

IntoUniversity Impact Summary

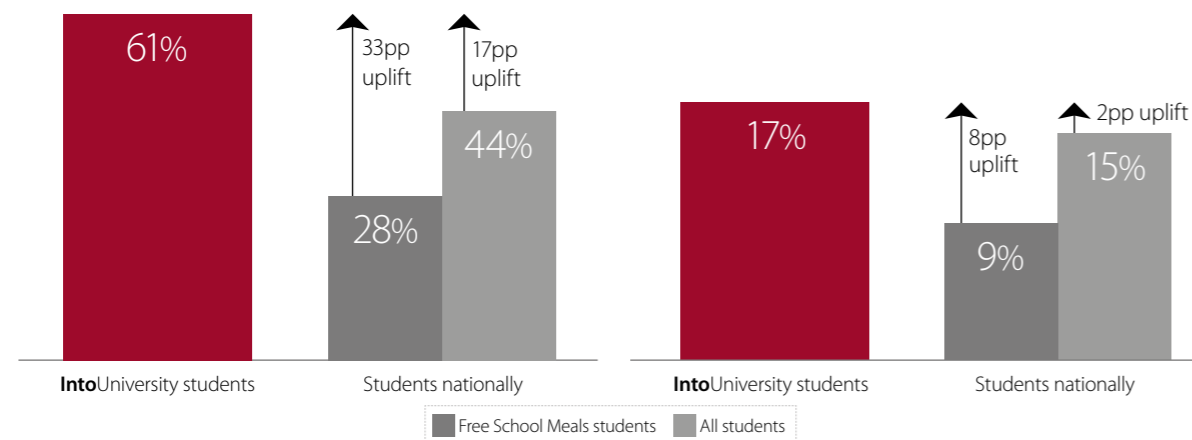
In 2022–23 we worked with:

52,400	1,890	372
Students	Volunteers	Partner schools

Progression to Higher Education

61% of **IntoUniversity** 2023 alumni progressed to Higher Education, compared to 28% of students from similar backgrounds nationally.

17% of **IntoUniversity** 2023 alumni progressed to a Russell Group university, compared to 9% of students from similar backgrounds nationally.



Attainment

External analysis by FFT Education Datalab found that students who regularly attend **IntoUniversity's** Academic Support over several years make **3 months' additional progress** in Key Stage 2 Maths.

Evaluation Questionnaires

After taking part in our programmes:

63%	62%	93%	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

"IntoUniversity has improved me as a person. It's improved the quality of my work a lot, helped me greatly with my confidence and personal statement and is the reason I got an offer from Anglia Ruskin University."

Nate, **IntoUniversity** Clacton-on-Sea

Introduction

It's a challenging time for young people making decisions about their future. Several years on, the long-term impacts of the pandemic, in particular on those from the least advantaged backgrounds, are becoming increasingly clear. Ten years of progress in narrowing the attainment gap between disadvantaged students and their peers has been wiped out, and the Department for Education expects it will take another ten years just to return the gap to the level it was in 2019. Alongside this, students considering university are struggling with concerns about the cost of living and, despite the well-evidenced benefits of Higher Education, the value of a university degree is increasingly being questioned in public discourse, including the government announcing a crackdown on "rip-off university courses".

In this climate, it's more important than ever that we can be confident our work is having a positive impact on the young people we support. An important tool we use to help us understand our impact is our Theory of Change, which, as you'll see on the next page, provides the structure around which this report is built. Among the evidence you'll find detailed here is an independent evaluation showing that primary students who regularly take part in our Academic Support programme make 3 months

additional progress in Maths, enough to close the attainment gap back to well beyond its 2019 level. **IntoUniversity** students continue to progress to university at a higher rate than their peers, and once they're at university are less likely to drop out of their courses. We also present analysis for the first time showing that almost all our students can expect a positive financial return from their degrees, in addition to the personal and wider societal benefits we know Higher Education brings.



This academic year, we will work with our 200,000th student. In the face of growing need, we believe this report provides a compelling argument for the difference our work is making.



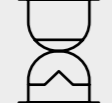


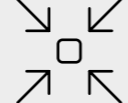
Alex Quinn

Head of Data and Impact at **IntoUniversity**

IntoUniversity's Theory of Change

THE ISSUE	OUTCOMES
IntoUniversity students live in local communities where:	IntoUniversity operates centres that offer a suite of long and short-term programmes and opportunities that:
Young people are at risk of underachievement.	→ Are evidenced to have a positive impact on learning skills and attainment .
Young people are at risk of not developing the personal skills that enable success.	→ Develop skills and personal capacities that are required to succeed.
Young people are likely to hold 'limiting beliefs' about their future potential.	→ Provide positive feedback and reinforcement that build self-efficacy and self-belief .
Understanding of and access to Higher Education and career options is typically limited.	→ Provide knowledge of Higher Education and career options , and contact with universities and employers.

OUR MODEL

 Home-from-home learning centres	 Place-based	 Long-term	 Early intervention	 Evidence-based	 Multi-intervention programmes
--	--	--	---	--	--

IMPACT	
As a consequence, the young people we work with are:	Over the longer term:
More likely to make successful transitions through education.	✓ The Higher Education progression gap will narrow.
More likely to succeed in public examinations.	✓ Local traditions of Higher Education participation will be strengthened.
More likely to progress to a positive post-school destination.	✓ Society will benefit from young people who can use their talents to contribute more fully to the world.
More likely to enter Higher Education.	✓ Other documented public social benefits will follow.

OUR APPROACH

 Pastoral care	 Positive relationships	 Excellent delivery
--	---	---

Contents

THE ISSUE	7	OUTCOMES	23
Unequal access to Higher Education	9	Learning skills and attainment	25
The benefits of Higher Education	11	Skills and capacities required to succeed	27
The impact of the pandemic	13	Self-efficacy and self-belief	29
Our scale and reach	14	Knowledge of Higher Education and career options	31
OUR MODEL AND APPROACH		15	
Striving for excellence – why quality is at the heart of the Into University programme		17	
Our distinctive model and approach		18	
The Into University student journey		19	
Partner testimonials		21	

IMPACT	33
External evaluation: the impact of Into University's Academic Support on Key Stage 2 attainment	35
Progression to Higher Education	37
– Into University's tailored benchmark	39
– Variation in uplift over time	41
– Variation in uplift across the country	43
– Progression to selective universities	45
– Progression by ethnicity and gender	46
– Student migration	47
– Subjects studied at university	49
Other post-18 destinations	51
University continuation	53
Future earnings	54
Volunteers	55

The Issue

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.

9 Unequal access to Higher Education

11 The benefits of Higher Education

13 The impact of the pandemic

14 Our scale and reach

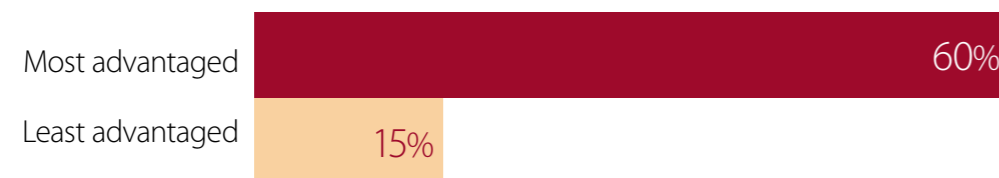


Unequal access to Higher Education

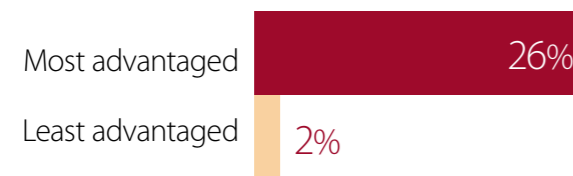
A young person's chance of entering Higher Education is heavily influenced by their background. The charts below show the scale of the gap in Higher Education access between the most and least advantaged groups. Note that the entry rates are not comparable between England and Scotland because different measures of disadvantage are available for each nation. This analysis uses UCAS' Multiple Equalities Measure (MEM) for England¹, and the Scottish Index of Multiple Deprivation (SIMD) for Scotland².

England

The most advantaged young people are 4 times more likely to enter Higher Education.

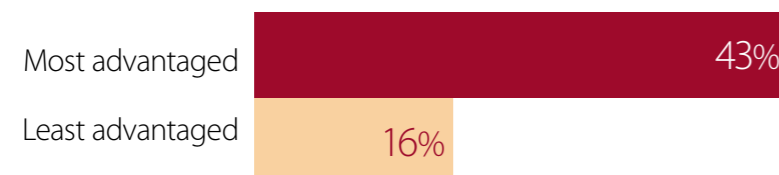


The gap is even greater for higher-tariff institutions. The most advantaged young people are 11.5 times³ more likely to enter a higher-tariff institution.

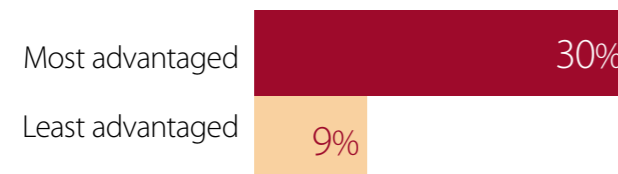


Scotland

The most advantaged young people are 2.7 times more likely to enter Higher Education.



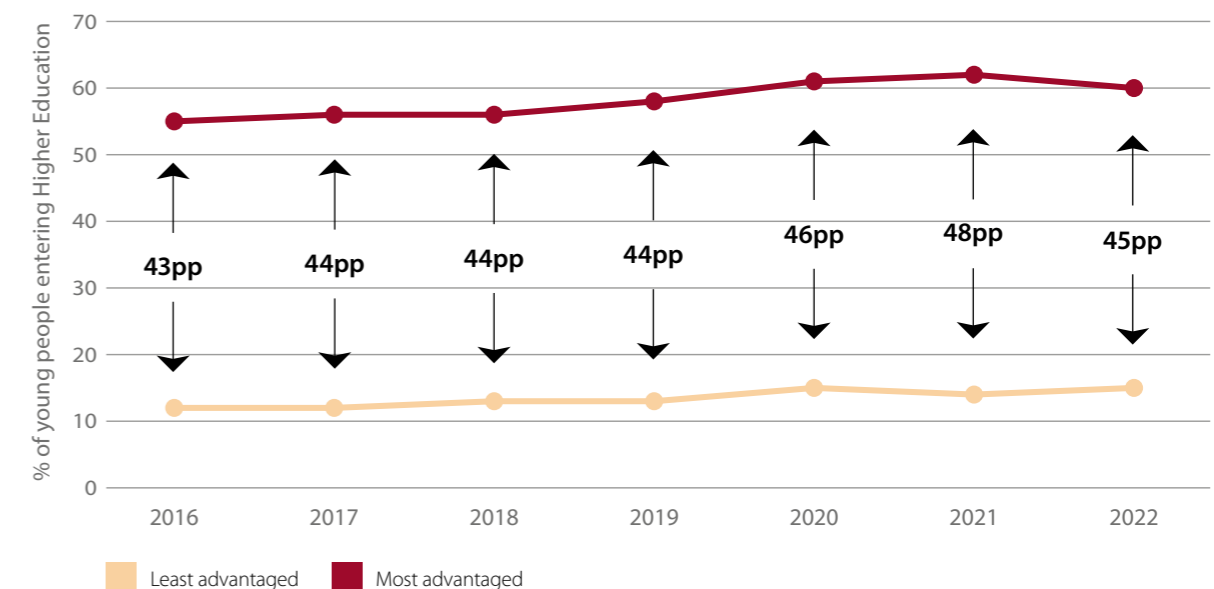
The gap is even greater for higher-tariff institutions. The most advantaged young people are 3.3 times more likely to enter a higher-tariff institution.



1. UCAS end of cycle data resources 2022: English 18-year-old entry rate by MEM group
2. UCAS end of cycle data resources 2022: Scottish 18-year-old entry rate by SIMD quintile. UCAS did not provide an SIMD breakdown by provider tariff for 2022, so the higher tariff comparison is taken from UCAS end of cycle data resources 2020: Scottish 18-year-old entry rate by SIMD quintile and provider tariff group
3. Note that the figures on the chart have been rounded, the unrounded figures are 26.4% for the most advantaged group and 2.3% for the least.

Despite work nationwide, the gap in access to Higher Education has grown

The gap in Higher Education access between the most and least disadvantaged groups in England widened between 2016 and 2019. Following the pandemic it grew rapidly in 2020 and 2021. Despite closing somewhat in 2022, the gap is still larger than before the pandemic.



The benefits of Higher Education

At IntoUniversity we believe that everyone should have the opportunity to access the benefits Higher Education can provide. These benefits are well studied and numerous, and include greater life-satisfaction¹, higher-achieving children², lower unemployment³, and increased earnings⁴. Two recent studies examining some of the benefits of Higher Education are highlighted here.

Participation in Higher Education can increase social mobility in earnings

Individuals from disadvantaged backgrounds typically earn less than their peers from wealthier backgrounds⁵. Research suggests that participation in Higher Education weakens this link between background and earnings, boosting social mobility⁶.

This is illustrated by the chart below, which plots earnings against family background. The flatter the curve, the less there is an association between the two. The curves for all university types (the coloured curves) are flatter than the national average (the grey curve), suggesting that background has less of an impact on earnings for those who attend university, and that this is true regardless of the type of university attended. For the most selective Russell Group universities, the curve is nearly flat, suggesting that students who attend this very selective group of universities end up with similar earnings regardless of background.

