

Lockdown Impact Report

Introduction

The COVID-19 crisis meant that **Into**University had to close our centres from March to September, pausing all face-to-face support for our young people. However, our teams immediately offered bespoke remote support to our Academic Support students, many of whom have been attending our centres regularly over a period of years.

Thanks to strong relationships with our young people, **Into**University teams not only understood students' academic needs but also their situation at home. This placed **Into**University staff in a unique position to be able to offer individual support to these students during the school closure period. We were also able to continue to support older students with careers-related opportunities and university applications, which proved particularly important following the confusion this year around how grades were awarded.

We realise that the longer-term impact of COVID-19 will fall unduly heavily on our students - whether it be the consequences of an extended period of lost school learning or the inability to take advantage of new digital provisions, which their better-off peers have at their fingertips. Learning from our own lockdown experiences, **Into**University will be here for them throughout the challenges ahead.



Dr Rachel Carr, OBE
Chief Executive
and Co-Founder,
IntoUniversity

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How did the pandemic affect our usual outputs?

We paused all face-to-face support for students in March. Inevitably, we have supported fewer young people than in a normal year; we had already supported tens of thousands of students before the national lockdown.

Despite the centre closures, we were determined to continue providing support to our students remotely. The remainder of this report details this support and its impact.

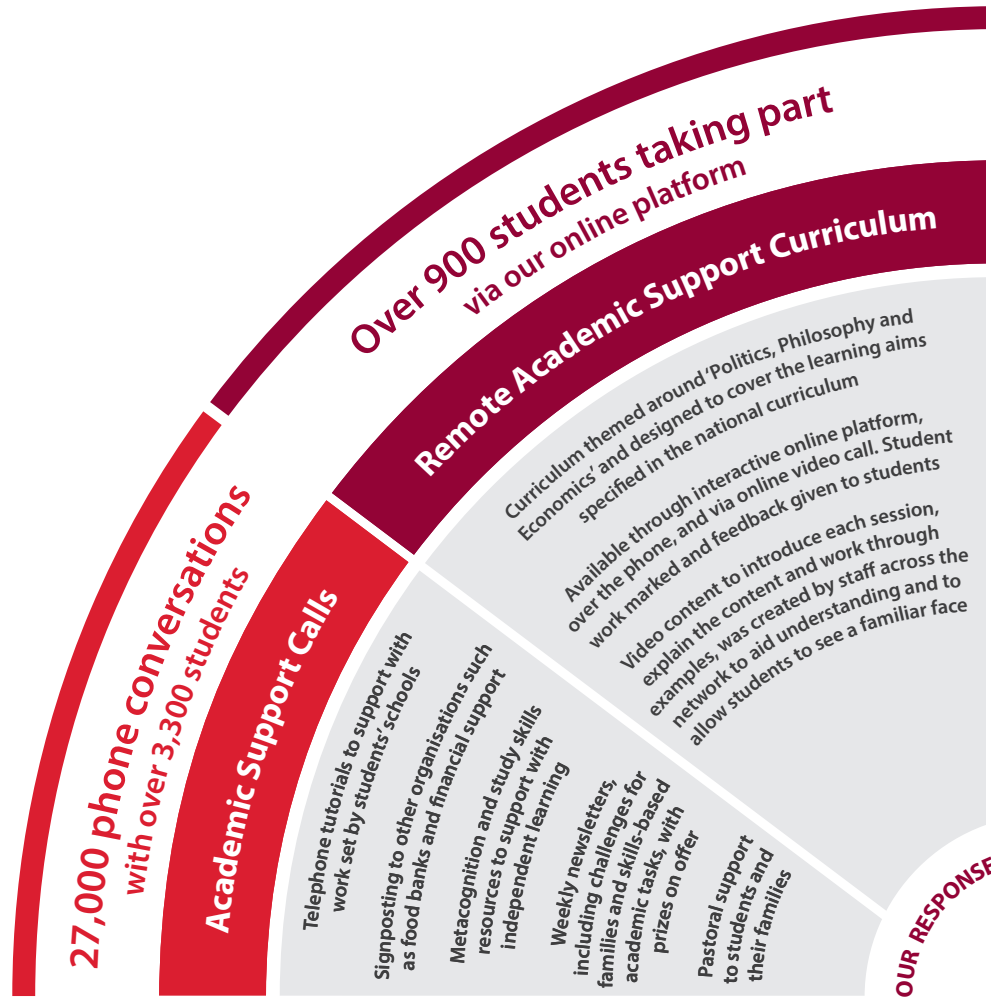


students supported
face-to-face before
school closure

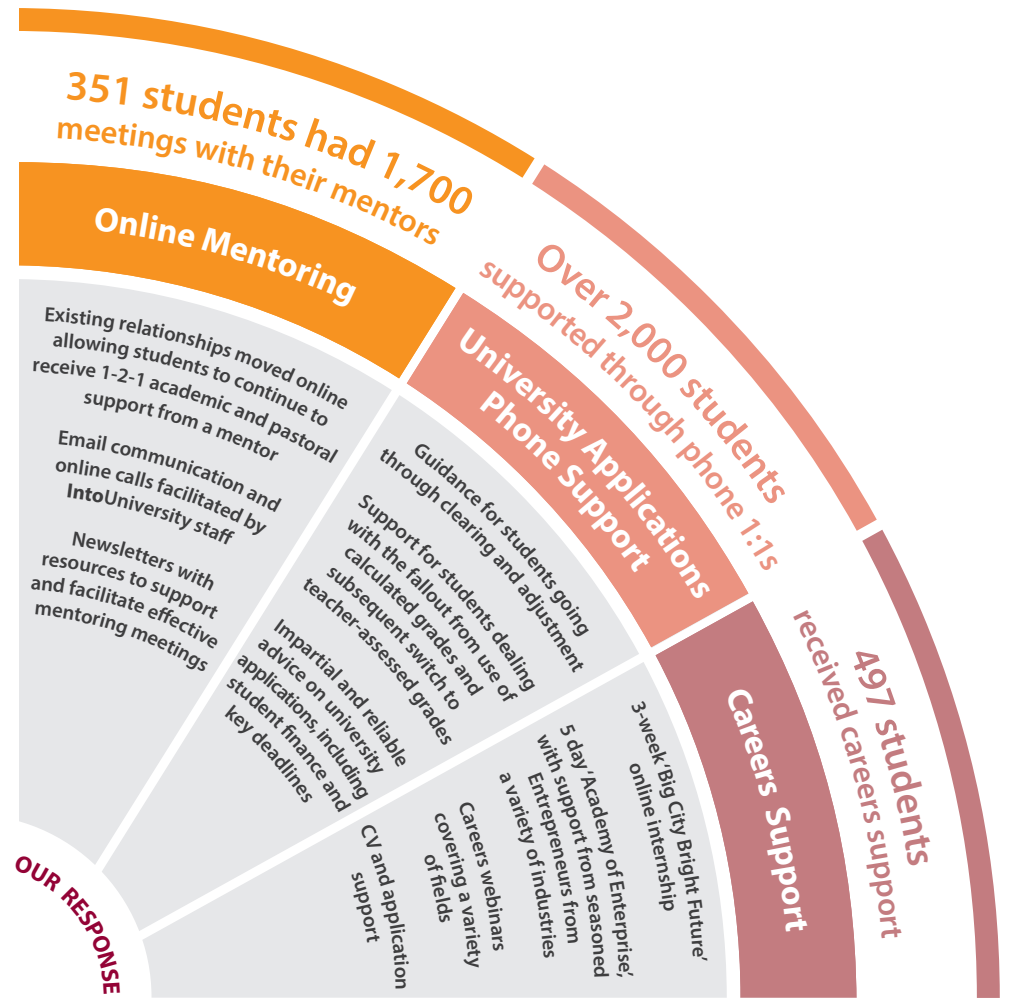


students supported
remotely during
school closure

How did we tackle these needs?



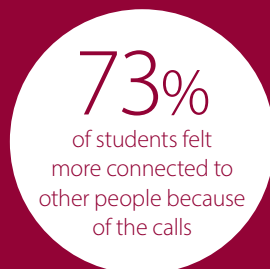
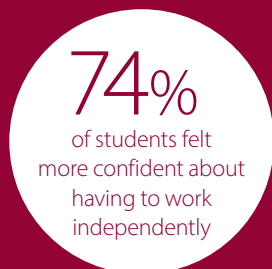
Outputs | Activity | Activity Details



What was the impact of our support?

Academic Support Calls & Remote Curriculum

As a result of **Into**University's support during lockdown...



