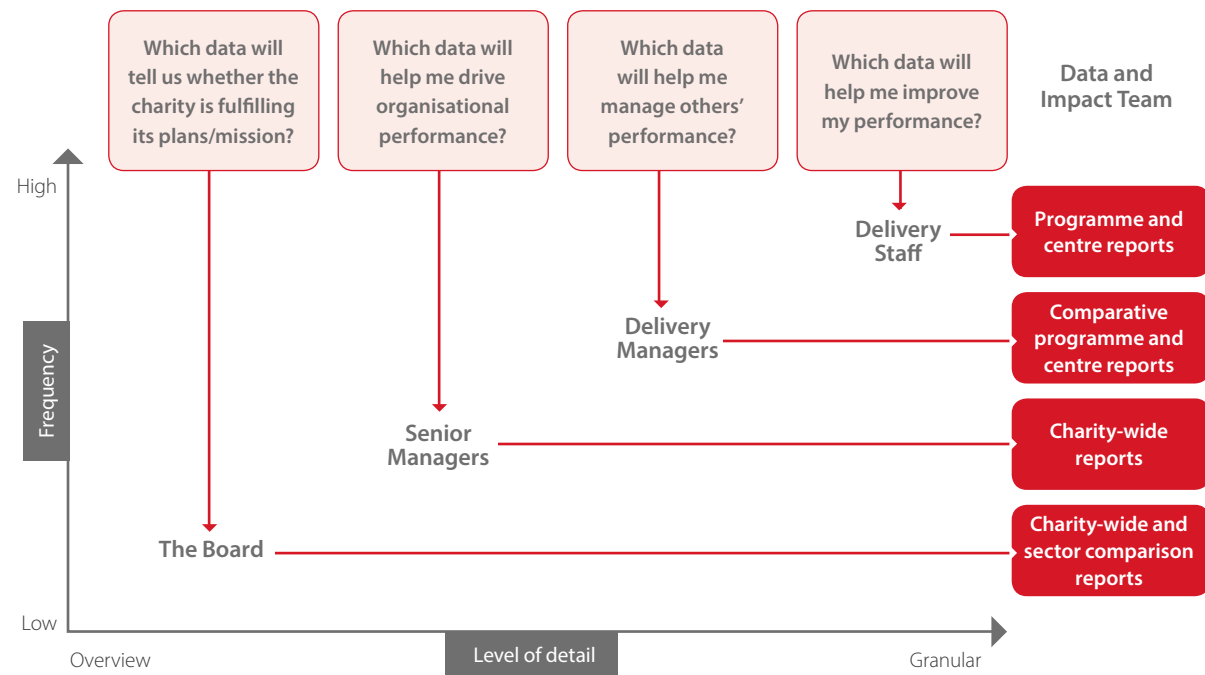


To streamline this process and ensure that all staff have easy access to the data they need to drive improvements in performance, we recently developed 'data dashboards'. The dashboards show relevant data in an easily digestible format for staff at each level of the organisation.

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

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

**Examples of the metrics tracked are:**

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

"My favourite place near here is the park. I like the zip wire the most because you can go really fast and it feels like flying. Coming to **Into**University has made me a bit more confident. They've helped me with long multiplication and grammar. That makes me feel happy"

Hanna, **Into**University Brighton

## Volunteers

Volunteers are essential to the work of the charity. Last academic year more than 2,000 volunteers supported **Into**University, contributing over 24,000 hours of volunteering to the charity. Assuming it costs £25/hour to employ an academic tutor, the overall value of volunteers to our organisation is in excess of £600,000 annually.

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

| 2018-19 volunteers | | |
|---|---|---|
| **97%** | **97%** | **96%** |
| would recommend volunteering with **Into**University to others | felt their time was valued by **Into**University | are more likely to volunteer again as a result of volunteering with **Into**University |

### How volunteers contribute to **Into**University

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

### The best thing about volunteering is…

"… having an impact on someone's life."

"… working with the young people, seeing their confidence improve during the session."

"… making an impact on my mentee's academic performance."

**Source of volunteers 2018/19**

21% Local Community

47% Universities

32% Corporates

My favourite thing is playing football. I play twice a week. In school, and out of school, and sometimes in the park. I enjoy it because people cheer me on when I play. I like **Into**University. We have played lots and lots of games. One of them is when we have to figure out something, and we go in different groups and learn different things. It's also helped me with my Maths and my English."

Anas, **Into**University Walworth

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# Thank you

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