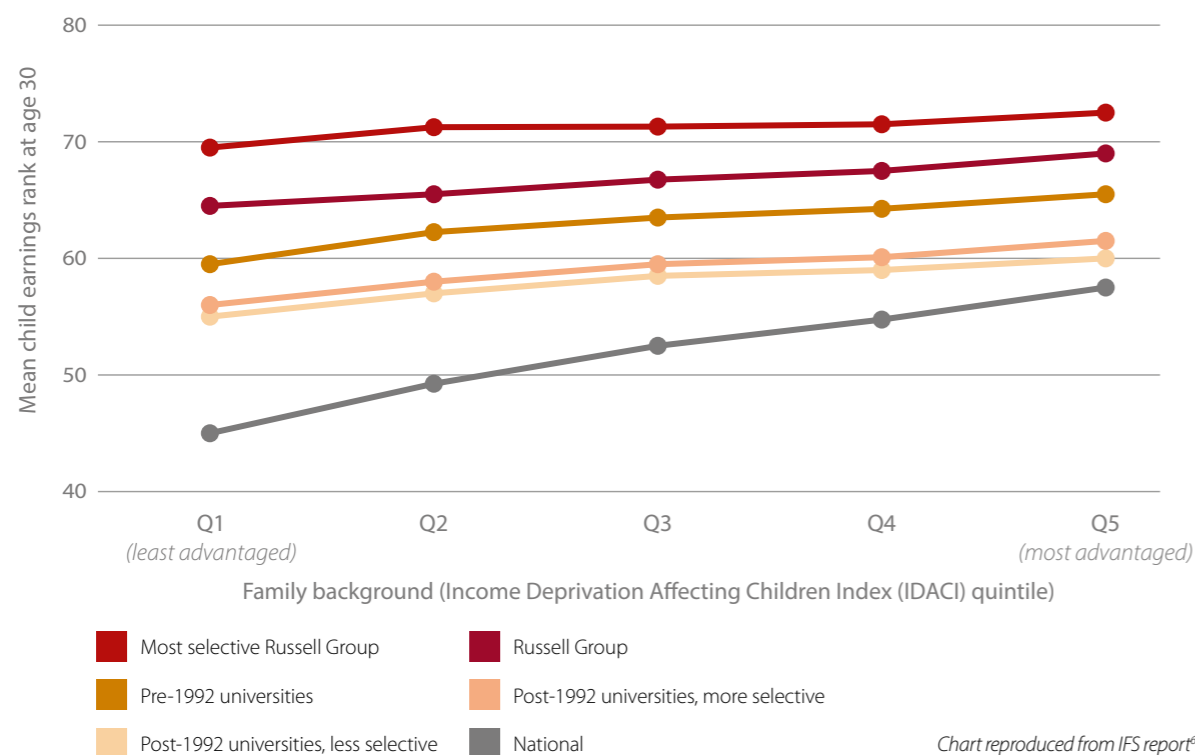


Chart reproduced from IFS report⁶

1. Centre for Population Change, *A troubled year: Life satisfaction during the pandemic* (2021)
 2. Ermisch and Del Bono, *Inequality in Achievements During Adolescence* (2012)
 3. *Graduate Labour Market statistics 2022*
 4. Social Mobility Commission, *Labour market value of higher and further education qualifications: a summary report* (2023)
 5. Social Mobility Commission, *State of the Nation 2023: People and Places* (2023)
 6. IFS, *Which university degrees are best for intergenerational mobility?* (2021)
 7. WHO & Calouste Gulbenkian Foundation, *Social determinants of mental health* (2014)
 8. Balloo et al. *Differences in mental health inequalities based on university attendance: Intersectional multilevel analyses of individual heterogeneity and discriminatory accuracy* (2022)
 9. McCloud et al. *The association between higher education attendance and common mental health problems among young people in England: evidence from two population-based cohorts* (2023)

Participation in Higher Education may reduce the risk of long-term negative mental health outcomes for those from low socio-economic backgrounds

Research has shown that being from a low socio-economic background leads to an increased risk of poor mental health⁷. Recent evidence suggests that attending Higher Education reduces this risk⁸.

The study used data from over 5,000 individuals and used the Income Deprivation Affecting Children Index (IDACI) as the measure of deprivation. For those who did not attend university, coming from the most disadvantaged group was associated with significantly higher risks of declaring a chronic mental illness or experiencing mental distress at age 25. However, for those who had attended university, those from the most disadvantaged groups did not have any higher risk of negative mental health outcomes aged 25.

Other recent research⁹ has suggested that young people's mental health can be lower while they are at university, but this research indicates that over the longer term, attendance at university may have a protective effect on mental health for those from less advantaged backgrounds.



The impact of the pandemic

The pandemic has had a negative impact on young people's education and this is particularly pronounced for those from the least advantaged backgrounds. This can be expected to have a knock-on effect on social mobility and access to Higher Education, the impact of which will be felt for years to come.

Students lost a third of their learning time during the pandemic year

Those from the poorest backgrounds lost even more, as much as 60% during the first lockdown¹.

School attendance is much lower than before the pandemic

In the 2022–23 academic year, overall absence rates were 7.5%, compared to 4.7% before the pandemic. 38% of disadvantaged students were persistently absent, more than double the rate for other students². While absence rates for non-disadvantaged students have started to fall, those for disadvantaged students are still rising.

The least advantaged young people are now further behind their peers than at any point in the last 10 years, wiping out a decade of progress in narrowing the attainment gap

Number of months disadvantaged students are behind at the end of primary school

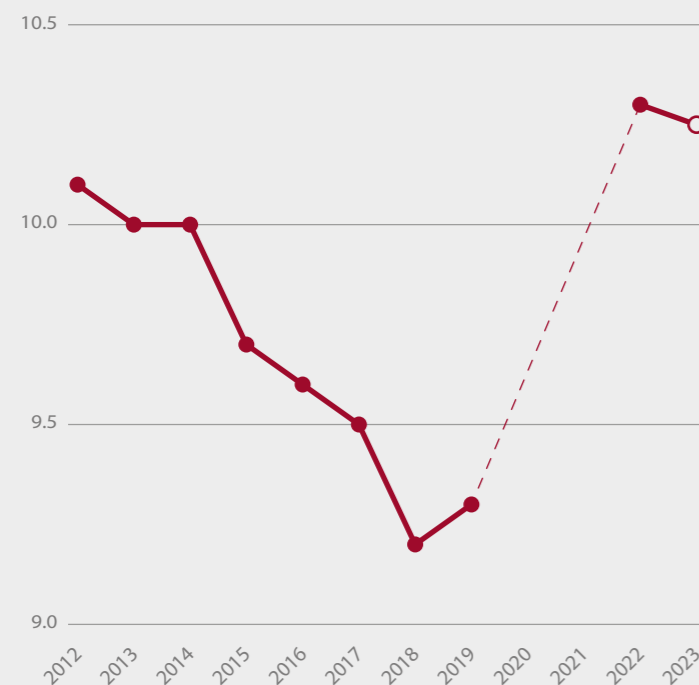


Chart reproduced from EPI report⁴, with the addition of an estimate for 2023 based on provisional data⁵. The attainment measure is based on maths and reading scores in statutory Key Stage 2 assessments. No data is available for 2020 or 2021 as no assessments took place due to the pandemic.

Over the last decade, the gaps in attainment between disadvantaged young people and their peers had been slowly narrowing. The chart on the left shows the size of the gap for students at the end of primary school. In 2022, the first year of assessments since the pandemic, the gap widened to the highest level for 10 years. Provisional data shows the gap closing only slightly in 2023, and the Department for Education has said it expects it may be another 10 years before the gap returns to the level it was in 2019³.

The picture is similar for GCSE, where the gap is now at the widest level since 2011, and for students at the start of primary school, where the gap is the widest since 2014⁴.

The effects of the pandemic on young people are likely to last for many years, and the reduced attainment we're seeing for less advantaged students can be expected to impact on how likely they are to apply for and enter Higher Education.

1. Centre for Economic Performance, *Learning loss since lockdown: variation across the home nations* (2021)
 2. Public First, *Listening to and learning from parents in the attendance crisis* (2023). Persistent absence is defined as a student missing 10% or more of their schooling over a year
 3. House of Commons Committee of Public Accounts, *Education recovery in schools in England* (2023)
 4. Education Policy Institute, *Annual Report* (2023)
 5. Department for Education, *Key Stage 2 Attainment Academic Year 2022/23* (2023)

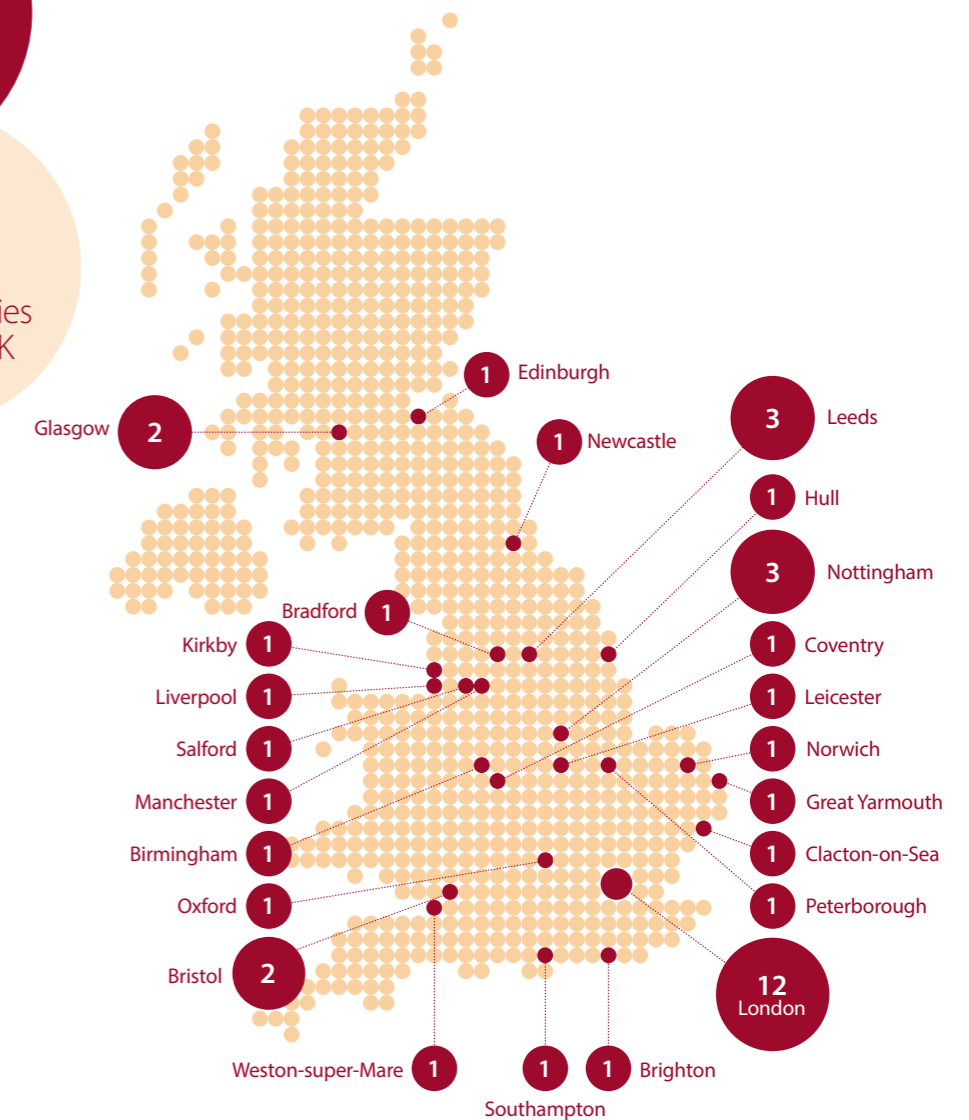
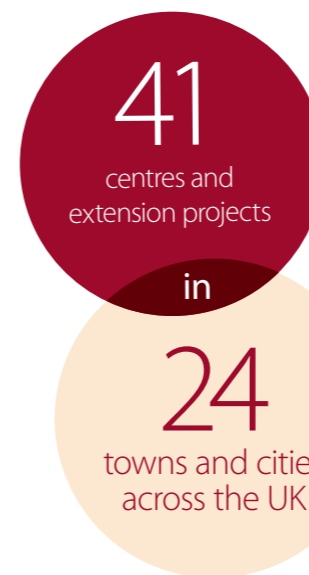
Our scale and reach

In the face of these challenges, our work is more important than ever, and we continue to expand to try and meet the need.

In the 2022–23 academic year we worked with:

52,400	1,890	372
Students	Volunteers	Partner schools

As of 2023 we have:



Our Model and Approach

Underpinning all our work is our distinctive model and the way we approach how we work with young people.

17 Striving for excellence – why quality is at the heart of the **Into**University programme

18 Our distinctive model and approach

19 The **Into**University student journey

21 Partner testimonials



Striving for excellence – why quality is at the heart of the IntoUniversity programme



The seed from which IntoUniversity originally grew was an after-school study support club that Clare Richards (now an IntoUniversity Trustee) and I set up in a hall at a local community centre. A qualified teacher, Clare had previously been working in a primary school, while I had been running youth programmes as a volunteer in my spare time from my day job as a university lecturer. From the outset we were very clear that the children coming to the study support club at the end of a long day at school deserved the very best quality we could provide in all aspects of their experience.

We didn't want to run a service where children dropped by just occasionally or were dropped off solely for after-school care. We wanted children to enjoy coming week-in, week-out by choice, to a place where they built positive relationships with us over the long term and where holistic, pastoral care was central to their experience. We wanted them to

thrive and excel because of our shared high expectations of what they could achieve, our nurture of their individual talents, our celebration of their successes, our understanding of the challenges they were facing in and beyond the classroom. We wanted our club to be a place where hopes and dreams could be shared, worked towards and realised. And all this meant ideals underpinned by practicalities, including a classroom environment conducive to learning and effective evidence-based teaching strategies. So every child set their own literacy and numeracy targets, based on our formal assessment of their learning needs; bespoke support helped them to meet them; termly progress was monitored, work was marked and feedback given. With support, homework was completed on time - and to a high quality. Curiosity and independent learning were actively encouraged and there was an abundance of books and fun educational games (Boggle a firm favourite!).

Children came through the doors to our Study Support Club. And came back. And brought their siblings and friends. And signed up to the other programmes we were developing - enjoying hands-on science in laboratories at Imperial College ('I didn't know this place was for me'), residential visits to far-flung places ('How many Euros do I need in York?'), and meetings with mentors ('Please try this mug cake we've baked together!').

That club is now our after-school Academic Support Programme supporting over 5,000 young people each year - and while its ethos and culture remain true to the original ideal, the content and structure of the sessions has been developed, refined and improved in the years since. Primary-aged children now enjoy immersing themselves in termly 'degrees' in subjects they don't study at school (from Anthropology to Zoology), with literacy and numeracy learning outcomes for different year groups mapped out behind each session of hands-on activities; Secondary school students complete their school work with support from our trained staff and develop independent thinking skills through 'Future Readiness' activities underpinned by metacognitive practices.

We've moved on from *Cluefinders Maths Adventure* on a CD-ROM and risographing individual worksheets. And we definitely no longer measure success just by asking children the top three things they enjoy most at the club. As we have grown and evolved, so too has our impact measurement: as you will see throughout this report, all of our programmes, including Academic Support, are underpinned by an evidence-based 'Theory of Change' with transparent metrics at the heart of how we evaluate. But the golden thread linking that original club with today's 41 centres running Academic Support and the multiple other programmes we now provide, remains a commitment to striving for quality in all we do. This is crucial. For our success is not *ours* at all but our young people's; and it is the quality of our services that they both richly deserve and which enables them to develop their wonderful, eclectic, individual talents and achieve their very best potential.

Dr Rachel Carr

CEO of IntoUniversity

Our distinctive model and approach



Local and national

Our home-from-home local centres run at grassroots level whilst, at the same time, via our national network, they also benefit from collaborative expertise, experience and a shared mission, culture and ethos.