"I like that the **Into**University team gives excellent feedback. The feedback is constructive and follows a format which first identifies what was good and then challenges me to do better."

Southampton student

"My daughter especially knows that you will call. Anything she is struggling with, she puts on the side and waits for your support, which is truly amazing."

Parent of London students

"The calls encourage them to do their work so they can talk about it on the phone. It's good to know someone cares."

Parent of London students

"Calls like these keep you going and keep you motivated... you know, from people like you that care about us."

Nottingham student

Online Mentoring

Of students who took part in e-mentoring during lockdown...



University Applications Phone Support

Given school closures, the use of calculated grades, then the subsequent switch to centre-assessed grades, we think the short-term support we were able to provide before, during and after results day may have had a particular impact on students' university applications this year. Achieving a university place is the result of years of hard work by students. We provide them with support throughout this process and the data we collect suggests our support is effective.

% of students progressing to University

IntoUniversity 2020 alumni ¹	All students nationally	All FSM students nationally
71%	43%	26%

"I was so lost before **Into**University started helping me. I now have my university place and student finance sorted and I couldn't have done it without you."

London Year 13 student

"Thank you for the call and email. You made me feel a lot better about this whole situation."

London Year 13 student

Careers Support

153 students took part in the 2020 Big City Bright Future internship, which was delivered online for the first time as a result of lockdown.

The pre- and post- internship skills questionnaire showed a **statistically significant increase in each of the 10 learning areas measured. The biggest increase was seen for 'In-depth industry knowledge', with ratings increasing from an average of 5.5 to 7.8 (out of 10).**

"I've become more confident in myself and my networking skills, I feel more apt to work in a team and communicate after all the breakout sessions we've had. This has been a life-changing opportunity."

Brighton Big City Bright Future Online Internship participant

1. Based on collecting data for 4,972 students out of a cohort of 9660 – a 51% sample. For a full description of how we calculate our progression rate and further analysis of what it tells us about our impact, please see our [2019 impact report](#).

Lockdown support: One student's experience

Funmilola Jempeji

Lola has been working with **Into**University Brent for six years. Lockdown hit in the crucial months of her Year 12. Lola feels she missed out on learning as a result, and found adjusting to remote schoolwork hard.

“Our teachers set more work than usual to keep us busy. However, it meant there was too much and it piled up, which was stressful. I also found it harder to be taught online, as it's not as easy to consume information as it is in person.”

In weekly calls, **Into**University staff helped Lola with her UCAS preparation, held practice interviews for work experience, and checked how she was feeling about revision and online exams. Lola's mentor, Wardah, kept in touch remotely too.

“Having **Into**University call each week helped support me a lot during this time. I already found it hard, being at home trying to motivate myself to do online work. Not having people that were a phonecall away would have made it a lot harder.”

Lola appreciated knowing she could turn to the Brent team, personally as well as academically.

“The calls helped me stay positive and reminded me that they are there if we ever need support, which was so important at that time. Not being in physical contact with **Into**University also didn't stop us from having help with my applications and personal statement.”

Now in Year 13, Lola feels it's important not to despair at the uncertain journey ahead.

“It's something no one has experienced before - hope is what we need to all keep.”



Lola at **Into**University Brent before lockdown

Supporting students' recovery

A key aspect of our return to face-to-face support is our focus on well-being and helping students to recover and re-engage with learning. During the first half-term of Academic Support, teams prioritised creating a safe environment in both the physical sense - carefully enacting the risk assessments put in place to ensure COVID-safe classrooms - and in the psychological and emotional sense, using trauma-informed practices to nurture and support the young people on their return. These included:



