
IntoUniversity works with universities to provide local learning centres where young people are inspired to achieve.

IntoUniversity Coventry
Annual Report

Prepared for
The University of Warwick

2020/21

IntoUniversity 



Chief Executive Introduction



Dr Rachel Carr OBE

I am very pleased to be able to thank the University of Warwick and their donors for their support of **Into**University. Our work is only made possible by the generous support and investment from partners such as yourselves and I am delighted to present this report on the performance of **Into**University Coventry for 2020/21.

It has been an exceptional year for the charity, and for our university and school partners, as we have all responded to the ongoing challenges of COVID-19 and its impact, in particular on students from the most disadvantaged backgrounds. It has been vital for us all to work together to support our students in navigating this difficult time. Through the agility, dedication and innovation of the staff team, we have provided a blend of high-quality virtual and in-person delivery: over 38,000 students have benefitted from **Into**University's programmes this academic year. The many years of collaboration between our charity and the University of Warwick played a key and crucial role in enabling us to provide such effective and transformative learning opportunities to our students.

In the midst of the pandemic, we were also delighted to launch three new centres in Edinburgh, Glasgow and Norwich. We remain committed to continuing to expand the **Into**University network of centres and reaching more young people in need; further details of our growth plan are included in this report.

We are hugely grateful for our partnership with the University of Warwick, in particular your continued commitment to supporting **Into**University during an unprecedented year, adapting opportunities to the needs of our students and schools. Together we are raising young people's chances of progressing to university and achieving their full potential. We would particularly like to thank Chris Hughes, Paul Blagburn and Baljit Gill, without whom none of this would be possible.

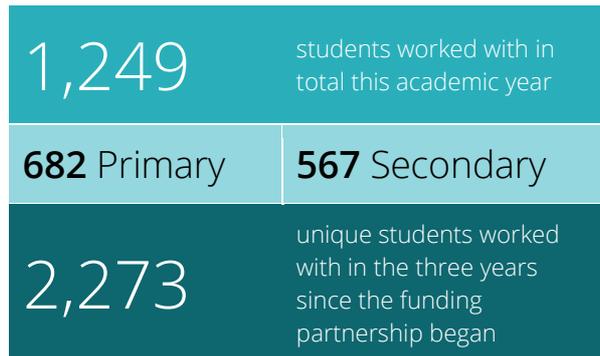
On behalf of the children and young people in Coventry who benefit from our partnership, thank you.

Chief Executive and Co-Founder
IntoUniversity

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Executive Summary

Despite the challenges of COVID-19, **Into**University Coventry has had another successful year, improving young people's attainment and raising aspirations.



Coventry H.E. progression rate

59% vs 30% local average

IntoUniversity nationwide H.E. progression rate

66% vs 43% national average*

*Estimated % of all maintained school pupils who entered H.E. by age 19 (2019/20)

95

students seen for Academic Support

218

students in Years 3 and 4 seen on the Primary FOCUS programme

429

students in Years 5 and 6 seen on the Primary FOCUS programme

520

students seen on the Secondary FOCUS programme



IntoUniversity and the University of Warwick

Town / city of IntoUniversity student	IntoUniversity students starting at the University of Warwick in autumn 2021	IntoUniversity students starting at the University of Warwick since partnership began (2018-2021)
Birmingham	/	1
Brighton	/	1
Bristol	2	2
Coventry	7	14
Leeds	1	1
Liverpool	/	1
London	63	156
Manchester	/	1
Nottingham	2	4
Oxford	1	3
Southampton	/	1
Total	76*	185

* This represents the number of students whom we know have started their first year of study at the University of Warwick in 2021.



A University of Warwick volunteer's perspective

Milena, a Psychology student at the University of Warwick, shared her experiences of volunteering as a mentor with IntoUniversity.

'I heard about IntoUniversity through my friend; I want to work with children when I graduate, so I took the opportunity to gain experience. My favourite memory is when me and my mentee were just getting to know one another. We were doing some drawing and she was becoming more comfortable with me; it felt like we were creating a good relationship. At university I only interact with

people my own age, so it's been great to be able to work with someone younger and see how she responds to things. I have particularly enjoyed the Science revision work we have been doing. My mentee was lacking in confidence with some answers, but now she knows more and is more confident to answer questions she isn't sure about.

I think I have developed two skills through volunteering: organisation and leadership. I have planned and led all of the sessions so I have developed leadership skills.

As she is younger she expects me to lead and I have to direct our activities in each meeting.

Mentoring is a refreshing break from university. I volunteer because a little action can make a big change. I was mentored in Years 10-13 through The Access Project. At the start I didn't think it was making much of a difference but when I was in exams I would recall things I covered in mentoring meetings which was really helpful. It convinced me of the impact of mentoring.'

Academic Support

IntoUniversity staff provide sessions of structured academic study after school. The sessions raise attainment, encourage young people to become active, independent learners and help them to develop effective study skills. Students have access to essential resources that they may not have at home such as books, university prospectuses and computers.

Which age groups?

Years 3-13

What is the programme?

Students receive help with homework, coursework, revision and university applications. They are supported to complete their academic work to a high standard and on time.

Primary students may also study our tailored, termly curriculum which is based on university degree subjects. Each 'degree' covers key National Curriculum numeracy and literacy learning objectives.

Secondary students may also complete projects as part of the 'Future Readiness Award' where they develop the transferable skills necessary to become independent learners. This year, projects have included designing a sock company and creating a photography exhibition.

A Parent's Perspective

A parent shared her thoughts on why it is important for her children to attend Academic Support at **Into**University.

“ I registered my children to get help with homework because they needed English and Maths support. I heard about **Into**University through one of the mums at school. **Into**University has helped my children so much. It has improved their confidence and allowed them to make friends. For me, it is a great help as I couldn't give them the help they need because, due to my circumstances, I haven't finished my own education. They really enjoy coming to Academic Support and then telling me what they do in the sessions. Coming to the centre improves their communication with adults and helps them to learn English, as the main language spoken at home is Tigrinya (Eritrea).

The best thing about **Into**University is the very welcoming atmosphere; everyone is helpful and caring. I've been here for a long time now and what amazes me is the continuation - the new staff treat me the same as the old staff. When I heard about the lockdown, the first thing I thought was 'oh no, the centre'. Staff members reached out to me and my family which was great. **Into**University helps my children understand what it is like to go to university; I do try to explain certain things but I have a language barrier. I have recommended **Into**University so many times - I know the benefit my kids and I get. It doesn't matter who you are, **Into**University makes people feel like they are at home. I feel like it builds my confidence. I see my kids happy and I feel happy; it makes a big impact on my day-to-day life. Not only have my children received help, but I have also felt supported by **Into**University throughout the pandemic - in every aspect we get more help than expected.'



Academic Support Timeline

2020

AUGUST 2020

Staff return to centres after four months of closure. Risk assessments ensure centres are safe to re-open.

OCTOBER 2020

Academic Support live streaming is piloted, future-proofing for further potential lockdowns.

Every student is assessed against Learning Recovery outcomes and support is tailored accordingly.

JANUARY 2021

Third national lockdown announced. Centres close.

To prepare for implementation of Academic Support live streaming, over 2,700 calls are made to families and detailed digital access surveys are conducted.

Session plans and resources are migrated online and staff are trained in safeguarding practices on Microsoft Teams.

Live streaming begins in all centres. Students experiencing access issues receive follow-up, technical support calls.

Tuition phone calls continue for students with limited device or internet access.

APRIL 2021

Centres re-open. In-person Academic Support resumes, regulations now permit 15 students per session.

Virtual sessions continue to provide additional support to students.

JULY 2021

End of year celebrations mark the achievements of students.

SEPTEMBER 2020

Centres re-open to young people. Regulations limit capacity to 15 students per session.

Teams triage students to prioritise those most in need, considering safeguarding vulnerability, access to devices, exam year groups etc.

Fortnightly, in-person sessions are timetabled, supplemented by weekly home-learning activities.

NOVEMBER 2020

Second national lockdown announced. Centres remain open, but regulations now reduce Academic Support capacity to 12 students per session.

Teams re-triage students, re-organise registers and communicate change to families.



FEBRUARY 2021

Students in highest need of a device are sent a laptop [see page 25].

MAY 2021

Student needs are re-assessed to support ongoing Learning Recovery.