Place-based interventions reaching social mobility cold spots

We run centres in areas facing the greatest disadvantage and where we will have the most impact. We undertake comprehensive feasibility and consultation in each new location to understand fully local context and needs.



Long-term neighbourhood-partnerships

We work with local communities in the heart of the places where our young people live. Centres are there for the long term, allowing us to create local traditions of support and educational success.



Evidence-based

Our programmes are designed to use practices that are evidenced to have a positive impact on the outcomes we're aiming to achieve. Sitting behind our theory of change is a body of research justifying the design decisions made in the programme. We conduct regular reviews to ensure our teaching practices remain based on the most up-to-date and strongest evidence.



Early and sustained multi-intervention

Our centres run programmes for children from the age of seven, enabling them to engage positively with education from a young age and over their whole education journey, throughout primary and secondary school, into university and beyond.



All talents, all abilities nurtured

Our distinctive, positive ethos and values-driven culture underpin our striving towards high-quality delivery and compassionate pastoral care. We believe that every young person deserves the support they need to achieve their goals; we do not direct our services exclusively towards 'gifted' young people. Our staff teams spend time understanding students' individual talents and needs, build positive relationships and create a welcoming and purposeful environment that inspires a love of learning and lays the foundation for success.



The **IntoUniversity** student journey

Our multi-intervention programme starts work with students in primary school and continues to offer support all the way through to university application and beyond.

Primary school**Age 11–16****Primary FOCUS**

A structured programme which supports and enhances school learning and inspires students to think about their future education and the world of work.

Secondary FOCUS

A series of workshops and trips that support students' learning and increase their knowledge of Higher Education,

Academic Support

IntoUniversity staff provide sessions of structured academic study after school in our local learning centres. The sessions raise attainment, encourage young people to become active, independent learners and help them to develop effective study skills. Students

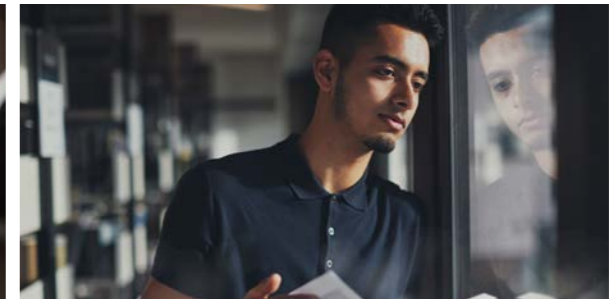
University Student Mentoring

IntoUniversity students are matched with university student volunteers, providing them with positive role models and the opportunity to develop their social skills, explore future options and improve academic attainment.

Student Opportunities

Students enrolled on **IntoUniversity** programmes have access to a range of other opportunities, including:

- Khadija Saye Arts Programme
- Royal National Children's SpringBoard Foundation bursary

Age 17–18**Post-school****Student Associate Network**

An opportunity for former **IntoUniversity** students who have left school to continue their engagement and receive tailored career and academic support. This includes insight events, work experience and mentoring.

career opportunities and educational pathways.

have access to essential resources that they may not have at home such as books, university prospectuses and computers.

Corporate Mentoring

In their final year of school, students are paired with career-experienced graduate mentors who offer support with the transition from school through to university over a period of 18 months. Mentors act as positive role models, providing guidance and advice on university applications, career pathways and study skills.

- Extending Horizons residential
- Explore Oxbridge Programme
- Careers Insight Days

- Holiday FOCUS
- Work Experience
- Big City Bright Future Internship

Partner testimonials



Meeta Dave
Headteacher



Radford Academy
A L.E.A.D. Academy

Radford Academy has been working with IntoUniversity Nottingham Central since the centre first opened in 2013

"This is the 10th year of my school's partnership with **IntoUniversity**: we enjoyed our first Year 6 FOCUS Week learning about 'Incredible Inventors' back in December 2013, and now have students aged 8-11 taking part in the programme each year. Our Year 4 classes enjoy discovering all about different careers, a hands-on workshop for Year 5s introduces them to university life, while the Year 6s enjoy immersing themselves in the practical study of one topic in more detail over a week - finishing with a 'graduation' at the University of Nottingham.

IntoUniversity's programme expertly combines subject knowledge with an approach that helps pupils to develop their interpersonal skills. Alongside this, there is always a link to wider opportunities and raising aspirations, and we always find the time the pupils spend engaging with the programme highly worthwhile. **IntoUniversity** staff carefully plan the learning content to fit the curriculum, to support with raising attainment, and to meet individual pupil needs. They deliver the sessions in a way that engages and motivates pupils, who get a thrill from learning on the university campus and knowing that university is a possibility for them. It opens their eyes to everything it offers. Over the 10 years of our school engagement with **IntoUniversity**, I have seen the positive difference it has had on the pupils and their families. Younger siblings look forward to the time when they will graduate from their **IntoUniversity** FOCUS Week, whilst parents watch in pride. We have noticed an increase in parental involvement as they've come to realise that university is definitely something their children can aspire to. The **IntoUniversity** programme has clearly had an impact as we've seen an increasing number of pupils going to study at university and many others gaining employment and making a positive contribution to their communities.

Where a school and **IntoUniversity** work in strong partnership with a shared vision, we see the widening of horizons and the raising of aspirations. **IntoUniversity** has been one of the key drivers that has improved and continues to improve social mobility in our local community."



Professor Jeff Grabill
Deputy Vice-Chancellor
for Student Education



UNIVERSITY OF LEEDS

"**IntoUniversity** provides a remarkably innovative programme, grounded in community, with remarkable outcomes. If we really want to level up Leeds, and level up learners so they can come to our university and have the privilege of a world-class education, we need to invest in programmes like **IntoUniversity**. When I made my first visit to an **IntoUniversity** centre I was struck by how engaged the young people were. I've been struck since by how engaged their families are. Some of the most compelling stories that I've heard are from students who have an opportunity to participate in programmes with **IntoUniversity**. They find it life-changing. Every single learner at **IntoUniversity** has the potential to come to the University of Leeds, and it's humbling to see that work happen."

The University of Leeds supports two centres and an extension project in Leeds



Sarah Craner
Executive Director, Social Impact
and Philanthropy UK

"Throughout our partnership our organisations have consistently had a shared aim: to break cycles of educational inequality by building pathways into Higher Education.

When we began our partnership with **IntoUniversity** in 2007, we specifically wanted to work with a charity that not only shared our goals, but also one with a lot of potential to develop, so that a long-term relationship could be established. We have now been working with **IntoUniversity** for over 15 years, and I have found them to be a highly trusted and valued partner within UBS's Social Impact portfolio. We would fully endorse the model, the professionalism of their approach, and the wholly positive impact they have had on the lives of disadvantaged young people."

UBS has been a key supporter of IntoUniversity and an integral part of our journey since we launched our first business plan in 2007



Outcomes

At the end of each programme we ask students to fill out evaluation forms. This gives us information on how successfully our programmes are supporting students towards our intended outcomes. Last academic year, we processed and analysed over 40,000 forms.

Where possible, we ask parents / carers and teachers to fill out evaluation forms too. This enables us to triangulate students' feedback, showing whether any changes they report are being observed by others too.

-
- 25 Learning skills and attainment
 - 27 Skills and capacities required to succeed
 - 29 Self-efficacy and self-belief
 - 31 Knowledge of Higher Education and career options



Learning skills and attainment

"IntoUniversity delivers a holistic and supportive programme and can be confident that there are many ways in which this supports increased attainment."

Understanding IntoUniversity's impact on attainment: A qualitative research study. Renaisi. 2019.

Students' attitudes to learning improve

All IntoUniversity programmes include elements designed to foster an improved attitude to learning. 54% of students responded positively when asked if they were working better in school as a result of our programmes. This increased to 71% for students taking part in our Academic Support programme, which places a greater emphasis on this outcome. Teachers and parents/carers also responded positively when asked about improved attitudes to learning.



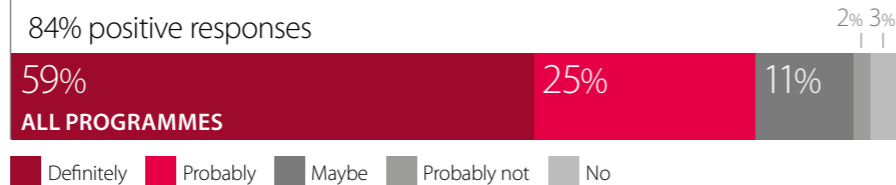
STUDENTS
Are you working better in school?



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



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



Attainment at school

One aim of IntoUniversity's Academic Support programme is to support young people's attainment in school. Responses show that students on the programme and their parents/carers think that it is succeeding in this aim. Students on other programmes, where there is less of a direct focus on attainment, are less likely to feel this way.

STUDENTS

Have your marks or grades improved?

62% positive responses

**PARENTS/CARERS**

Have you noticed an improvement in your child's marks or grades?

65% positive responses



Definitely Probably Maybe Probably not No



"Academic Support has helped me have a quiet and focused space to complete my coursework, as well as to become more independent with my study skills and manage my revision timetable in a more mature way. Academic Support helps me use my time outside of school more wisely and more usefully. Since coming along to Academic Support I have seen an improvement in my school grades and the quality of my revision."

Ahmed, Year 10, IntoUniversity North Liverpool

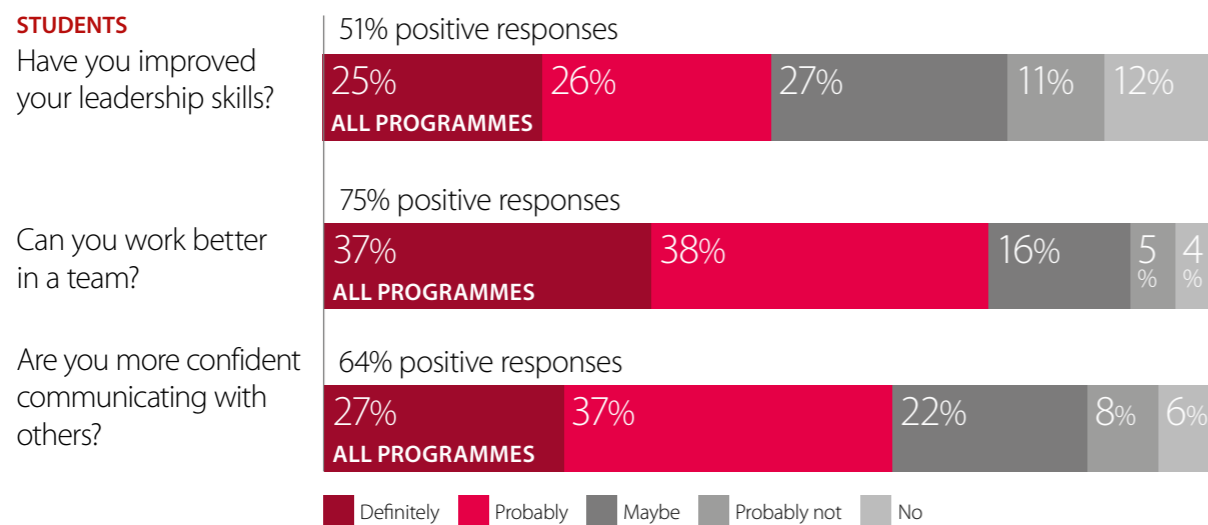
Further evidence that Academic Support raises student attainment is provided by an external evaluation by FFT Education Datalab, which found that students who regularly attended Academic Support made the equivalent of 3 months' additional progress in Key Stage 2 maths (see page 35 for more details).

Skills and capacities required to succeed

Students report improvements in a range of key skills

Research by the Skills Builder Partnership shows that those with strong 'Essential Skills' earn more, are less likely to be unemployed, and have higher job and life satisfaction, even after accounting for other factors such as level of education, numeracy and literacy skills¹. This suggests that working to build these skills can have a long-term impact on young people.

All our programmes include activities designed to support the development of key skills, although some programmes focus more on certain skills than others. For example, on our 'Leadership in FOCUS' programme, 63% of students said they had improved their leadership skills, compared to 51% for all programmes. The data below shows that the majority of students across all programmes responded positively when asked if they had improved specific key skills.



"I've become more confident in myself and my networking skills. I feel more able to work in a team and communicate. This has been a life-changing opportunity."

Former **IntoUniversity** Brighton student, now studying at King's College London



"We are delighted with the positive student outcomes from our partnership with **IntoUniversity**. The benefits were spotlighted for me this year when 80% of the students who had been on the three-day 'Leadership in FOCUS' programme the previous year applied for student leadership roles within the academy. These roles are all about students putting themselves out there and having the confidence to talk to students, staff and parents. The same students were then able to follow this up with a 'Business in FOCUS' workshop where they learnt key skills about working to a deadline, being part of a team and communication."

Head of Careers, North Oxfordshire Academy (**IntoUniversity** Oxford partner school)

Self-efficacy and self-belief

Students see university as an option

After working with us, students feel that they are more likely to go to university. Parents/carers 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?

**PARENTS/CARERS**

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

**TEACHERS**

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



"I thought everyone already had their place and my place wasn't necessarily at a top university. I didn't think those universities were for people like me. I didn't think that I was smart enough before coming to **IntoUniversity** and being shown that actually, it is attainable."

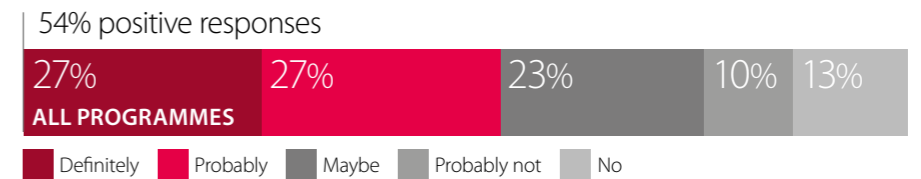
Former **IntoUniversity** Kennington student, now studying at the University of Durham



Students develop their confidence and belief in themselves

After working with **IntoUniversity**, 54% of students report that their confidence has improved.

Has your confidence improved?



Parents/carers and teachers also see improvements in confidence

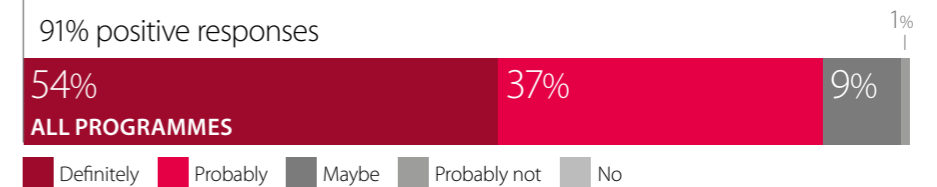
The improvements students report in their confidence are also observed by their parents/carers and teachers.

PARENTS/CARERS

Do you think your child's confidence has improved?

**TEACHERS**

Do you think your class' confidence has improved?