Creating a team plan to greet young people in a consistent way



Having a consistent seating plan

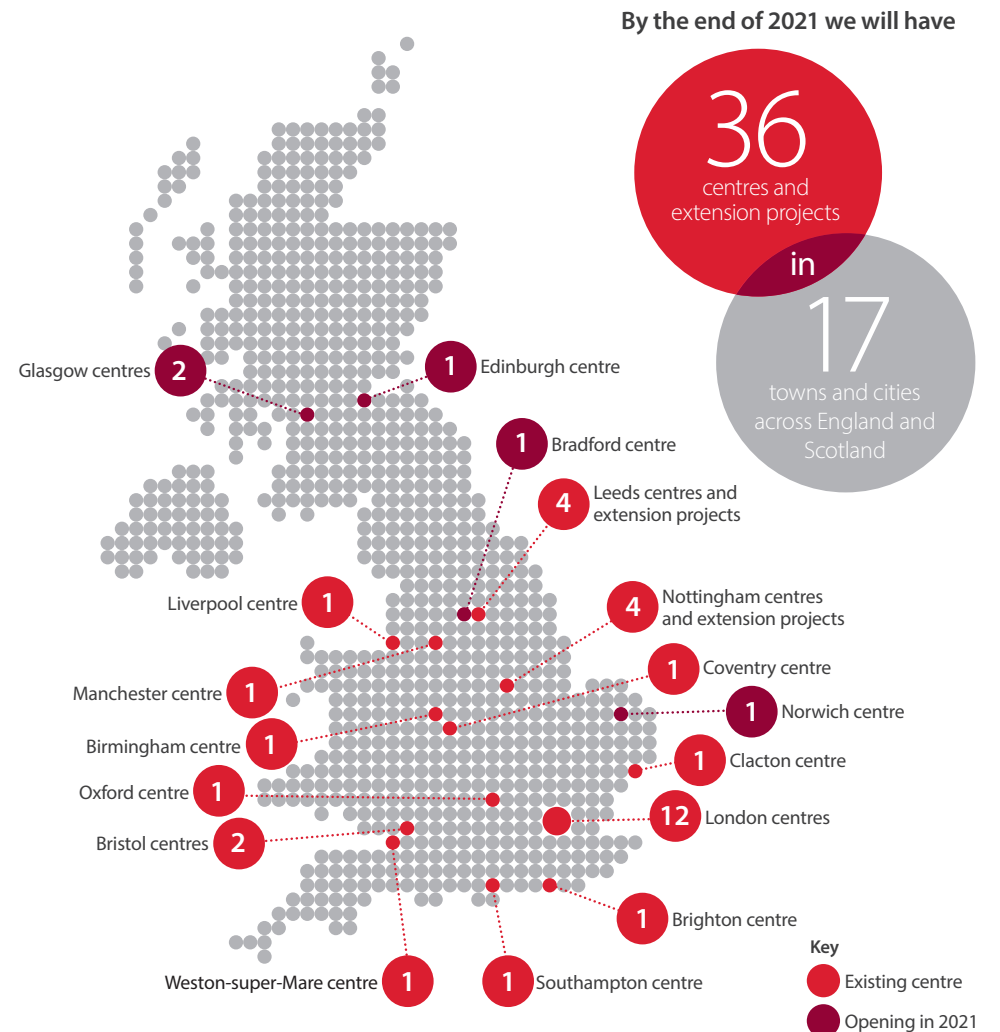


Using displays to show positive messages alongside safety messages

In order to tailor support for each individual, teams Red-Amber-Green (RAG) rated the wellbeing, social skills and academic needs of every Academic Support student. Guidance for this assessment was underpinned by a resilience framework developed by Daniel and Wassell, and an evidence-based oracy framework that has been developed by our oracy lead, Emily Magrath. The new Government guidance issued in November necessitated reducing Academic Support sessions from 15 to 12 students. The RAG rating, along with other information about safeguarding, helped centre staff to triage students and ensure that the most vulnerable students could still access face-to-face support.

How has the pandemic impacted the charity's growth plans?

IntoUniversity's growth plan has, so far, not been significantly affected by the pandemic, with five new centres launching in four new cities in 2021. However, lockdown did delay two centre openings: the launch of our Norwich centre was pushed back 6 months from September 2020 to April 2021 and our Maryhill centre, in Glasgow, has been pushed back from April to September 2021.



Thank you

Our work supporting young people during the lockdown was only possible with the generous support of our funding partners, donors, volunteers, trustees, advisory panel members and staff. Our sincere thanks extends to all of you. There are far too many to list all by name (and some supporters wish to remain anonymous) but we are incredibly grateful for your dedication to helping our young people during this challenging time.

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University of Warwick
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Westminster School
The Wheeler Family Charitable Trust
Steve and Tracy Windsor
William and Alex de Winton

We also receive support through Uni Connect to support young people in Leeds and DANCOP to support young people in Nottingham. Through the Royal National Children's Springboard Foundation we support young people to take up boarding school bursaries.

For further information on our impact work please contact

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