2021

Virtual Academic Support

Delivering the programme's core aims online:



Independent learning skills developed

- Completion of online reflection trackers, noting students' strengths and areas for development for the next live session, ensured students continued to improve metacognitive skills.
- Future Readiness live sessions introduced students to topical issues focused on Diversity and Inclusion. After learning about key concepts, students were tasked with creating a podcast celebrating the life of an LGBTQ+ figure, which developed their independent research skills online.



Love of learning

- The chat function and use of emoticons were important in allowing students to interact positively with peers. For example, Primary students were taught to use the 'round of applause' emoticon after presentations to show support.
- Students were exposed to interactive, subject-specialist content during the 'Cognitive Psychology' module. In pairs, they tested each other's reaction times when naming colours as part of the 'Stroop Effect' experiment.



Confidence in academic abilities

- Breakout rooms and screen-share functionality allowed staff and volunteers to provide bespoke, subject-specific support.
- Exam-aged students sent their homework tasks in advance, via email, and staff then prepared their support accordingly. This helped to maximise the impact of one-to-one Academic Support sessions.
- Oracy activities on Microsoft Teams developed students' ability to respond constructively to the ideas of others. For example, in small groups students debated the question 'Should we conform to social norms?'.

An IntoUniversity Centre Leader explains the process of transitioning Academic Support to live streaming, two weeks after the lockdown was announced.

“First, we called all of our students and parents. At our centre, we have lots of families who have several children who attend Academic Support so it could be quite a long call. At this stage, we were gaining information - what access to devices did students have, what support did they need, what did online learning from home look like for this lockdown?”

Once we had this information, the next step was to call everyone back - this time getting permission for using Microsoft Teams and explaining our boundaries for being online so the students knew what to expect and how to be safe online. Sometimes this would be individually and sometimes this would be on speaker phone with four or five students gathered around and asking us lots of questions!

A major challenge for families was learning how to use the platform and the logistics of how children would join (on shared devices, in different rooms etc). These challenges meant the first few weeks required lots of extra calls to help students learn what to do. Alongside this, we also supported students who couldn't access our online sessions via phone and email.'



Future Readiness project produced at home

Centre	Academic Support	Number of students
Coventry	Primary	58
	Secondary	37
	Target number of students	120
	Actual number of students	95

Primary Academic Support 'degrees' and the modules covered in the 2020/21 academic year

Engineering

- Aeronautical Engineering
- Civil Engineering
- Robotic Engineering

Psychology

- Social Psychology
- Cognitive Psychology
- Dream Psychology

History of Art

- The Life of Artists
- Art Curating
- Art Journalism

<p>Programme Highlight</p> <p>During LGBTQ+ awareness week, Secondary Academic Support students joined an online session to learn about different LGBTQ+ figures from history, including James Baldwin, Leslie Cheung and Roberta Cowell. They worked in teams to carry out in-depth research into the lives of these people, their activism, what challenges they faced, and how they helped their communities. Students were then able to practise their public speaking skills by presenting their research to the rest of the group.</p>	<p>Student Evaluations</p> <p>76% of IntoUniversity Coventry students reported that they were working better at school as a result of Academic Support.</p> <p>68% of IntoUniversity Coventry students reported improved school grades as a result of Academic Support.</p>	<p>“I've found IntoUniversity to be a great place for me to not only do my work, but also make friends and get better at teamwork. I love that everyone there is welcoming and always happy to help. It's a place to do my homework in peace and to an outstanding level and get good feedback from not only my peers but also the staff. In my time with IntoUniversity my quality of work has skyrocketed. I have not only the resources but people are always there to help me find solutions. I've noticed that I have a lot more focus and I'm becoming more attentive. I have developed not only school-wise skills but also social skills.’</p> <p>A Year 8 student IntoUniversity Coventry</p>
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Primary FOCUS

A structured programme which supports and enhances the National Curriculum and inspires students to think about their future education and the world of work. The programme raises students' aspirations and promotes essential skills such as teamwork and communication.

Which age groups?

Years 3-6

What is the programme?

In Years 3 and 4, workshops provide students with a hands-on introduction to different jobs and careers. These workshops are optional and are not delivered to all partner schools.

In Year 5, students participate in a 'What is a University?' workshop where they are familiarised with university life and learning. Year 5 students also spend a whole FOCUS Day themed on one particular curriculum area or topic chosen by their school.

In Year 6, students participate in a FOCUS Week of concentrated learning on a university degree subject. They are immersed in the topic through workshops and trips, and end the week with a graduation ceremony at a university. They also attend a 'Transition' workshop to aid them with the move from Primary to Secondary school.

A Teacher's Perspective

A Year 6 teacher at a partner Primary school shared some of her highlights of working with **IntoUniversity**.

“For our students more often than not their families haven't been to university so it is a world that is unfamiliar to them. The simple assertion from **IntoUniversity** that they can do more has a huge impact. We're beginning to see the impact your work is having in the long term after running the Primary FOCUS programme for so many years. The earlier our students work with **IntoUniversity**, the bigger the impact. Taking part in your programmes is something that we can consistently refer back to and tie into our lessons. The links your programme has to the wider world are really useful to reference throughout their time at school too. You have an impact on every student that you work with. Every student remembers **IntoUniversity** - when you come into school you always see students waving and smiling which is lovely.

Having someone external who is also an expert means that the information you provide about university has a greater impact. It's great to hear **IntoUniversity** staff members talk about their own experiences, as the students find this so interesting and it opens their eyes to the variety of options there are for them. The programmes that **IntoUniversity** are able to offer extend far beyond what we can provide in a classroom and that is invaluable. **IntoUniversity** massively changes our students' perspective on the future. I know of students who have gone on to achieve their aspirations and it's wonderful being able to see those students succeed. **IntoUniversity** truly ensured that aspiration was embedded in their minds at a young age.



Virtual Primary FOCUS

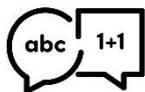
Centres responded to the needs of their schools and provided sessions in different formats including: live virtual sessions for students at home or in the classroom, recorded content with follow-up resources, or a blended approach.

Delivering the programme's core aims online:



Knowledge of future options

- Immersive, virtual tours of the University of Warwick brought Higher Education to life.
- Undergraduates dialled in to answer questions and share insights about student life.
- Graduation ceremonies were adapted to bring a sense of occasion to a virtual format. Students presented their future ambitions to their peers, complete with home-made mortar boards.



Literacy and numeracy skills

- All adapted sessions featured learning objectives in line with National Curriculum learning goals.
- Every student was encouraged to participate through the use of online learning and teaching tools, including random name generators, spin the wheel and online sticky notes.



Love of learning

- Features of Microsoft Teams provided context to learning. For example, virtual backgrounds transported students to the countryside as evacuees.
- **IntoUniversity** staff brought their signature positivity online; encouragement and praise were both verbal and via pictorial emoticon reactions.
- Physical resources made virtual learning more tangible, e.g. golden tickets were sent to students by post during a *Charlie and the Chocolate Factory* Week.

A Year 6 teacher shared her experience of working with IntoUniversity during a virtual FOCUS Week.

“We were absolutely blown away by the virtual FOCUS Week. The resources were so well-adapted to suit the virtual setting. Considering we were in lockdown, with the majority of the students working from home, it's so fantastic that you were able to work with them at all. It was great to still have the variety of activities and topics every day to maintain their engagement. The students still talk about it and ask about **IntoUniversity**; they'll remember it forever.”



Primary FOCUS graduation in centre

2020/21 Primary FOCUS delivery by **Into**University Coventry

Centre	School	Number of activities delivered to schools (in-person virtual)			
		Years 3-4	Year 5	Year 6	
				FOCUS Week theme	'Transition' workshop
Coventry	Frederick Bird Primary School	0 2	3 3	1 3 Storytelling	0 2
	Southfields Primary School	4 0	0 1	2 0 History - WWII	2 0
	St Mary's and St Benedict's Catholic Primary School	0 0	0 1	1 0 Human Rights	1 0
	Target number of students	n/a		400	
	Actual number of students	218		429	

Programme Highlight

During their 'World War II' FOCUS Week, Year 6 students from Southfields Primary School took part in an immersive 'trip in time'. To bring to life the idea that students had travelled back in time, **Into**University staff dressed in 1940s attire and decked the classroom with propaganda posters. Students particularly enjoyed taking part in a code breaking challenge to help the British Intelligence Services protect England from the Blitz!

Student Evaluations

71%

of **Into**University Coventry students reported that they were more likely to go to university as a result of Primary FOCUS.