"The Primary FOCUS Week has shown the children that they can go to university and it gives them confidence. I have seen a definite change in some of the students, they have become more confident and I don't see them like that in school. These children will remember this for a very long time and hopefully if they do go on to university, they will look back on this and see it might have inspired them to do something later on."

Year 6 teacher, Four Oaks Primary School (**IntoUniversity** North Liverpool partner school)

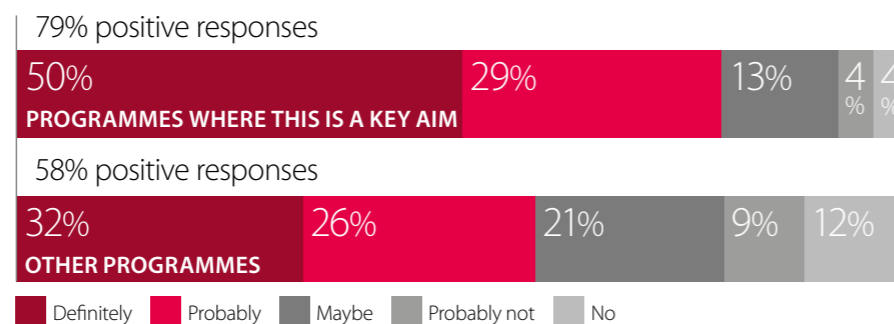
Knowledge of Higher Education and career options

Students increase their knowledge about university

For students to aspire to Higher Education, navigate applications and make informed choices about their future options, they need appropriate knowledge. On some of our programmes, including Primary FOCUS and workshops such as 'A Day of University Life' and 'Support with Personal Statements', this is one of the main aims. For these programmes, 79% of students gave a positive response when asked if they knew more about university. On programmes where increased university knowledge is a secondary aim, 58% 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?



"IntoUniversity has helped me a lot. They've come into my sixth form to give workshops about different aspects of university. I found the student finance workshop particularly useful as I am the first in my family to go to university so I didn't know much about it. Being more knowledgeable has made me less worried and so it was fairly easy when applying. After working with IntoUniversity, I've learnt more about university and I now feel so much more confident and prepared than I did before."

Year 13 student, IntoUniversity Bristol East

Teachers say their students know more about university

When we asked teachers, 93% said their students' knowledge about university had definitely or probably improved.

TEACHERS

Has your class increased their knowledge of university?



"Working with IntoUniversity was an opportunity for our students to develop their understanding of what a university is and how it could fit into their lives. For some, it was the first time they had heard of or seen a university and we noticed that it sparked an interest in the different options that are available. For others, it was an opportunity to discuss some of the things they had heard about universities and clear up misconceptions."

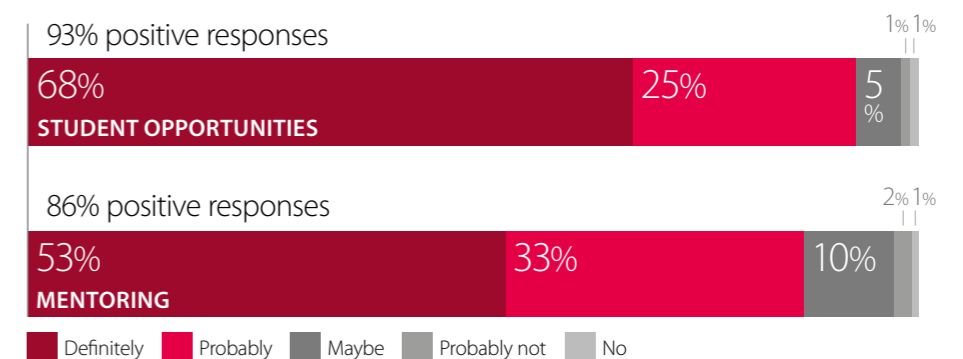
Headteacher, Walnut Tree Walk Primary School (IntoUniversity Kennington partner school)

Students feel more informed about their future options

Our Student Opportunities programmes specifically aim to build students' knowledge of possible careers and pathways. 93% of students taking part in these programmes reported that they were better-informed about their future career options and pathways as a result of the programme. We ask a very similar question for our mentoring programme, where 86% of students reported that their knowledge of future options had increased.

STUDENTS

Do you feel better informed about your future career options and pathways?



Has your knowledge of future options increased?

At present we only ask these questions for our Enrichment and Mentoring programmes. Careers education is built into our programme all the way from primary school to school leavers, so we intend to start asking questions about knowledge of careers options across our programmes more widely, to better assess what impact they may be having on this area.

"The IntoUniversity workshop was highly interactive, educational, and fun. The practical activities allowed students to explore different business themes, including marketing, strategy, and communication within a genuine corporate environment. Discussions with experienced professionals allowed students to think critically about the skills and knowledge required to succeed in business and consider whether a career within this domain is attractive. The session was a valuable learning experience that helped students to think about their future pathways and to develop the skills and knowledge necessary for success in a multitude of domains."

Assistant Headteacher, Harwich and Dovercourt High School (IntoUniversity Clacton partner school)

Impact

External evaluation shows that young people who regularly attend our Academic Support programme achieve higher exam grades. By tracking our students as they leave the school system and benchmarking their destinations against national datasets, we know that they are significantly more likely than their peers to progress to Higher Education and other positive destinations.

35 External evaluation: the impact of **Into**University's Academic Support on Key Stage 2 attainment

37 Progression to Higher Education

39 **Into**University's tailored benchmark

41 Variation in uplift over time

43 Variation in uplift across the country

45 Progression to selective universities

46 Progression by ethnicity and gender

47 Student migration

49 Subjects studied at university

51 Other post-18 destinations

53 University continuation

54 Future earnings

55 Volunteers



External evaluation: the impact of IntoUniversity's Academic Support on Key Stage 2 attainment

We commissioned researchers from FFT Education Datalab to evaluate the impact of attendance at IntoUniversity's Academic Support programme on students' Key Stage 2 SATs results. These are the exams students in England take at the end of primary school at age 11. At the time of the study, we had no centres established in Scotland. The full external research report can be found on our website. This was the first time we've been able to examine how our students achieve at school relative to other students. Despite the relatively small sample size, the results are promising, and longer term we plan to complete a follow-up study to investigate further.

The Academic Support programme

Academic Support is a holistic programme that supports students to develop social, emotional and study skills. It runs after school in our local learning centres and primary school students are able to attend once a week during term time. They can get help with their homework and take part in our bespoke curriculum, which is designed to reinforce the learning they do at school.

Evaluation design

The evaluation used a quasi-experimental design. Data from the National Pupil Database (NPD) was used to compare the Key Stage 2 SATs performance of students who had taken part in IntoUniversity's Academic Support programme to the performance of those in a matched comparison group. The comparison group was selected to contain students who were statistically similar with respect to:

Pupil characteristics:

- Pupil Premium eligibility
- IDACI (Income Deprivation Affecting Children Index) score
- Ethnic group
- Whether they had English as an additional language (EAL)
- Gender
- Month of birth
- Special education needs (SEN)
- Prior attainment at Foundation Stage (age 5)
- Prior attainment at Key Stage 1 (age 7)

School characteristics:

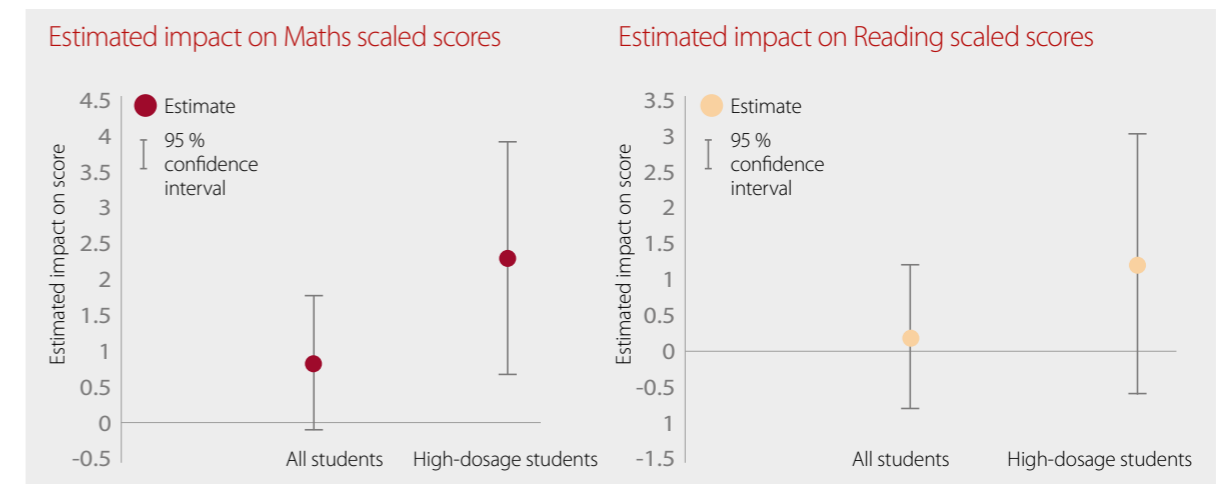
- Proportion of pupils who were eligible for the Pupil Premium
- Attainment at Key Stage 2 for three years before the outcome year
- Region

The outcomes of interest were scaled scores¹ for Maths and Reading. The evaluation also assessed whether the impact of the programme varied with respect to dosage, that is by how many sessions a student had attended. High dosage students were defined as those who had attended 80 or more sessions, which is equivalent to attending regularly over 10 or more terms. 392 IntoUniversity students who completed Key Stage 2 between 2016 and 2019 were included in the analysis. A third of these were high dosage students.

The results

Key result: Students with a high dosage of Academic Support made the equivalent of 3 months' additional progress in Maths.

These charts show the estimated impact on Maths and Reading scaled scores for a) all students in the sample; b) high-dosage students. There is always an element of uncertainty when using a statistical model to estimate impact. The circle shows the model's best estimate for the impact, while the bars above and below represent a range of plausible values.



Maths

For students with a high-dosage of Academic Support, there was a statistically significant positive impact on Maths results. It was estimated that a high dosage IntoUniversity student would achieve a scaled score of 2.29 more than a matched comparison student. This is equivalent to 3 months' additional progress.

There was not conclusive evidence that Academic Support has a positive impact on Maths results for students with a lower dosage. Although the estimated impact for all students was positive, equivalent to around 2 months' additional progress, this was not statistically significant. In other words, the confidence interval contains 0, as can be seen above.

Reading

There was no significant impact found on Reading results. The estimated impact for all students was positive, but small and not statistically significant, as shown in the chart above. The estimated impact for high-dosage students is larger, but still not statistically significant.

What next?

This research provides evidence to suggest that students who regularly attend Academic Support over a number of years achieve more highly in their Key Stage 2 Maths SATs. This has highlighted for our centre teams the importance of working hard to retain students on the programme as they progress through primary school. An evaluation with a larger sample would be likely to give more precise estimates of the impact Academic Support has on Key Stage 2 attainment in Maths and Reading.

1. Scaled scores are the way that students' marks are recorded in the NPD. Raw scores are converted to scaled scores between 80 and 120, with a score of 100 or more showing that a student has met the expected standard. You can read more about scaled scores here: <https://www.gov.uk/guidance/understanding-scaled-scores-at-key-stage-2>

Progression to Higher Education

61% of **IntoUniversity** students who finished school in 2023 achieved a university place¹. This is higher than all of the benchmarks we use for comparison, suggesting that the **IntoUniversity** programme is **having a positive impact on students' chances of going to university**.

Where did **IntoUniversity** school leavers go in 2023?

61%	6%	7%	13%	7%	6%
achieved a university place¹	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 ²

How is the progression rate for **IntoUniversity** students calculated?

The majority of data (87%) was collected by contacting students by phone. We also received some data from students completing an online form, school partners, seeing students in person and social media. This year we collected progression data for 5,419 students out of a cohort of 11,187 – a sample of 48%. 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 51%³. This is still above the national average and comparable benchmarks.



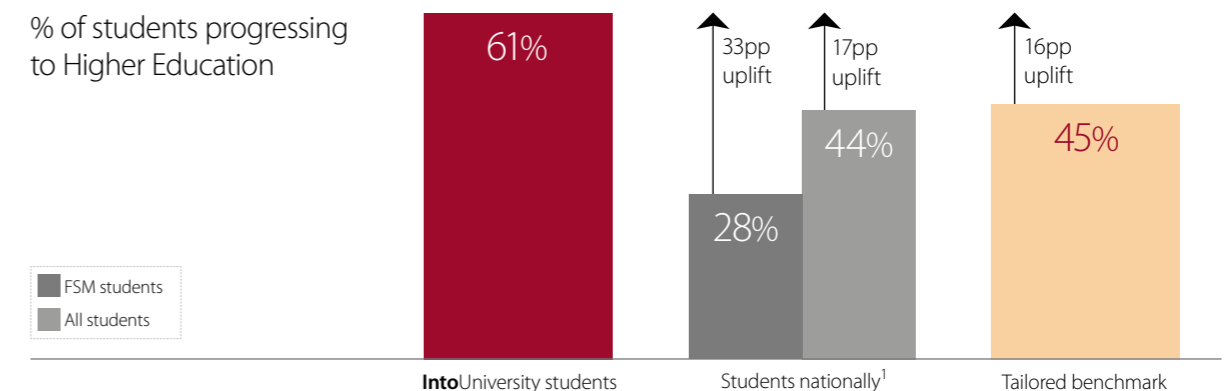
1. This comprises 58% with a confirmed place to start university in 2023, 2% with a confirmed deferred entry place to start university in 2024, and 1% with a confirmed place on a university foundation course.
2. This includes applying for other types of education, volunteering, moving abroad, medical issues and caring responsibilities.
3. This is based on using 61% as the progression rate for the students we have data for, and the tailored benchmark for the 5,768 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.

How do **IntoUniversity** students compare with other students?

To understand the effectiveness of our programmes, we can compare the university progression rate of **IntoUniversity** students with the rate for similar groups of students who have not received **IntoUniversity**'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 the students we work with are not reflective of the UK as a whole. 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 TUNDRA 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, which school they attend and the age at which they joined the **IntoUniversity** programme. A detailed explanation of how this was calculated can be found on page 39. **IntoUniversity**'s rate is considerably higher than these benchmarks, as shown in the graph below.

% of students progressing to Higher Education



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.

Adam Drew, Data and Impact Manager

1. DfE, *16–18 Destination Measures Academic year 2019/20*. In 2023, grading was returned to pre-pandemic levels. 2019/20 is the most recent data available with comparable grade boundaries.

IntoUniversity's tailored benchmark

What is the benchmark for?

A number of factors outside of our control influence how likely our students are to go to university. The tailored benchmark uses data relating to some of these factors to estimate how likely our students would be to go to university without our support. We can calculate the benchmark for different groups of students, allowing us to look at how our students' background chances of going to university vary over time and between different areas.

What factors does the benchmark take into account?

There are three factors that we can easily control for to some extent using national datasets and which we know have a significant influence on how likely students are to progress to university. These are:

Where students live

How likely students are to progress to university is closely linked to where they live in the UK. For instance, students living in London are much more likely to go to university than those in the rest of the country.

TUNDRA is a dataset that gives university progression rates for each neighbourhood in the country¹. We matched the postcodes for our students to TUNDRA to find the university progression rate for each student's local area.

Which school or college students attend

Even within the same part of the country, students at some schools or colleges are significantly more likely to go to university than students at others.

The DfE publishes university progression rates for all students, and for disadvantaged students specifically, at any school or college that offers post-16 education². For each school or college worked with, we calculated a weighted average of the two rates, based on the proportion of IntoUniversity students at the school or college known to match the DfE definition of disadvantage³. We then matched each student that we worked with in post-16 education to the weighted rate for their school or college.

Whether students join the programme in pre-16 or post-16 education

We do not apply selection criteria to students who join the programme pre-16, other than requiring them to meet our criteria for need. It seems reasonable to assume that they have a similar chance of progressing to university as any other student in their local area, and so we use their local university progression rate from TUNDRA to estimate their background chance of going to university.

We think the TUNDRA rate underestimates the background chance of university progression for students who join the programme post-16. Most students in this group are already studying the necessary qualifications for university by the time they start working with us. While only 36% of FSM students progress to university nationally, this rises to 53% for those studying the necessary qualifications⁴. Since the DfE-published school and college progression rates only include students studying these qualifications, we think they give a better estimate of the background chance for university progression for this group than TUNDRA would.

Assembling the benchmark

For each year from 2015 to 2023, we calculated a benchmark by taking the average background chance for all the students in that year's sample, using TUNDRA data for students first worked with pre-16, and the corresponding

1. OfS, *Young Participation by Area* (Accessed November 2023): <https://www.officeforstudents.org.uk/data-and-analysis/young-participation-by-area/>

2. DfE, *16–18 Destination Measures Academic year 2021/22*

3. Schools confirm that students meet our criteria for need, but our criteria do not match up exactly with the definition of disadvantage used in the DfE dataset. Due to data protection, schools do not always let us know which of our criteria for need individual students meet. We only counted as disadvantaged those students that we know definitely meet the DfE definition, even though it's likely that most of the unknown students also meet this definition. This method is therefore conservative and likely to overestimate how many students might be expected to go to university, because for most schools the disadvantaged progression rate is lower than the rate for all students.

4. DfE, *16–18 Destination Measures Academic year 2021/22*: FSM university progression rate for students studying level 3 qualifications compared to rate for all FSM students.

5. The Sutton Trust, *Measuring Disadvantage* (2021)

year of DfE school data for those first worked with post-16. DfE school data is not yet available for 2022 or 2023. For 2022, we have used the 2021 data, as in both these years exam grade boundaries were more lenient due to the pandemic so they should be comparable. In 2023, grading was returned to pre-pandemic levels, so we have used 2019 school data, as this was the most recent year available where pre-pandemic grade boundaries applied, and so we feel it is a fairer comparison.

Improvements we've made to the benchmark this year

We've previously used POLAR4¹, an older dataset that also measures progression to Higher Education, to calculate the benchmark. This year we've updated the benchmark to use TUNDRA, which has several advantages over POLAR4. TUNDRA measures progression to Higher Education using more recent data and within much smaller geographical areas. TUNDRA also excludes students who are not in state-funded mainstream schools, which makes it more representative of the students we work with.

Limitations of the TUNDRA data

Like POLAR4, TUNDRA is a relatively weak predictor of individual economic disadvantage. Research by The Sutton Trust found that 42% of young people classified as "disadvantaged" using TUNDRA were not from low-income backgrounds⁵. Because TUNDRA is a relatively poor predictor of *individual disadvantage*, we do not use it to determine eligibility for our programmes. However, TUNDRA does provide an accurate assessment of the *proportion* of young people progressing to Higher Education in their local area, which makes it a useful dataset for benchmarking.

Though TUNDRA improves on POLAR4 by showing university progression rates for smaller geographical areas, it does not account for variation within an area. We target our students based on measures of individual disadvantage, such as Free School Meals eligibility, pupil premium, and household income. Our students are therefore likely to be among those facing the most disadvantage in their local area. As the TUNDRA rate includes all students in the local area, including those who may be more affluent, we think this would tend to result in the benchmark overestimating our students' background chances of progressing to university.

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 IntoUniversity 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 using historical data

Both the TUNDRA and DfE school datasets give information on how students have progressed in the past, rather than on the progression of current students. TUNDRA is based on a fixed cohort of students who left school between 2014 and 2019, while the most recent DfE data available is for 2021 school leavers. This means that the benchmark cannot reflect short-term changes in university progression rates, such as those caused by the COVID-19 pandemic. The implications of this are discussed further on page 42.

Why do we use the tailored benchmark?

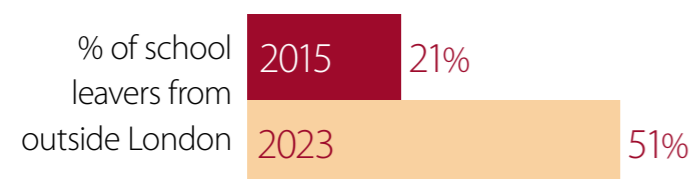
Notwithstanding these limitations, we think that the tailored benchmark is the best available estimate of what would happen to our students without our support. TUNDRA and DfE school data directly and reliably measure what we're interested in (progression to Higher Education), are easily and publicly available, and are well known and widely used. Our benchmark is able to account for geographical variation better than data at the national or local authority level, and the use of TUNDRA improves on our previous benchmarking using POLAR4. 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, which may understate our impact, as the limitations probably tend to **overestimate our students' background chances of going to university**.

Variation in uplift over time

IntoUniversity works with tens of thousands of students across the UK each year and has progression data going back to 2015. This gives us a large dataset to examine how our students' chances of progressing to university have changed over time.

The demographics of IntoUniversity students have changed significantly as the charity has matured and expanded.

Demographic change



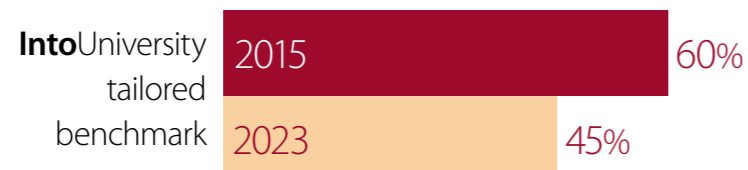
Effect on progression

Students from outside London are much less likely to go to University than those living in London (30% vs 56%).

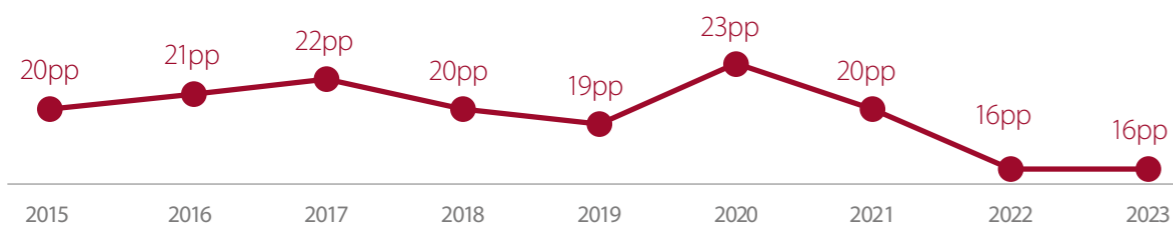


Students who join us post-16 have already chosen options that may lead to university. Nationally, the university progression rate for such students is much higher than for the broader group of students we work with pre-16 (53% vs 36%).

Largely as a result of these changes, more recent school leavers have a lower background chance of going to university.



As we've expanded, our uplift on the background rate has remained consistent, though with a notable drop in the last two years.



1. DfE, 16–18 Destination Measures Academic year 2021/22: FSM university progression rate for all regions outside of London compared to FSM rate for Inner London.
 2. DfE, 16–18 Destination Measures Academic year 2021/22: FSM university progression rate for students studying level 3 qualifications compared to rate for all FSM students.
 3. Centre for Economic Performance, Learning loss since lockdown: variation across the home nations (2021)
 4. Education Policy Institute, Annual Report (2023)
 5. PwC, Student accommodation: Availability and rental growth trends (2023)
 6. Open University survey (2023) <https://ounews.co/education-languages-health/education/school-leavers-cost-of-living-soars/> - accessed November 2023
 7. Public First, Listening to and learning from parents in the attendance crisis (2023). Persistent absence is defined as missing 10% or more of schooling over a year
 8. Education Policy Institute, Analysis: Level 3 Results Day 2023

Why has the uplift dropped in the last two years?

The uplifts for 2022 and 2023 are the lowest we've ever reported. There are some data-related considerations that help explain this, detailed at the bottom of the page, but it does seem to be the case that our students are now less likely to go to university than before the pandemic. We think this reflects the increasing challenges facing less advantaged young people, and the education gaps that we know have opened up following the pandemic.

Lost learning during the pandemic



Disadvantaged students suffered nearly twice as much learning loss during lockdown as other students³.

Widening attainment gap



Disadvantaged students are further behind their peers than at any point in the last decade⁴.

Increased cost of living



Average rent for private student housing is now higher than the maximum loan available to students⁵. 49% of school leavers have reconsidered going to university in the last year due to rising living costs, and 31% believe university is not affordable⁶.

Reduced attendance at school since the pandemic



Attendance for all students has decreased since the pandemic. The biggest fall has been for disadvantaged students, 38% of whom are now persistently absent, double the rate for other students⁷.

Grade boundary changes



Grade boundaries returned to their pre-pandemic level for the first time this year, meaning fewer students obtained top grades than in recent years⁸. Early indications suggest a disproportionate impact on less advantaged students.

Negative rhetoric around Higher Education



Students' decisions may have been influenced by public figures questioning whether university offers good value for money.

"We will see stark education gaps in the next few years. The long-term damage from the pandemic is likely to be a huge backward step for educational prospects and social mobility."

Lee Elliot Major, Professor of Social Mobility at the University of Exeter

Data-related considerations

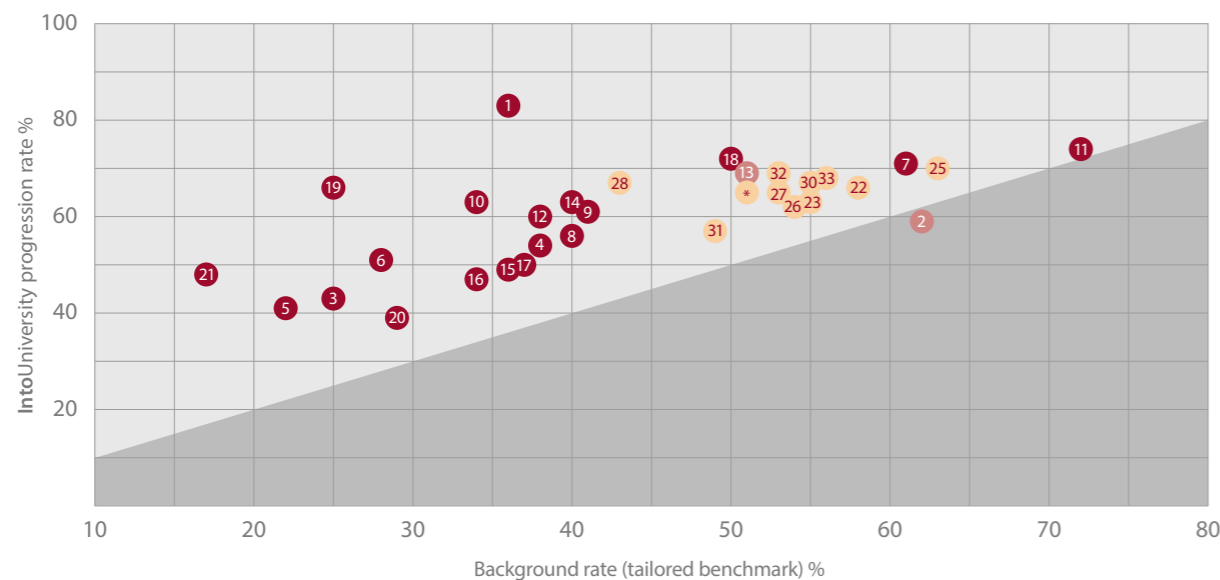
Our tailored benchmark is effective at controlling for three factors that affect progression to Higher Education - geographical variation, school-level variation, and the age at which students joined our programme. It controls less well for national changes in Higher Education progression over time. Where possible, the school-based component of the benchmark is matched so that each year uses the corresponding year of school data. However, the school data is released with a two-year time lag, so the most recent data available is for 2021 school leavers. The TUNDRA-based component is derived from a fixed cohort of students who finished school between 2014 and 2019. In 2020, there was a jump in the university progression rate for all groups, which the TUNDRA-based component cannot account for, and as a result we see an unusually high uplift that year. For 2022 and 2023, we think it likely that the university progression rate for young people similar to those we work with has fallen, for the reasons outlined above. Neither the TUNDRA nor school-based components can capture this, resulting in a lower uplift for these years. Once more up-to-date school and TUNDRA data is released and incorporated into the benchmark, we expect that the uplift for the period 2020–23 will become more consistent, but for now, our 2022 and 2023 students are effectively being compared to similar students who finished school before the pandemic.

Variation in uplift across the country

Rates of participation in Higher Education vary across the country and likewise across our centres. The figure below shows the university progression rate for each **IntoUniversity** centre plotted against its tailored benchmark rate (the benchmark calculation is explained on page 39). This graph gives helpful geographical context to our centre progression rates and helps us understand some of the variation between them. For example, students in London have historically higher rates of Higher Education progression than those outside the capital, and you can see that our London centres generally have higher progression rates than our regional centres.

When looking at the progression rates for individual centres, it is important to consider the full context in which each centre is working. The tailored benchmark is an approximation based on nationally available datasets and so does not fully capture this context. Nonetheless, we think it is a good starting point for understanding how we might expect university progression rates to vary across our network.

IntoUniversity progression rate and background rate by centre



Regional centres

- 1 Birmingham North
- 2 Bradford East
- 3 Brighton
- 4 Bristol East
- 5 Bristol South
- 6 Clacton-on-Sea
- 7 Coventry
- 8 Leeds East
- 9 Leeds South
- 10 Manchester North
- 11 Newcastle East
- 12 North Liverpool
- 13 Norwich
- 14 Nottingham Central
- 15 Nottingham East
- 16 Nottingham West
- 17 Oxford South East
- 18 Peterborough
- 19 Salford Central
- 20 Southampton
- 21 Weston-super-Mare

London centres

- 22 Bow
- 23 Brent
- * Brixton
- 25 East Ham
- 26 Hackney Downs
- 27 Hackney South
- 28 Hammersmith
- * Haringey North
- 30 Kennington
- 31 North Islington
- 32 North Kensington
- 33 Walworth

*Brixton and Haringey North are represented by the same point as their rates are almost identical.