74%

of **Into**University Coventry students reported improved teamwork as a result of Primary FOCUS.

“**Into**University has helped all of our pupils understand that we all have opportunities to grow and develop throughout life by continued participation in academic programmes. The sessions have helped the children understand that university life is far more than studying and that it helps develop social relationships as well as personal responsibility. We now have an open dialogue with the children about what the future might hold for them. This is a subject that we talk about in school and we have encouraged them to open this conversation with their families too.”

**A Year 6 teacher
St Mary and St Benedict Catholic
Primary School**

Lower Secondary

FOCUS

A series of workshops and trips that support students' learning and increase their knowledge of Higher Education, career opportunities and educational pathways. The programme increases motivation, strengthens aspiration and develops transferable skills such as adaptability, teamwork and communication.

Which age groups?

Years 7-11

What is the programme?

In Year 7, students focus on personal development targets and learn effective strategies for managing homework at Secondary school.

In Year 8, students explore different approaches to learning and understand how GCSE choices impact on future pathways.

In Year 9, students focus on connecting their current learning with post-school career possibilities and experience 'A Day of University Life'.

In Year 10, students learn about entrepreneurship and post-16 education options.

In Year 11, students focus on writing job applications and practice for interviews, and are prepared for independent life at university.

A Teacher's Perspective

A teacher at a partner Secondary school shared her thoughts about working with **IntoUniversity**.

“The main benefit of **IntoUniversity** is that it's such an aspirational programme. It gives students so many new ideas and pathways to explore that they never would have normally thought about. For example, during one event they met a barrister, which was such an eye-opening experience for them and they absolutely loved it. Two students in particular have been on the programme since Year 8; when they did the 'Pathways to Success' workshop they had the opportunity to really think about what their future could be. They are now applying to sixth form with the intention of then continuing on to university.

The best thing about the programme from a teacher's perspective is how much it raises the children's aspirations. As well as this, the workshops are so well prepared and organised. Both the children and I know that the workshops will achieve whatever they are setting out to do. I would definitely recommend **IntoUniversity** to other schools. The workshops really match the age of the students and are tailored to their needs. The children also love the link from Primary school which aids their transition to Secondary school. It's great that it's a constant every year; it means the young people know it's coming and really look forward to it. They are always asking when their next workshop is and I often catch them talking about **IntoUniversity** during school time. The online workshops during COVID-19 provided the students with some variety in their school day and I think they really enjoyed being back with the cohort - they are proud to be in the **IntoUniversity** cohort!



Virtual Lower Secondary FOCUS

Centres responded to the needs of their schools and provided sessions in different formats including: live virtual sessions for students at home or in the classroom, recorded content with follow-up resources, or a blended approach. In addition, students were able to access an after-school, 'Spotlight Series', designed in response to identified Learning Recovery outcomes.

Delivering the programme's core aims online:



Knowledge of future options

- Year 7 and 8 students attended a new 'Is University for Me?' webinar, during which staff shared their experiences of Higher Education. This supported students to look at their long-term ambitions at a time when the future was uncertain.
- Some students reported reduced access to form tutors and specialised career support during school closures. In response, **IntoUniversity** provided practical tips for sixth form and college applications during a tailored 'Spotlight Session'.



Ability to link learning to future success

- Goal-setting templates and next-step journals were included in resource packs, available in both physical and electronic format, for students to refer to during and after virtual workshops.
- At a time when schools were focused on supporting students with their academic progress, **IntoUniversity** offered additional webinars on university life and learning. Online quizzes allowed students to identify their preferred ways of learning and how these link to different degree subjects.



Life and employability skills

- A newly-created 'Finding Motivation' workshop provided students with the tools to prioritise their wellbeing when learning during unprecedented times. Students created personalised coping calendars to ensure they incorporated a daily wellbeing activity into their routines.
- Students were introduced to techniques to manage their time and reduce barriers to focusing at home during the 'Maintaining Motivation' webinar. This included tips on managing distractions and re-establishing good sleep habits.
- Virtual mock interviews allowed students to learn about, and gain feedback on, how to conduct themselves professionally during a live video call.

A Year 8 teacher shared her thoughts about working with IntoUniversity whilst provision was virtual.

“Over the course of this last year, the move to online learning has presented many challenges and obstacles to learning. I cannot thank **IntoUniversity** enough for their continued effort in accommodating our changes. Our students have been lucky enough to still take part in a full programme of **IntoUniversity** workshops that is bespoke to our needs. These online, interactive workshops have encouraged students to think about their futures, taking into account labour market changes arising from COVID-19, and have pushed our students to put their futures at the forefront.

At a time when the message to 'keep going' is so needed, **IntoUniversity** has truly delivered. Each Secondary FOCUS workshop has seen an increased 'buzz' around careers, with the level of engagement from pupils being so brilliant. We are very grateful to **IntoUniversity** for their time and continued support of our pupils.'

IntoUniversity

EDUCATION CHOICES BEYOND 16: PERSONAL STATEMENT GUIDE



Lower Secondary FOCUS virtual workshop

2020/21 Lower Secondary FOCUS delivery by **Into**University Coventry

Centre	School	Number of pre-16 workshops (in-person virtual)	
		FOCUS on Success Years 7 - 9	FOCUS on Choices Years 10 - 11
Coventry	Barr's Hill School	3 0	/
	Cardinal Wiseman Catholic School	0 3	/
	Target number of students	360	
	Actual number of students*	327	

*This number includes students who took part in out-of-school 'Spotlight Sessions'. This number also includes students from Bishop Ullathorne Roman Catholic School. **Into**University Coventry did not run the core Secondary FOCUS programme with this school, but they ran five 'Mental Health and Wellbeing' workshops for students in Years 7-10.

Focus on Success workshops:

- Choosing Success
- Becoming an Independent Learner
- Maximising Memory: Revision and Learning Techniques
- Pathways to Success: Choosing Your Options
- Transferable Skills and Careers
- Introduction to University Life

Focus on Choices workshops:

- Entrepreneurship
- Communication in the Workplace
- Education Choices Beyond 16
- Higher Education Beyond 18
- A Day of University Life

Programme Highlight

Year 8 students from Cardinal Wiseman Catholic School learnt different techniques to help with their learning in and out of school in the 'Maximising Memory' workshop. Students were taught how to chunk information effectively before using the chaining technique to help them remember a sequence of events. Students then put this knowledge to the test in a high-stakes competitive quiz.

Student Evaluations

71%

of **Into**University Coventry students reported that they knew more about university as a result of Secondary FOCUS.

89%

of **Into**University Coventry students reported that they enjoyed taking part in Secondary FOCUS.

“The **Into**University workshops have reinforced the messages that we as a school try to embed in our learners, which focus on students being prepared and proactive. The skills and information our students learn during these workshops are encouraging them to think about their futures and to aim to achieve higher. Understanding the benefits of progressing to university has really motivated them in planning for their future.”

**A teacher
Barr's Hill School**

Upper Secondary

FOCUS

A series of workshops and trips that develop skills and knowledge which support students to fulfil their educational and career ambitions. This programme also includes extra-curricular enrichment and networking activities that stand out on students' CVs and UCAS forms.

Which age groups?

Years 12-13

What is the programme?

The post-16 Secondary workshops focus on independent learning skills, support with CV writing, interview skills, UCAS and personal statement support and the transition to university or another chosen pathway.

Student enrichment opportunities range from work experiences and paid internships, to overseas challenges, to university summer schools. Most opportunities are only available through **IntoUniversity** and some lead to contextual university offers or paid employment.

A Teacher's Perspective

A Head of Sixth Form at a partner Secondary school shared her experience of working with **IntoUniversity**.

“I think **IntoUniversity** massively helps our students. We work together to look for the gaps in our pastoral and enrichment areas, and **IntoUniversity** helps to fill them. You support the students at every major event throughout their sixth form journey: when our students first arrive you give advice as to what a sixth form student should look like, then you organise campus visits for Higher Education awareness and, at the end of their sixth form experience, you're really supportive with results day.

IntoUniversity is a fantastic resource to guide our students. You're all incredibly knowledgeable, especially on current Higher Education affairs. You offer some really varied, useful and valuable activities, from clearing advice and one-to-one support, to the 'Skills for Success' workshop. **IntoUniversity** really adapted to our needs during the pandemic; so many of our students struggled and had obstacles to their learning. The new 'Finding Motivation' workshop [created to support Learning Recovery], advising them on strategies to deal with stress and anxiety, was a really valuable session. A lot of our students were asking for that kind of support, and you offered it!