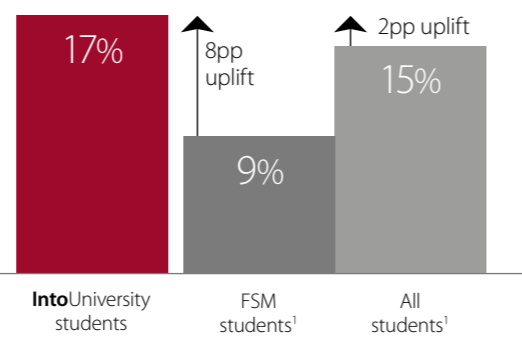
Note: Our recently opened centres in Great Yarmouth, Hull, Leicester and Kirkby did not have any school leavers in 2023. Scottish centres are not included as the datasets used to create the benchmark are not available for Scotland. The data collection rates at our Bradford and Norwich centres were very low. In the case of Bradford, we were unable to collect any data on whether students met the DfE definition of disadvantage. To be consistent and conservative, we have compared them to the non-disadvantaged school progression rate. It is almost certainly the case that the majority did meet the DfE disadvantage definition, so we expect that with more complete data the uplift for Bradford would be positive.



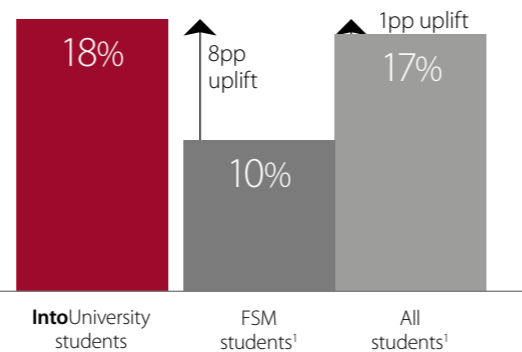
*Progression to selective universities***How many IntoUniversity students obtain places at selective universities?**

The young people IntoUniversity works with have a higher rate of progression to selective universities than those nationally, as shown in the graphs below.

IntoUniversity students are more likely to progress to Russell Group universities than students nationally.



IntoUniversity students are more likely to progress to top-third Higher Education Institutions than students nationally.

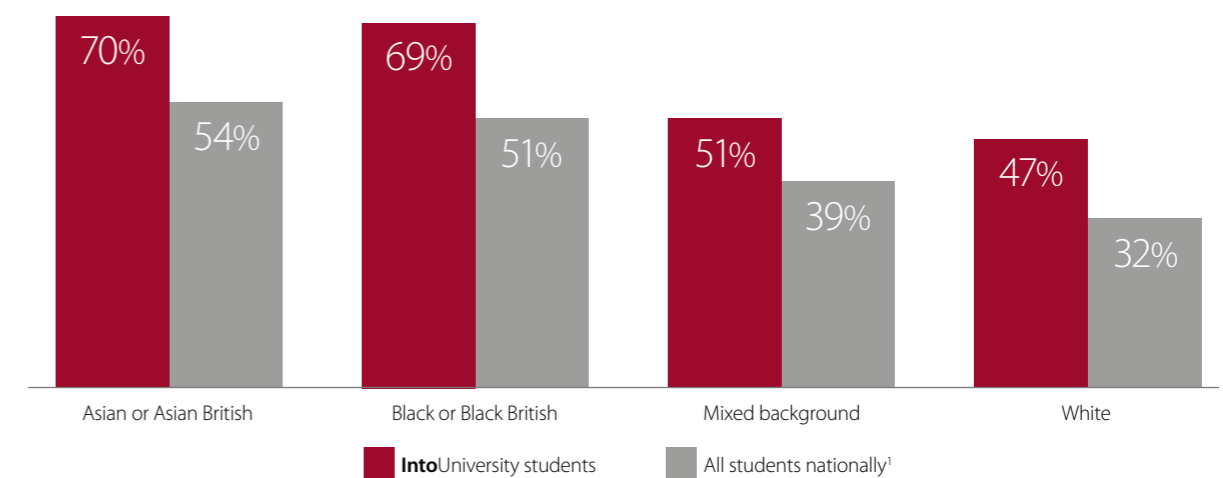
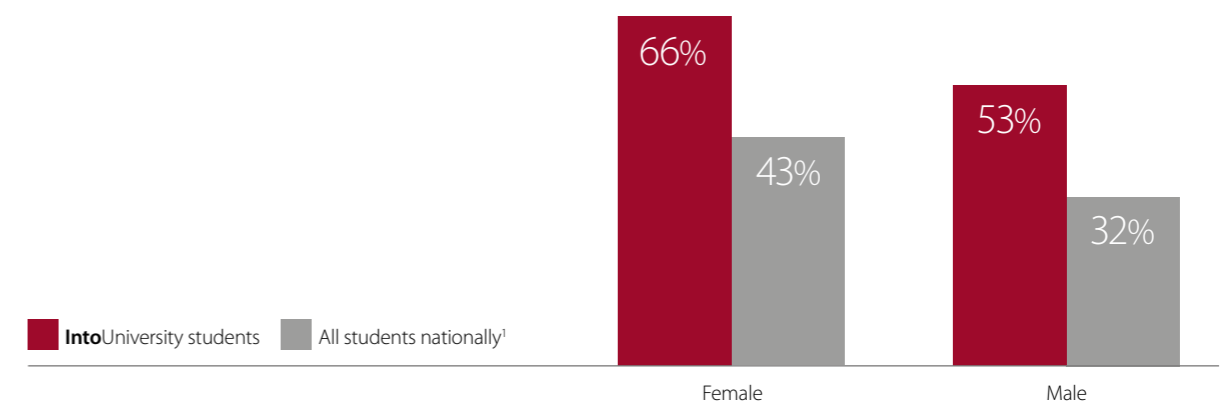


1. DfE, Progression to Higher Education or Training 2020/21

Progression by ethnicity and gender

IntoUniversity holds data on the ethnicity and gender of most of the students that we work with. The graphs below show university progression rates for our sample group of students, broken down by ethnicity and gender, versus national benchmarks.

IntoUniversity students broadly fit national patterns of progression for gender and ethnicity, but with higher rates overall in each case.

Ethnicity**Gender**

1. UCAS End of Cycle Report 2022: 18 year old entry rate

Student migration

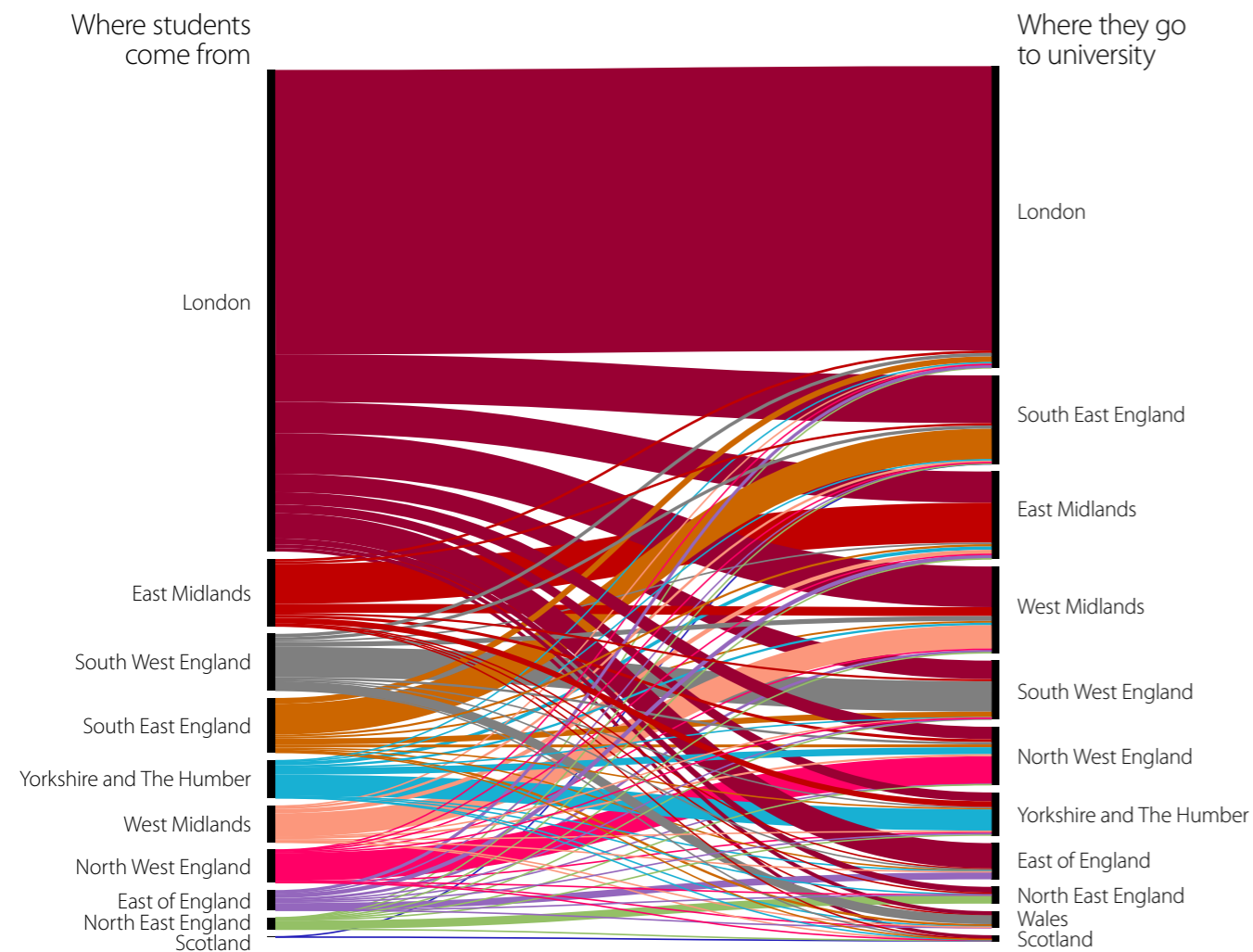
Research shows that there is a relationship between social mobility and geographical mobility, and this can be reflected in students' university choices relative to their home region.¹ We are interested to understand how our students move across the country for university. The graph below shows the home regions of IntoUniversity's 2023 university entrants on the left and their university destination regions on the right. The flows between the regions show the movement of students.²



Where do our students go to university?

This chart captures a lot of information and is an interesting way of exploring how our students are dispersing around the country. The majority go to a university in their home region, and those that don't will most often study in a nearby region. While we don't directly capture data on whether our students are living at home, this data suggests that many of them are, which fits with what we heard anecdotally speaking to students about their destinations over the summer.

Shazia Ghamai, Senior Data and Impact Officer



Note: Our recently opened centres in Great Yarmouth, Hull, Leicester and Kirkby did not have any school leavers in 2023.

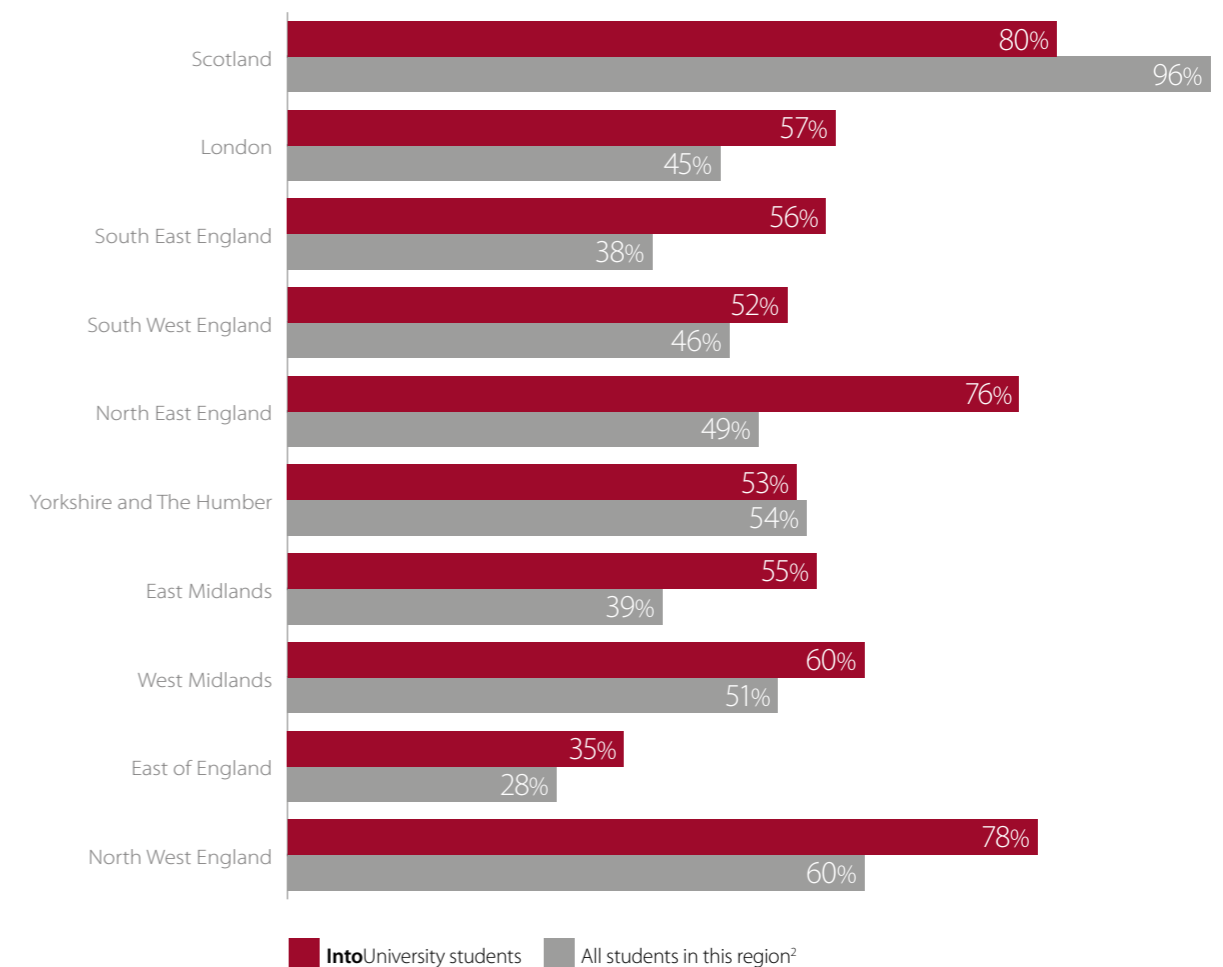
1. Hecht et al, *Elites in the UK: Pulling Away?* (2020)

2. We hold data on the specific university that our students attended for 98% of 2023 university entrants. The remaining 2% were excluded from the analysis.