You've really helped a lot of students look outside of their short-term goals. Some students, although academic and hardworking, have gaps in terms of confidence, communication and speaking to professionals - **IntoUniversity's** support is going to help them hugely when they leave sixth form and navigate the adult world. In terms of aspirations and encouraging students to build on their skill-sets, you've had a massive impact!



Virtual Upper Secondary FOCUS

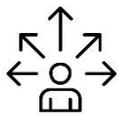
Centres responded to the needs of their schools and provided sessions in different formats including: live virtual sessions for students at home or in the classroom, recorded content with follow-up resources, or a blended approach. Enrichment opportunities pivoted online.

Delivering the programme's core aims online:



Knowledge of future options

- One-to-one personal statement sessions were delivered via Microsoft Teams. Screen-share function allowed for timely feedback during appointments, enhanced by follow-up email support.
- Pivoting enrichment events online removed geographical barriers and allowed **IntoUniversity** students from across the network to meet professionals from a variety of sectors. For example, two London-based fashion designers shared their entrepreneurial journey as part of the 'Sowing the Seeds in Fashion' online session.



Ability to make informed decisions

- Year 12 students accessed supplementary webinars which explored how to connect to prospective universities. A 'Finding the Right University' webinar helped students choose which university was right for them, during a time when campus visits were limited.
- During a 'What is University Like Right Now?' webinar, students explored how universities have employed a blended approach to teaching and learning. Students heard from current undergraduates about their experience of university life during COVID-19, giving them an understanding of what to expect.



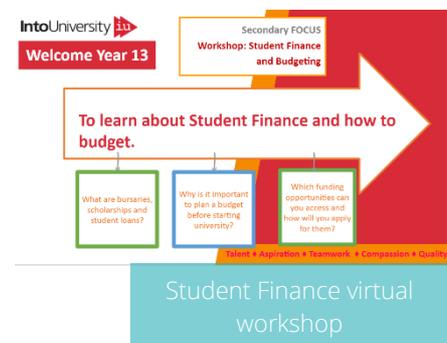
Life and employability skills

- **IntoUniversity** utilised its extensive network of corporate partners to provide high-quality, virtual enrichment opportunities to students. For example, a financial services firm ran a virtual 'Hackathon', which developed students' coding skills and exposed them to a professional setting, at a time when work experience opportunities were limited.
- Virtual mock assessment days and interview preparation sessions enabled students to practise and hone skills for professional development, applicable to both online and in-person scenarios.

A Year 13 student shared her experience of participating in online enrichment events with **IntoUniversity**.

“The enrichment opportunities that I took part in were amazing and I would not have had these without **IntoUniversity**, for example the opportunity to do a paid internship as part of the Big City Bright Future programme. I know that the connections I made at the firm will help me in the future. Big City Bright Future really could be the first rung on the career ladder. The online experience was great and involved a lot of group projects. We had our own buddy and we had coffee chats with everyone at the company from Personal Assistants to Vice Presidents.

I also really enjoyed the online Leadership Academy. It was really useful to hear directly from people working in the consulting industry. Coming from a background where you may not know anyone that works in those industries or in the City, it can feel a bit overwhelming when you're trying to find out about how to get into different careers. It was also great to speak to people your own age who are interested in similar things to you. I actually met some people who I'm going to be going to university with as well!



2020/21 Upper Secondary FOCUS delivery by **Into**University Coventry

Centre	School	Number of activities delivered to schools (in-person virtual)	Number of students* (in-person virtual)	
Coventry	Barr's Hill School	3 0	29 0	
	Cardinal Wiseman Catholic School	0 2	0 41	
	Coventry College	0 2	0 25	
	Sidney Stringer Academy	4 0	68 0	
	Out-of-school support (students from multiple schools)	n/a	1 41	
	Target number of students*			140
	Actual number of students*			193

* note that the column total may be less than the sum of the individual rows, as some students take part in both in-school and out-of-school activities

<p>Programme Highlight</p> <p>Year 12 students from Sidney Stringer Academy embarked on writing their personal statements with support from IntoUniversity staff during the 'Introduction to Personal Statements' workshop. The session started with a myth-busting quiz to address any misconceptions before teaching students about the UCAS process and how to write a successful personal statement, highlighting their curricular, supra-curricular and extra-curricular experiences.</p>	<p>Student Evaluations</p> <p>75% of IntoUniversity Coventry students reported that they were more likely to go to university as a result of Secondary FOCUS.</p> <p>71% of IntoUniversity Coventry students reported improved teamwork as a result of Secondary FOCUS.</p>	<p>“IntoUniversity presented me with opportunities that enabled me to consider post-18 education. The wide range of programmes benefited both my academic future and my professional career. The specific and educational advice around university applications was invaluable to me as a first generation student. Throughout school closures, IntoUniversity's constant support made sure that I was succeeding academically and looking after my mental health.’</p> <p>A Year 13 student IntoUniversity Coventry</p>
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Mentoring

The Mentoring programme matches **Into**University students 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. Young people benefit from regular one-to-one support from a role model who can offer invaluable advice and guidance. In Year 13, students are paired with a corporate mentor who offers support with the transition from the final year of school through to university.

Which age groups?

Years 6-13

Buddy

The Buddy programme pairs young people with university student volunteers over two days. Students participate in subject-based workshops, before spending a day at a university. The programme aims to enhance students' understanding of university life and different approaches to learning. Visiting a university and meeting undergraduates introduces students to a degree subject and helps them to view university as a realistic option for their future.

Which age groups?

Year 8

A Mentoring Pair's Perspective

Mentoring pair, Samia and Weronika, shared their experience of mentoring.

“ Samia (Mentee):

My favourite part about mentoring is the video calls I have with my mentor, having the support and the time once a week to talk to someone outside my community. In each video call we complete 5-10 minutes of reading to improve my confidence as I am nervous about reading out loud. We also complete mini-debate activities where we plan both sides of a topic, allocate roles and practise debating together. The feedback I have received from my mentor has really taught me how to understand both sides of an argument. Mentoring has helped me with my school development. For example, in Social Studies I now enjoy writing and presenting debates. Through the Mentoring programme I have discovered that I am very interested in Art and Photography, which I have explored with my mentor. For the 'Inclusivity in the Arts' event, we presented our Khadija Saye-inspired Photography project, which we enjoyed so much!

“ Weronika (Mentor):

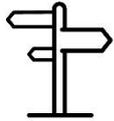
I wanted to volunteer with **Into**University to show children the world of unlimited possibilities and give them support and courage in pursuing their dreams. Mentoring meetings with Samia allow me to look at the world from a completely different perspective. I am able to challenge myself by preparing materials for the meetings, sharing ideas and giving advice. I have definitely gained interpersonal skills and become more open-minded. The 'Inclusivity in the Arts' event sparked Samia's interest in Photography. Throughout the event we explored our own identity, our traditions and what makes us happy. I look forward to the weekly meetings; they give me so much positive energy. I have so many memories of mentoring with **Into**University that it is impossible to choose a specific one. I have enjoyed observing a constant improvement in Samia's communication skills, particularly her confidence in speeches and reading. The responsibility I undertake as a mentor has made me feel that I am a part of the local community.'



Virtual Mentoring and Buddy

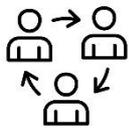
The Mentoring and Buddy programme took place online throughout the year, with some face-to-face mentoring meetings happening in the summer term.

Delivering the programme's core aims online:



Knowledge of future options

- Secondary students discovered universities through online guided tours led by university 'buddies'.
- Students used the chat function to ask questions and diagnose a 'patient' as part of a 'Medicine' Buddy, allowing them to delve into a specific university degree online.
- An 'Inclusivity in the Arts' group mentoring event enabled young people to explore their future career options, using online question generators and Mentimeter to share ideas.



Ability to build relationships and networks

- During the virtual 'Meet Your Mentor' event, online icebreakers, such as Scattergories, initiated conversation between mentors and mentees. Students and volunteers were challenged to solve a group puzzle to find out who they were paired with.
- Staff facilitated and nurtured mentoring relationships by providing feedback and guidance to volunteers via virtual debriefs and google forms.
- Online group events allowed mentoring pairs to make connections in their cities and clusters, at a time when social interactions at school and university were limited.