How does this compare to students nationally?

Young people from disadvantaged backgrounds tend to be less geographically mobile than their more advantaged peers, with proximity to home one of their biggest considerations when choosing a university.¹ It's therefore no surprise that IntoUniversity students are more likely than average to stay in their home regions for university, as shown in the graph below.

% of university entrants studying in their home region



1. UCL Institute of Education, *Mismatch in higher education: prevalence, drivers and outcomes* (2019)

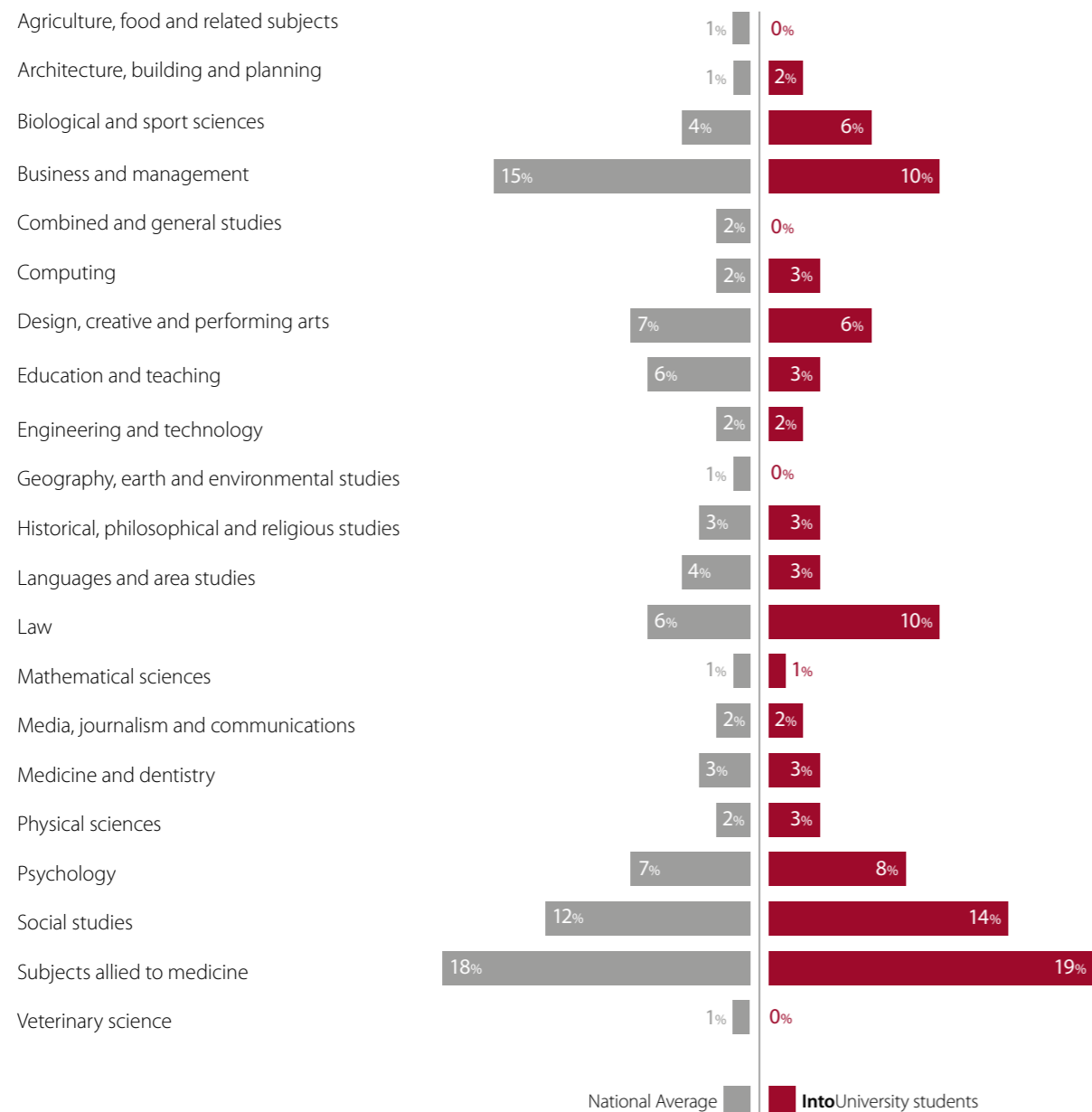
2. HESA, *HE student enrolments by domicile and region of HE provider, 2021-22*

Subjects studied at university

IntoUniversity students who progress to university go on to study a diverse range of courses, as shown in the charts below. Data on the subjects studied has been grouped under the Higher Education Classification of Subjects (HECoS). The percentage of IntoUniversity students in each subject group is compared to the national average for 2021–22¹.

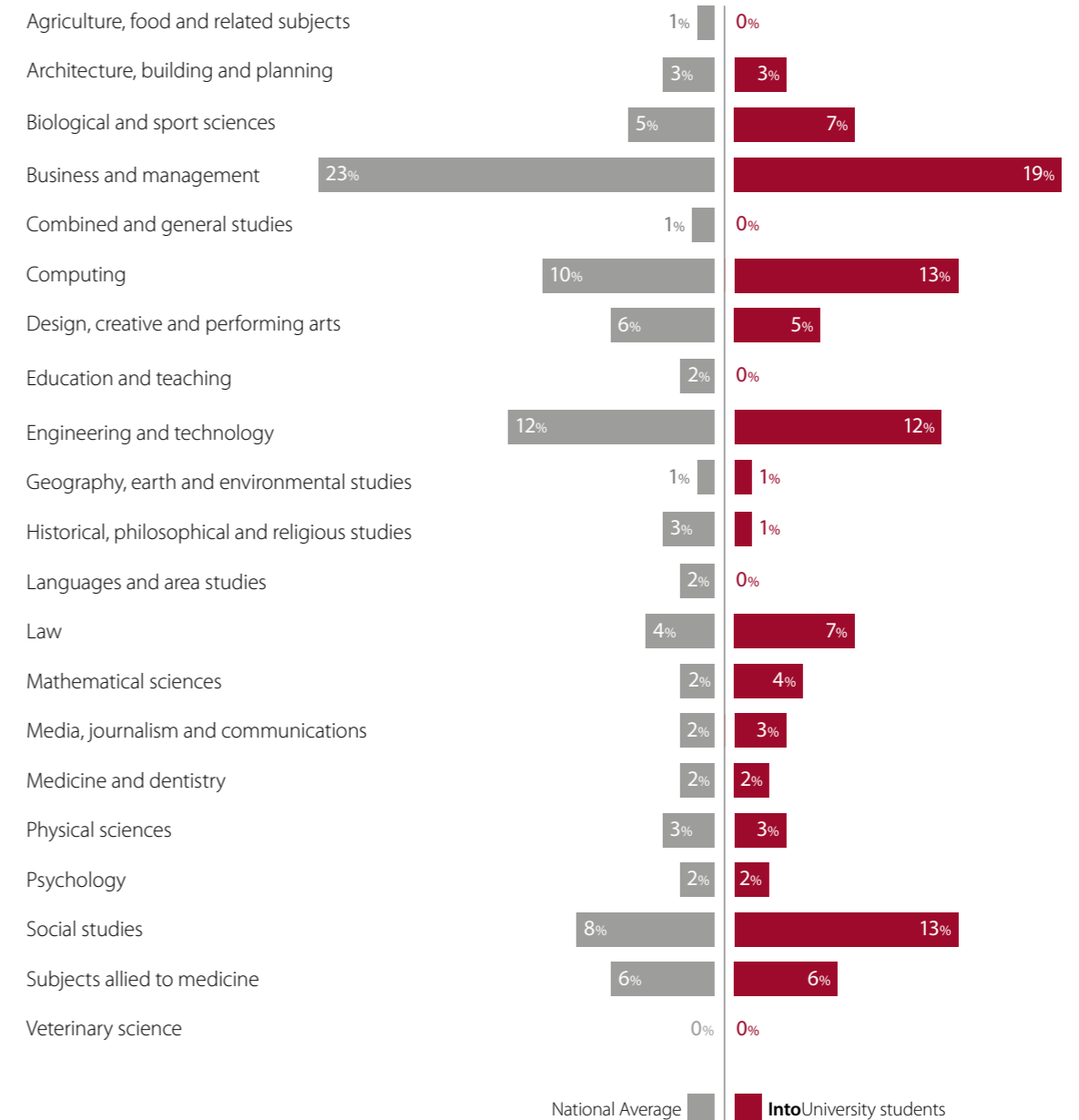
Female IntoUniversity students were more likely than average to study biological and sports sciences, and law. They were less likely to study business and management or education and teaching. Other subjects broadly followed national trends.

Female students: subjects studied



The male students we worked with were more likely to study law and social studies. They were less likely to study languages and area studies, business and management or education and teaching. Other subjects were broadly in line with national trends.

Male students: subjects studied



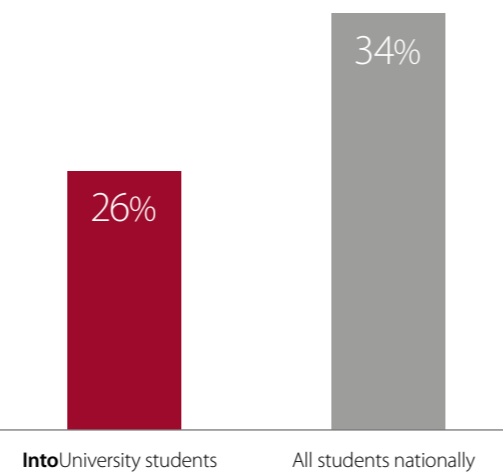
Other post-18 destinations

5,419 students in our school leaver cohort had outcomes recorded. The large majority of them progressed to positive outcomes such as university, access courses, further education colleges, employment or apprenticeships.

Knowing what proportion of **IntoUniversity** students are Not in Education or Training (NET) is helpful when assessing the impact of our programmes. Out of the 5,419 students we were able to gather outcomes for, 26% were NET, compared to 34% of students nationally¹. Students who told us they had secured a deferred university place were not counted as NET since they had secured a long-term place in Higher Education. If we did count those students as NET, the rate for **IntoUniversity** students would be 28%, still below the national average.

The majority of **IntoUniversity** school leavers recorded as NET were in work or on gap years with the intent to apply for university to start in 2024. We would consider these to be positive outcomes even though they are classified as NET in the short term. The remainder were looking for work or further training, or undecided. We look to signpost these students to further opportunities and other organisations specialised in supporting over 18-year-olds via our Student Associate Network. In many cases **IntoUniversity** centres will also continue to support students who are undecided or still searching for further education or training.

IntoUniversity students are less likely to be NET (Not in Education or Training) than students nationally.



¹ DfE, *Participation in education and training and employment 2022*, 18 year olds not in education or training.



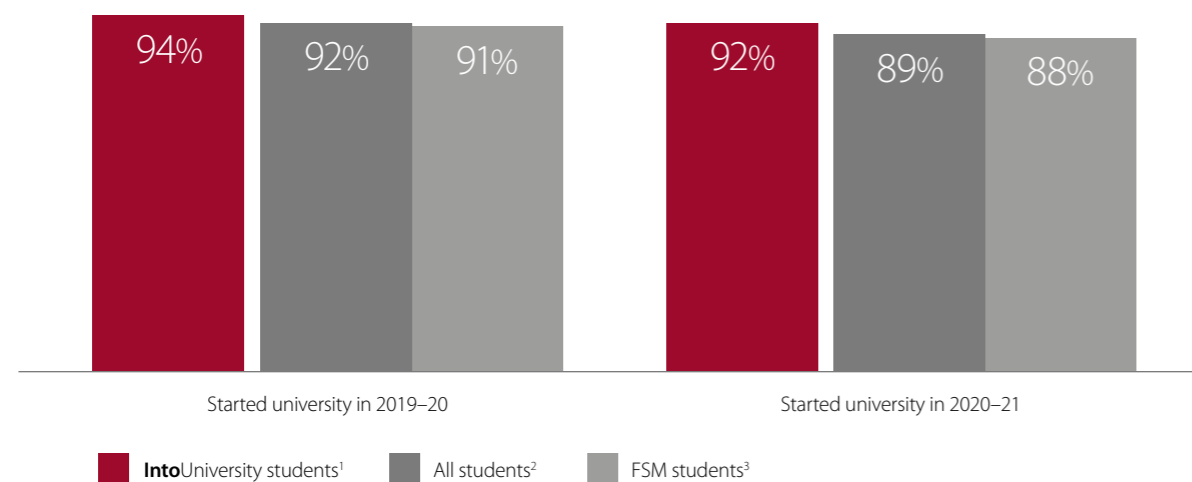
University continuation

This year, for the first time, we have data on how many **IntoUniversity** students who progressed to Higher Education continued beyond their first year of study.

We have compared the continuation rate for **IntoUniversity** students with the national rates for all students and Free School Meals students. In both the years for which we have data, **IntoUniversity** students were more likely to continue their studies than the two comparison groups.

IntoUniversity students are less likely to drop out of university than other students

% of students continuing at university beyond their first year



Our programmes are designed to tackle the barriers that prevent young people from applying for and entering Higher Education. We know from the evidence presented earlier in the report that students who take part in the **IntoUniversity** programme are more likely to enter Higher Education as a result. Based on this new data on continuation, we can now say with confidence that this increased entry rate is in no way offset by students dropping out later on. In fact, **IntoUniversity** students seem to be less likely to drop out than other students.

1. Obtained from the Higher Education Access Tracker (HEAT). **IntoUniversity** students recorded on HEAT are matched to the Higher Education Statistics Agency (HESA) database. For those students who are successfully matched, we are able to track whether they continued beyond their first year of study.
 2. Office for Students, *Access and participation data dashboard* - full-time Higher Education entrants studying their first degree
 3. Office for Students, *Access and participation data dashboard* - full-time Higher Education entrants studying their first degree and eligible for FSM in Key Stage 4
 4. IFS, *The impact of undergraduate degrees on early-career earnings* (2018)

Future earnings

Does attending university provide a financial benefit for our students?

The IFS has published analysis which calculates the likely gain or loss in earnings at age 29 as a result of attending university⁴. This is broken down by subject and controls for differences in prior attainment, subject choices at school and family background. We have combined the findings with our own data on students' university subject choices. The results show that 96% of **IntoUniversity** students are studying courses that can be expected to increase their earnings at age 29 compared to if they had not attended university. While this finding is not based on analysis of our students' actual earnings, which we don't have access to, it nevertheless provides an indication that our students are making choices that are likely to provide them with a positive financial return. Higher Education provides a wide range of personal and social benefits, many of which are not financial in nature, and we encourage students to consider all of these when making decisions about their futures.