Ability to set clear goals

- Bespoke, virtual training taught mentors how to set productive SMART targets with their mentee online.
- Staff created an online directory of resources for mentors and mentees, to ensure meetings were high quality and met clear goals.

A university student mentor reflected on the experience of e-mentoring with IntoUniversity this year.

“From a university student's perspective, mentoring with **IntoUniversity** is a really good way to give back to the community and do something which provides value. I have found e-mentoring to be very valuable [because it] maintains a structure and routine in our lives. The structure has been really beneficial for my mentee as it has been a familiar source of support; the normality and consistency has supported her while she adapts to lockdown and online school learning.

I was lucky enough to be able to experience in-person mentoring before the lockdown started. The positive aspect of e-mentoring is that it is a lot easier to attend, without the additional travel time. My advice to new mentors would be that there will always be an element of e-mentoring that is different, but is still equally rewarding. With e-mentoring you have to be prepared to adapt, but the effort is worthwhile. **IntoUniversity** staff support you with lots of resources and help with planning sessions - the e-mentoring provision has been really well done. The process allows me to focus on the support I am giving Kayla without any barriers.’



Virtual mentoring meeting

Centre	Types of Mentoring	Target	Actual
Coventry	University Pairs	30	17
	Corporate Pairs	n/a	5
	Buddy	72	32
	Combined target for Mentoring programmes		102
	Combined total students on Mentoring programmes		54

Student Evaluations	Student Evaluations	Student Evaluations	Student Evaluations
<p>74%</p> <p>of IntoUniversity Coventry mentees reported that they were more likely to go to university as a result of the Mentoring programme.</p>	<p>83%</p> <p>of IntoUniversity Coventry mentees reported improved communication as a result of the Mentoring programme.</p>	<p>83%</p> <p>of IntoUniversity Coventry mentees reported that they knew more about university as a result of the Mentoring programme.</p>	<p>78%</p> <p>of IntoUniversity Coventry mentees reported that they were more likely to achieve their career goals as a result of the Mentoring programme.</p>

Mentor Meeting Activities

Year 11 student, Ameerah, and her University of Warwick mentor, Milena, are currently working together to boost Ameerah's attainment and confidence in her studies, particularly in Biology. Milena has prepared engaging and interactive activities on homeostasis and plant hormones; these activities have included online quizzes, videos, and illustrative diagrams to support Ameerah's learning and allow her to go at her own pace. Ameerah's confidence has grown, both in her academic studies and in her ability to speak to new people, which will greatly benefit her in her GCSE assessments and beyond.

“I have really enjoyed mentoring this year. A particular highlight was when we created an online vision board that contained all the things I want from my life. Researching and speaking to my mentor has given me a clear vision of the pathway I want to take; I now know I will apply to study Accounting at university. COVID has made this year really difficult but having regular virtual mentoring meetings has boosted my morale and given me something to forward to.”

**A Year 8 mentee
IntoUniversity Coventry**

“My favourite part of mentoring has been seeing the personal development journey of my mentee. Helping her think about her future aspirations was rewarding and made me feel like I was truly making a difference. Being a mentor has helped me develop skills which will be useful to me in the future, such as adaptability, creativity, and communication. I would recommend mentoring to anyone who is passionate about making a difference.”

University of Warwick student mentor

Additional Programmes

Extending Horizons is a three-day residential trip run in partnership with a university, which aims to raise students' aspirations and broaden their horizons.

Holiday FOCUS programmes introduce students to different careers, future pathways and degree subjects. Students work in teams, enjoy interactive, hands-on learning, meet professionals and visit cultural landmarks. We also provide bespoke holiday revision sessions for students in Years 6-13 with specialist tutors on hand.

Careers in FOCUS introduces students to different career possibilities. Volunteers from a range of professions speak about their work and lead an interactive session that demonstrates a transferable skill necessary to their job.

Business in FOCUS is a one-day challenge facilitated by a team of corporate volunteers, designed to promote skills in leadership and teamwork.

Leadership in FOCUS is a three-day programme exploring and developing leadership skills whilst raising aspiration, self-esteem and motivation.

Which age groups?

Years 6-13

Corporate Volunteer Perspectives

Corporate volunteers from a variety of industries shared their experiences of volunteering on the Careers in FOCUS programme with **IntoUniversity**.

“I've found volunteering with **IntoUniversity** incredibly fulfilling. I particularly enjoyed answering questions from the class about the work I do and how they could get involved in the civil service. I gained more confidence in public speaking, especially to an audience that doesn't have any prior knowledge about what I do. It enabled me to ensure that I speak in a way that is accessible to all. Volunteering with **IntoUniversity** is a fantastic way to gain perspective on your role and give back to a local community.”

“I really enjoyed giving guidance to students which will hopefully help them as they navigate their choices of further education and careers. The experience certainly improved my presentation skills and ability to answer poignant questions on my feet! It was a very rewarding and insightful experience.”

“I had to think about my work in a different way and I was fascinated by the questions that the students were asking; they asked questions that help you reflect on your own experience. I was learning from them and it helped me see my work and my path in a different way.”

“During the Careers in FOCUS sessions, I was really impressed with all of the students; they are so creative and it was amazing to see them come together to complete the activity. Their dedication really showed that you can make a positive difference when you care about something, and use the tools at your disposal to affect the change you want to see!”



Virtual Additional Programmes

Where possible, Additional Programmes were transferred online. Some programmes were delivered using a blended approach, with a mix of online and face-to-face activities.

Delivering the programme's core aims online:



Knowledge of future options

- The virtual Careers in FOCUS series offered highly-specialised, after-school sessions to students, allowing them to choose workshops that were most relevant to their future goals. Students met professionals from a variety of industries from healthcare to law, at a time when access to school careers advisors was limited.
- Students from across the country met City-based financial professionals during the 'Investment Banking' virtual Business in FOCUS. In the simulation, students worked together to trade stocks, whilst reacting to market pressures.



Ability to link learning to future success

- Students enjoyed discovering how to use online platforms, such as Mentimeter and Miro, as reflective learning tools to apply to their own next educational steps.
- Virtual Q&A sessions built into all online sessions allowed students to have their questions answered by career experts.



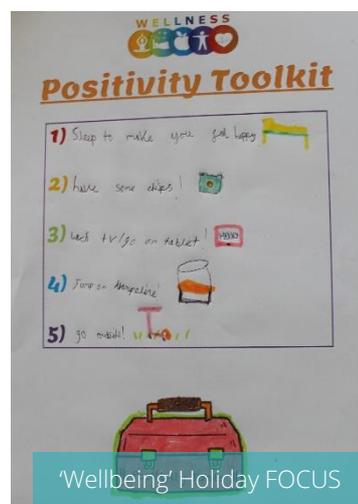
Love of learning

- Virtual additional programmes were scheduled during the school holidays and after school, in response to a lack of extra-curricular holiday provision. Students had the chance to connect with each other through collaborative activities, such as creating and performing an acrostic poem about their community.
- During the 'Community and Identity' Holiday FOCUS online series, students had the unique opportunity to meet, debate and connect with **Into**University peers from across the country. Through Kahoot quizzes and oracy activities, students explored what culture, identity and belonging mean to them.

A Year 8 student shared her thoughts on participating in a virtual Holiday FOCUS Week with IntoUniversity.

“I really loved the Holiday FOCUS programme when it was online! It was something to really look forward to each day because there weren't a lot of other things happening at the time. All I was doing was going for a walk each day and so having the holiday activities meant I could do something useful and fun! The different activities we did were really interesting, for example we learnt about important causes in the world and created speeches on what mattered to us. I really liked this because we don't get to write and present speeches often at school, and so I felt this really helped my confidence.

It also felt good when we presented because the other students would write nice things in the chat box to say what I had done well in my speech. It was great to see and meet people from different places. We got the chance to talk when we were in small groups and I liked hearing their ideas about the things we were learning about.’



2020/21 Additional programmes at **Into**University Coventry

Centre	Programme	Target	Actual (in-person virtual)	Schools
Coventry	Extending Horizons and Holiday FOCUS	60	58 17	Students from a range of partner schools and Academic Support
	Business in FOCUS	40	0 8	Students from a range of partner schools attended network-wide, virtual sessions
	Careers in FOCUS	20	0 6	Students from a range of partner schools attended network-wide, virtual sessions
	Leadership in FOCUS	20	/	The centre did not run this programme this year
	Combined target for additional programmes			140
	Combined total for additional programmes			89

Please see page 28 for information on how we prioritised the delivery of our core programmes this year.

<p>Holiday FOCUS Highlight</p> <p>During a 'Performing Arts' Holiday FOCUS Week, students learnt about character creation, creative writing and how to perform a monologue. During the programme, students were tasked with writing, rehearsing and performing their very own monologue about receiving the opportunity of their dreams. Performing their monologues was a great way for students to develop their communication skills and helped build their confidence with public speaking.</p>	<p>Student Evaluations</p> <p>81% of IntoUniversity Coventry students reported improved teamwork as a result of Holiday FOCUS.</p> <p>73% of IntoUniversity Coventry students reported improved confidence as a result of Holiday FOCUS.</p>	<p>“The best things about the 'Performing Arts' Holiday FOCUS programme were meeting new people and doing new things, because this was a lot of fun. Taking part in this programme has improved my communication skills and taught me that it is important to talk when I need help. It also helped me to improve my story writing - I had a lot of fun writing a group story with the class.”</p> <p>A Year 5 student IntoUniversity Coventry</p>
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IntoUniversity's New Trustee

This year, **IntoUniversity** was delighted to welcome a new Trustee to the Board, Professor Nishan Canagarajah. Nishan is President & Vice-Chancellor of the University of Leicester. Born and educated in Sri Lanka, he is a double Cambridge graduate and former Pro Vice-Chancellor at the University of Bristol. Nishan has been appointed to a number of national roles, including being a member of the UUK advisory group to tackle racial harassment in Higher Education. We spoke to Nishan about why widening access is so important to him and the university sector.

1. Could you tell us about your own background and journey to Higher Education?

I originally come from Sri Lanka, from a small town called Jaffna. There had been a civil war so there was a lot of fighting when I grew up and I come from a relatively low-income family. Both my parents were teachers and didn't go to university, but education was always considered to be important and seen as our way out of difficulty. I was very fortunate to get a scholarship to come to the University of Cambridge for my undergraduate degree. I had never been on a plane before or outside of the country. I was taught in Tamil, so coming to England to study in English was a big change and culture shock. I was very pleased to come to such a great university. In my first year I didn't do particularly well, but then I settled down and I got another scholarship to do a PhD at Cambridge.



After finishing my PhD, I was offered a job at the University of Bristol and I was there for 25 years – I moved up the ranks from a researcher to leadership roles, becoming the Pro Vice-Chancellor for Research and Enterprise. I then got the opportunity to apply to be the Vice Chancellor of the University of Leicester. At Leicester, we want to be known for inclusion. We value people from all backgrounds, recruiting staff from diverse backgrounds and supporting them to be successful. Our mission is to be the citizens of change. I am trying to create a university that makes positive change.

2. Why is university access so important for young people from disadvantaged backgrounds?

When you are facing disadvantages and obstacles, education allows you a way out. There are a number of ways you can progress in life - you either know people who are influential, or you can find opportunities in education that open doors that might not otherwise be open. I firmly believe that education has the power to transform lives, particularly for people who are already disadvantaged. Universities are important in levelling up opportunities and offering a way out for disadvantaged groups. A classic example is my own personal story, as I would not be where I am without education.

3. Why did you decide to join IntoUniversity's Trustee Board?

I've always wanted to make a difference to people I support and serve. For example, when I was the Dean of Engineering it was very male-dominated – so I prioritised creating a strategy to boost female recruitment of students and staff. I have always believed in seeing how I can add value to groups that are not well represented. I am keen to see how we can become more inclusive and diverse at universities, as universities are still not necessarily the place for disadvantaged and ethnic minority groups. I joined **IntoUniversity's** Trustee Board because it aligns with my own personal priorities and the mission that I'm trying to achieve at Leicester, as a university that supports widening participation and access. Being on **IntoUniversity's** board will be mutually beneficial as I can offer my insight and benefit from the expertise of **IntoUniversity**.

4. How does IntoUniversity contribute to the national challenge of broadening access to Higher Education?

IntoUniversity certainly does. The government is keen to see how we can increase participation from all backgrounds at university and to make sure everyone has the opportunity to go to university. This is certainly one of the passions I have – I am particularly passionate about supporting black students and white working class males to enter university as these are groups that are being left behind. **IntoUniversity** makes a massive contribution to delivering this strategy. If we all want to progress, all peoples must progress together, rather than one segment of society. **IntoUniversity** really provides a great platform to give opportunities to students who may not have considered university.

5. Why do you think IntoUniversity's partnerships with universities are so effective?

When a university is working hard to create opportunities for students, it makes sense to do this through partnerships. It enables universities to use resources more efficiently and for organisations to tap into each other's knowledge and networks. **IntoUniversity** has created a network of universities. When you do widening participation work there is no guarantee that the group of people you are supporting will end up at your university. But as long as they go to university, we all benefit. **IntoUniversity** is the facilitator that brings together the consortium of universities. Ultimately universities care about helping students get to university - as long as everyone works together we can achieve the desired outcome.

Learning Recovery

COVID-19 and our students

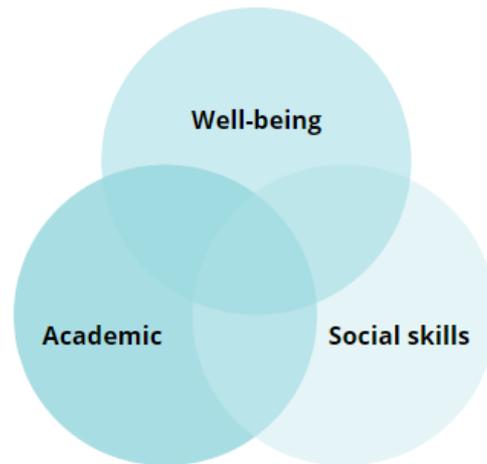
The students that **Into**University works with have been those most worst affected by the COVID-19 pandemic.

A new government report warns that 'Learning loss among poorer Primary school pupils as a result of the pandemic has undone as much as two thirds of the progress made over the last 10 years in closing the disadvantage gap.' By autumn 2020, students from disadvantaged backgrounds were 7 months behind their more well off peers (Department for Education, 2021).

In a survey of 2,438 young people aged 13-25 carried out by Young Minds in 2021, 67% believed that the pandemic will have a long-term negative effect on their mental health (Young Minds, 2021). From our own students, we saw a 42% increase in child protection cases during the first lockdown, with the biggest percentage increase of cases relating to students' poor mental health.

Learning Recovery

IntoUniversity is implementing a long-term Learning Recovery strategy focused on supporting young people in three key outcome areas:



For our students, in the 20/21 academic year these areas continued to be negatively affected by the COVID-19 crisis. A key focus during the year was preparing our students to flourish in a post-COVID world, placing individual student needs at the heart of our response. We prioritised bringing evidence-based practices such as metacognition, oracy and reading comprehension to the forefront of our delivery.

IntoUniversity Reading Society

Ofsted reported that young people's reading stamina decreased during school closures. In response, **Into**University devised and piloted a new initiative: The **Into**University Reading Society. The objectives of this newly designed programme are to: support young people to develop a love of reading and; to be able to engage enthusiastically in discussions about books,

building on the ideas of others and challenging views respectfully.

The Reading Society Team devised online training and inductions for volunteers and created high-quality session plans and activity ideas to aid meetings. Volunteers created engaging profiles about their favourite books to share their love of reading. They were then matched either with Primary students for one-to-one reading

support or with small groups of Secondary students in book clubs. As well as receiving reading support, students have been given the books to keep, building a legacy of reading in their homes.

Lessons from the initial pilot have been learnt and a second phase of the scheme will be rolled out to additional centres in the coming academic year.

Learning Recovery

Leveraging partnerships

Working collaboratively with organisations has always been an integral part of **Into**University's work; partnerships were therefore at the heart of our Learning Recovery response. This ensured that we were still able to provide meaningful experiences for our young people.

This year we embarked on a pilot with new partner EdTech firm, Studiosity, to provide additional ways for volunteers to support students virtually. The Studiosity platform was adapted for use at **Into**University centres, ensuring it sat within our safeguarding practices. The tool enabled young people to benefit from chat-based support from volunteers in real-time. The subject specialisms of volunteers were matched with student need.

Staff training

All delivery staff received trauma-informed facilitation training before returning to work with young people face-to-face. This focused on the psychological impact that lockdowns, school closures and the incumbent uncertainties of the pandemic have had on young people's wellbeing and their ability to learn. Staff explored strategies including self-calming techniques such as mindfulness, grounding and positive memories. During the year, staff continued to focus on the **Into**University principles of positive behaviour management and effective communication techniques.