Volunteers

Volunteers are essential to the work of the charity. Last academic year more than 1,800 volunteers supported **IntoUniversity**, contributing over 15,000 hours of volunteering to the charity. Assuming it costs £25/hour to employ an academic tutor, the value of volunteers to our organisation is in excess of £375,000 annually.

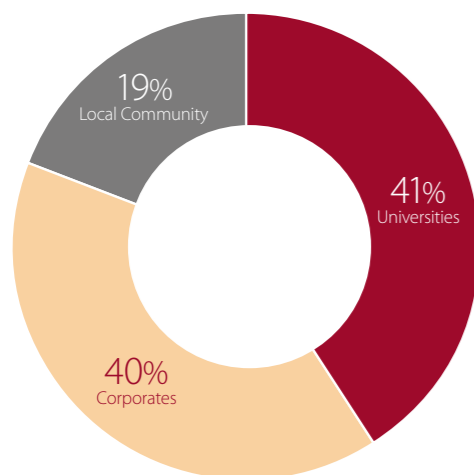
We collect and monitor feedback from our volunteers. Last year's results showed the following:

2022 – 23 volunteers		
99%	99%	98%
would recommend volunteering with IntoUniversity to others	felt their time was valued by IntoUniversity	are more likely to volunteer again as a result of volunteering with IntoUniversity

How volunteers contribute to **IntoUniversity**

- 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, college and careers experience.
- They increase awareness of our organisation's mission and the issues we address.
- They extend the internal capacity and reach of the organisation.

Source of volunteers 2022–23



The best thing about volunteering is...

"...watching my mentee grow and become more confident and comfortable with themselves and their abilities both socially and academically."

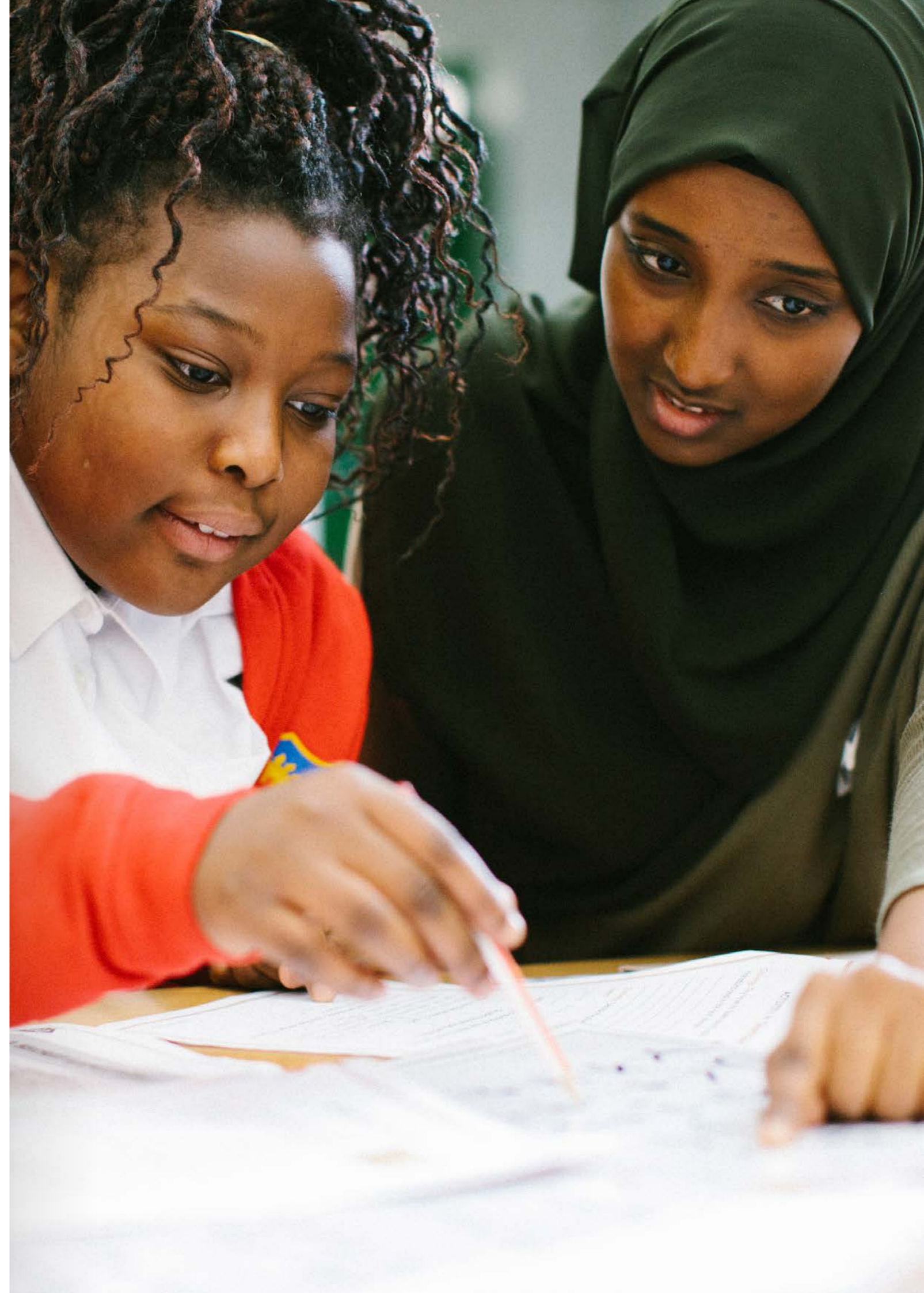
"...seeing the growth in the confidence and collaboration of the group throughout the session."

"...Working as part of a team at the **IntoUniversity** centre, collaborating with members of staff to reach the shared goal of making a positive change in a young person's life."

"...being able to talk about and share my experiences with a group of students who were incredibly receptive to what I had to say."

"...contributing to something really worthwhile that will have a positive impact on the young people we are working with."

"...helping to inspire and motivate our future generation."



Thank you

Our work is only possible due to the generous support of our funding partners. We are extremely grateful for your continued support, and to all of you who wish to remain anonymous. Our sincere thanks extend to all of our donors, volunteers, trustees, advisory panel and staff. There are far too many of you to list here but we are incredibly grateful for your inspiring dedication to helping our young people achieve their full potential.

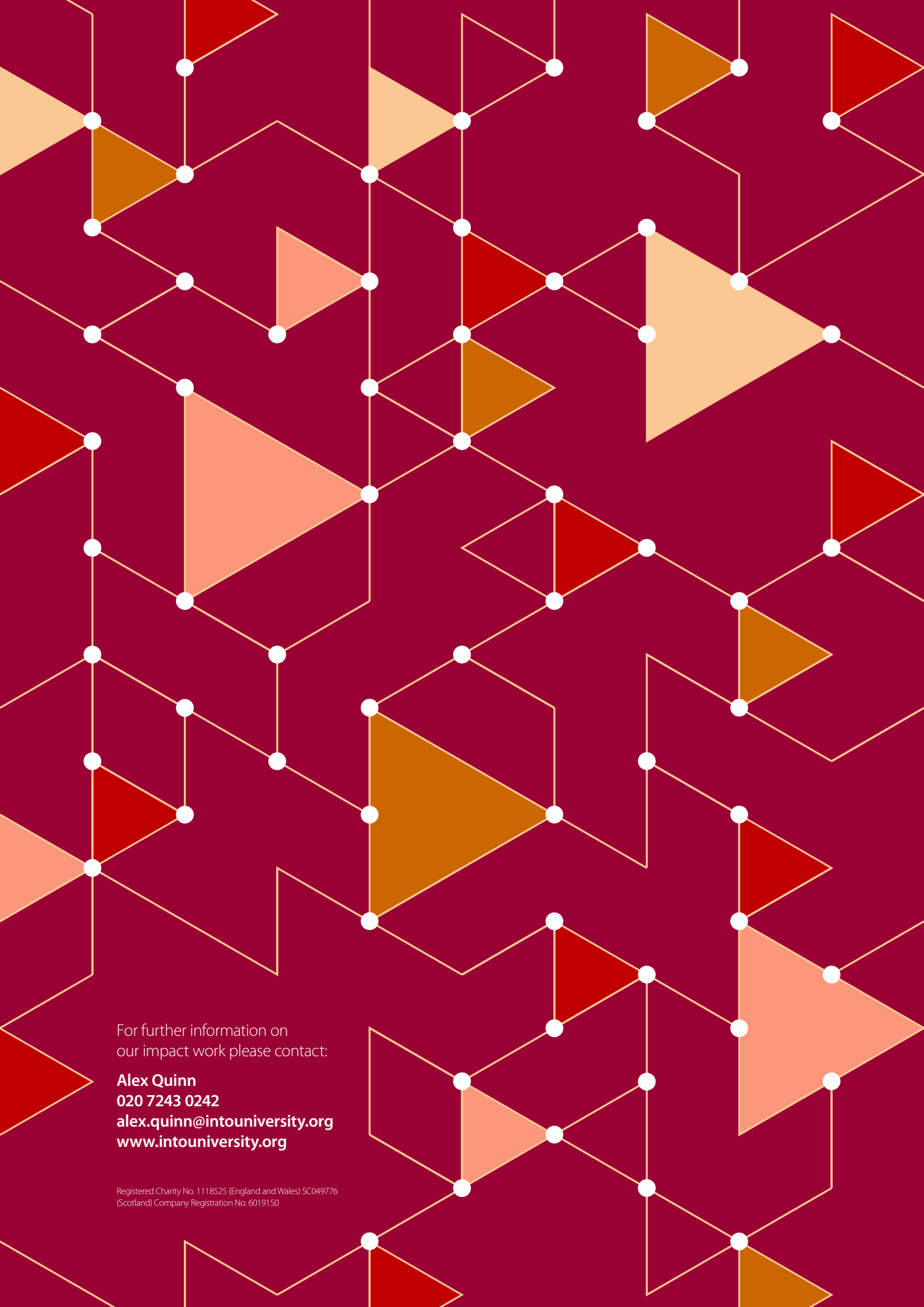
Accel
Accelerate and Access Foundation
Accenture
AJ Bell Futures Foundation
AKO Foundation
Alasol ASBL
John and Carole Allan
Allen & Overy
AllianceBernstein
AMW
Anglia Ruskin University
The Apax Foundation
APCO Worldwide
Aramco
Atrato Capital
Aurum Charitable Trust
Baillie Gifford
Bank of America
University of Bath
BBC Children in Need
The Bicester Village Shopping Collection
Birmingham City University
Nilufer von Bismarck
BlackRock
Brick Court Chambers
University of Bristol
Buffini Chao Foundation
Bullhorn
Burgess Salmon LLP
Ian and Debbie Burgess
David and Anne Burnett
Nishan Canagarajah
Capricorn Energy PLC
Clare Carolan and David Taylor
The Castansa Trust
Chaloner Children's Charity
The Childhood Trust
CHK Foundation
Andrew Chorlton
Christ Church, Oxford
Christ's College, Cambridge
City of London School
Sadie Coles HQ
The Corcoran Foundation

Corpus Christi College, Cambridge
Covington & Burling LLP
David and Claudia Harding Foundation
The David and Elaine Potter Foundation
Dechert LLP
Deloitte LLP
Richard Donner
University of East Anglia
The Ed De Nunzio Charitable Trust
University of Edinburgh
The ERANDA Rothschild Foundation
Esmée Fairbairn Foundation
Eton College
Everton in the Community
University of Exeter
Fair Oaks Capital
first direct
Fitch Group
Fonthill Foundation
Foundation for Children
Miguel Ramos Fuentenebro
Gagosian
Garfield Weston Foundation
Jim Gatheral
University of Glasgow
Julian Granville and Louisiana Lush
Grosvenor
The Gulab Jamun Charitable Trust
Elizabeth Gunstone
Oliver Haarmann
Sarah Havens and Gregg Sando
Headley Trust
Heatherwick Studio
The Helvellyn Foundation
Christoph and Katrin Henkel
University of Hull
Nic Humphries
Impetus
The Inflexion Foundation
IP Group plc
The John Armitage Charitable Trust
John Lyon's Charity
The Jongen Charitable Trust
King's College London

Kristian Gerhard Jebsen Foundation – KGJF
Kusuma Trust
Alastair and Georgina Laing
The Lancaster-Taylor Charitable Trust
Roy and Jennifer Leckie
Stuart Leckie
University of Leeds
Mark and Sophie Lewisohn
LFC Foundation
Lindsell Foundation
Anthony and Sonia Ling
University of Liverpool
Lund Trust, a charitable fund of Lisbet Rausing and Peter Baldwin
Laura and Scott Malkin
Man Group
University of Manchester
The Manny Cussins Foundation
MarketAxess
Marqeta
Mazars
Mazars Charitable Trust
J. Kenneth McAlpine
Alan and Maria McIntyre
McKinsey & Company
Mercers' Charitable Foundation
Pasha Michaelson
Mills & Reeve LLP
Monday Charitable Trust
Newcastle University
Jonathan and Ronnie Newhouse
Walter Nimmo and Norma Kellett
Northumbria University
Norton Rose Fulbright LLP
University of Nottingham
David and Jane Novak
Oglesby Charitable Trust
OneFamily
University of Oxford
Ann Paton
Pembroke College, Cambridge
The Peter Cundill Foundation
The Pfeffer Family Foundation
Queen's College, Cambridge

Ramboll
Rambøll Fonden
The Rank Foundation
Clare Richards
The Robert Haldane Smith Charitable Foundation
Dominic Robertson
Roche Diagnostics Limited
Bill Ronald
Rory and Elizabeth Brooks Foundation
University of Salford
Sand Grove Capital
Schroders
SharkNinja
Singer Capital Markets
Katherine and David Soanes
Sofronie Foundation
University of Southampton
St Paul's Girls' School
Steve Morgan Foundation
Stichting West Coast Foundation
The Swire Charitable Trust
The Worshipful Company of Tallow Chandlers
Helen Torley and Alain Delongchamp
Trinity College, Cambridge
Tuixen Foundation
UBS
UBS Optimus Foundation
Unite Students
Walcot Foundation
University of Warwick
Wellington College
Charles Wilson and Rowena Olegario
Steve and Tracy Windsor
William and Alex de Winton
University of York
The 29th May 1961 Charitable Trust

Through the Royal National Children's Springboard Foundation we also support young people to take up boarding school bursaries.



For further information on
our impact work please contact:

Alex Quinn
020 7243 0242
alex.quinn@intouniversity.org
www.intouniversity.org

Registered Charity No. 1118525 (England and Wales) SC049776
(Scotland) Company Registration No. 6019150