Adaptations

Centre teams found that the negative impacts of the pandemic on our young people were varied and highly individual; our place-based model ensured our response was both localised and adaptable. Staff teams assessed and then responded to the wellbeing, social skills and academic needs of each young person in Academic Support. For example, wellbeing packs were provided to students transitioning to Secondary school, all Holiday FOCUS provision incorporated wellbeing activities and new workshops, including a 'Finding Motivation' workshop were created.



IntoUniversity Laptop Project

The digital divide has been reported widely in the press. In January 2021, centre teams assessed the technology needs of all Academic Support students (see Academic Support pages for details).

It became clear that there was a wide variation in access to suitable technology, creating an additional

learning barrier that would widen the gaps experienced by those who already face the most challenges.

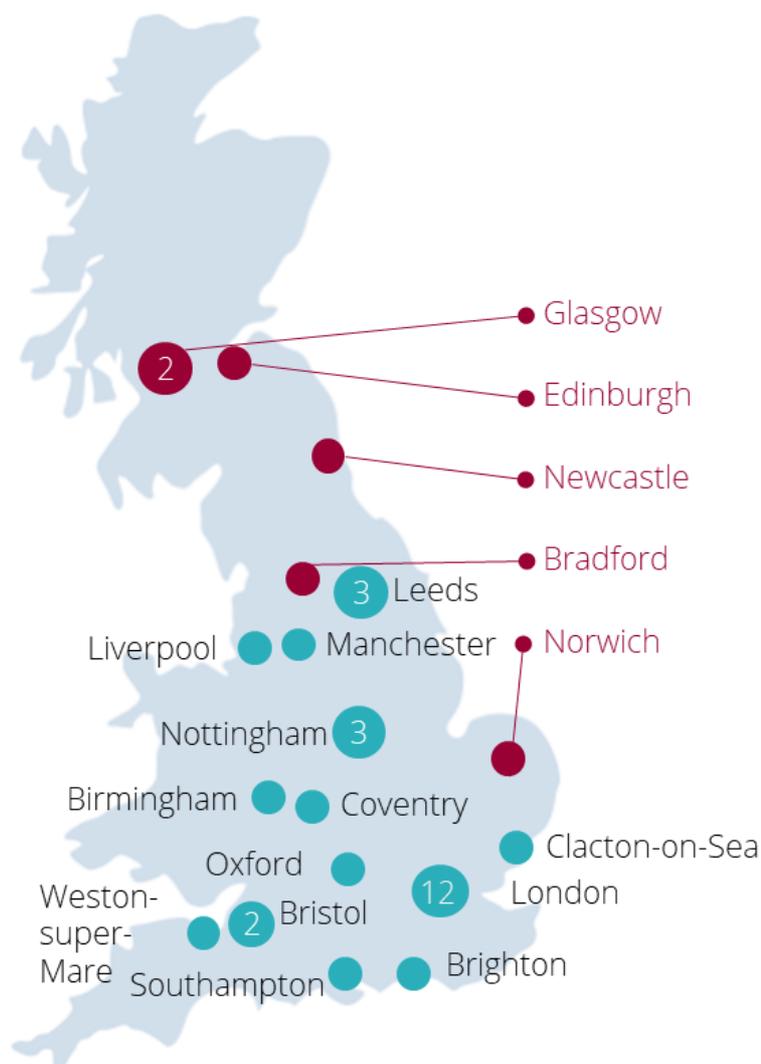
IntoUniversity responded by creating a month-long, specific fundraising campaign to raise £150,000. This enabled us to provide technology where it was needed most.

As a result, **Into**University gifted 500 Chromebooks to families in January and February, ensuring that our young people could feel reassured that they would be able to carry on learning during the uncertainty of lockdowns and isolations.

Centre Growth Jan – Dec 2021

IntoUniversity's growth plan continued apace during the first year of the pandemic, with six centres opening in 2021.

A major new development was the launch of three centres in Scotland, in partnership with the Universities of Glasgow and Edinburgh. The new Scotland centres are in Govan and Maryhill (Glasgow) and Craigmillar (Edinburgh), operating programmes adapted to the education and other structures in Scotland, including the curriculum.



'Given the damage to young people's education during the pandemic lockdowns, we have been more determined than ever to provide new centres in high-need locations.'

Dr Hugh Rayment-Pickard
Chief Strategy Officer, IntoUniversity

University Partners

Norwich centre: The University of East Anglia

Scotland centres: The University of Glasgow and The University of Edinburgh

Bradford centre: Queen's College, Cambridge

Newcastle centre: Northumbria University and Newcastle University

Centre Growth Jan – Dec 2022



IntoUniversity has university partnerships in place for a further phase of growth in 2022.

New centres in Hull and Great Yarmouth will extend the charity's existing work in coastal communities.

The new Peterborough centre will meet the needs of young people in the town's city centre.

The new Salford centre will develop the charity's work in Greater Manchester.

University Partners

Salford centre: The University of Salford and The University of Manchester

Hull centre: The University of Hull and The University of York

Peterborough centre: Anglia Ruskin University

Great Yarmouth centre: Trinity College, Cambridge and The University of East Anglia

The charity's long-range plan is to grow

to **50** centres,

serving over **50,000** young people each year.

Programme Outputs

Please see below the breakdown of **Into**University Coventry's performance against targets.

Summary programme outputs	Actual students	Target	Difference	% of target achieved
Academic Support	95	120	-25	79%
Primary FOCUS Years 3-4	218	n/a	n/a	n/a
Primary FOCUS Years 5-6	429	400	29	107%
Secondary FOCUS Years 7-11	327	360	-33	91%
Secondary FOCUS Years 12-13	193	140	53	138%
Holiday FOCUS / Extending Horizons	75	60	15	125%
Business in FOCUS	8	40	-32	20%
Careers in FOCUS	6	20	-14	30%
Leadership in FOCUS	0	20	-20	0%
Buddy	32	72	-40	44%
Mentoring (university pairs)	17	30	-13	57%
Total unique* students = 1,249				

*Students are only counted once, even if they take part in multiple programmes. Total unique students will be less than the combined total for each programme, as some students attend multiple programmes.

Nationally, as a charity, we assessed strategically how best to support our students in the 20/21 academic year and we prioritised:

- Supporting our long-term students and established school partners.
- Taking a local approach - each centre adapted to how Primary and Secondary schools in their region were operating. Access to schools was dependent on local restrictions and individual schools' risk assessments.
- Providing opportunities in the school holidays for students who had missed out on social interactions.
- Delivering our Academic Support programme with a particular emphasis on pastoral needs and student wellbeing.
- Delivering our Primary FOCUS programme and adapting our provision based on the needs of partner Primary schools.
- Delivering Secondary FOCUS workshops to year groups identified as high need by Secondary school partners.

In Academic Support, we followed government regulations for out-of-school and youth settings which restricted the number of students we were permitted to have in the classroom for the academic year. We made sure we saw all of our current students face-to-face fortnightly and that we had space to see vulnerable students more frequently.

The Mentoring programme had moved online in the 19/20 academic year and therefore we knew it was a programme we could run virtually. Centres continued to prioritise this programme, however there were some challenges including:

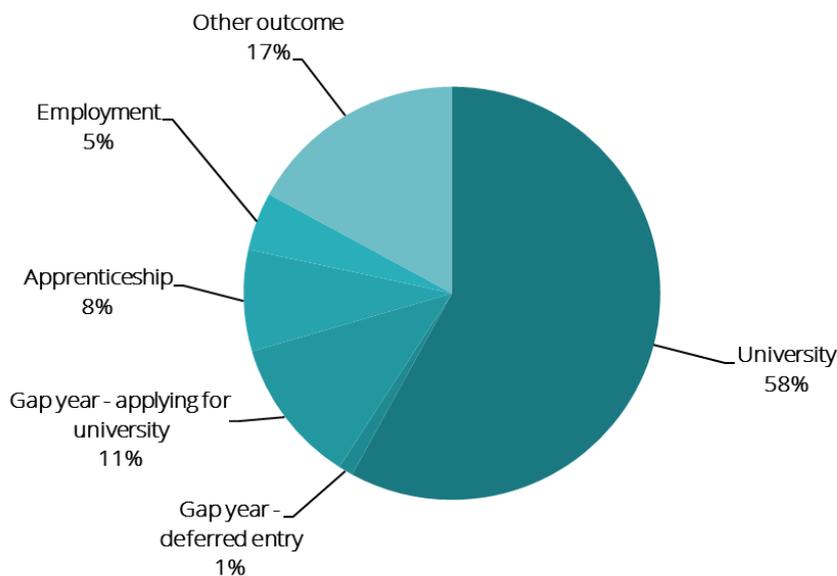
- a. Mentor recruitment was more testing for a variety of reasons. For example, on-campus recruitment sessions could not take place and many university students were adapting to their own new learning environment and had no capacity to volunteer.
- b. We were unable to process DBS checks in person and therefore all online mentoring meetings had to be supervised by staff throughout. This limited the number of meetings we could schedule due to staff capacity.

This prioritisation of the delivery of our core programmes meant therefore that the majority of centres did not run the Leadership in FOCUS, Business in FOCUS, Careers in FOCUS and Buddy programmes.

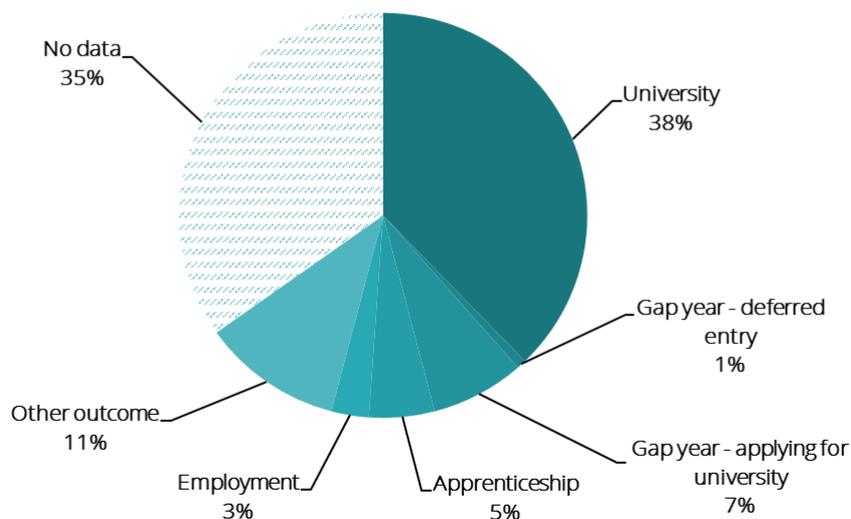
Higher Education Progression

Each year we collect data on the next steps of **Into**University students who are either finishing Year 13 or would have completed Year 13 had they stayed in school. The data is obtained either from our partner schools or by contacting students directly to find out what they are doing. Although staff made every effort to contact all students, there were some for whom we were unable to obtain data. This year we had a total of 135 **Into**University Coventry leavers and were able to obtain destination data for 88 of them. Of these, 52 (59%) gained a place at university (51 for entry this year, one for entry next year). The first chart below shows data for the students we were able to get in touch with. The second chart shows all students, including those for whom we were unable to obtain data.

Destinations of IntoUniversity Coventry 2021 school leavers responding to our survey



Destinations of all IntoUniversity Coventry 2021 school leavers (including non-respondents)



IntoUniversity Coventry's cohort of students outperformed a range of local and national benchmarks by between 3 and 33 percentage points.

		Area	H.E. progression rate	Percentage point difference for IntoUniversity students
Benchmark	IntoUniversity Coventry		59%	n/a
	Estimated % of all FSM maintained school pupils who entered H.E. by age 19 (2019/20)*	Coventry	26%	33 pp
		England	27%	32 pp
	Estimated % of all maintained school pupils (FSM and non-FSM) who entered H.E. by age 19 (2019/20)*	Coventry	42%	17 pp
		England	43%	16 pp
	Estimated % of all disadvantaged students studying A-Level or equivalent progressing to H.E. (2019/20)*	Coventry	55%	4 pp
		England	46%	13 pp
	Estimated % of all (disadvantaged and all other) students studying A-Level or equivalent progressing to H.E. (2019/20)*	Coventry	56%	3 pp
		England	49%	10 pp
	% 18 year olds who entered H.E./F.E. based on POLAR 4 (2009-2015)*	U.K.	37%	22 pp
		Coventry	35%	24 pp
		Local area ('MSOA')** around the Coventry centre	30%	29 pp

*Most recent data available

**Middle Layer Super Output Area

OMR

Evaluations

IntoUniversity has developed comprehensive systems for gathering and analysing self-reports from students. The charity aims to survey all students we work with using Optical Mark Reading (OMR) forms. These forms provide a detailed picture of young people's perceptions of the impact of various parts of the programme.

This data should be viewed in the context of the COVID-19 crisis. Some of the core elements of our programmes, such as visiting university campuses and interacting with current university students in-person, rarely took place this year. Many programmes were delivered online, where it is more difficult to engage effectively groups of students. Social distancing meant that interaction with students was more difficult even where programmes could be delivered face-to-face. Most importantly, we took the decision to shift the emphasis of some programmes towards pastoral support and student well-being.

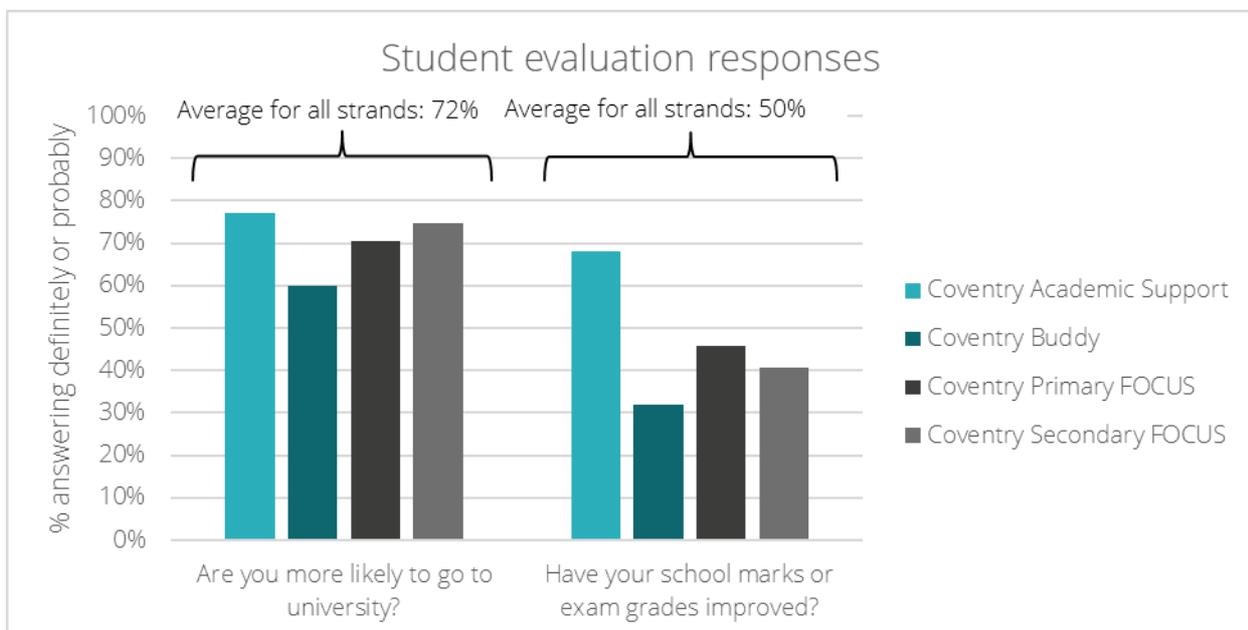
In some cases, dependent on where and how the programme was delivered, it was more difficult to collect the OMR responses. This year we received 892 responses from **Into**University Coventry students. The full set of responses is available on the following page.

Two of the key questions asked are:

As a result of attending **Into**University, are you more likely to go to university?

As a result of attending **Into**University, have your school marks or grades improved?

In analysing the combined responses, the charity considered the different strands that each student attended, i.e. a student attending Academic Support should primarily be reporting an improvement in their grades as this is the focus of their time spent with **Into**University, whilst a student attending Secondary FOCUS should primarily be reporting that they are more likely to go to university in comparison to other programme outcomes, due to the nature of the workshops.



We can see that 72% of students on all programmes reported that they were more likely to go to university as a result of attending **Into**University. This suggests that all programmes are having an effect on student aspirations. As expected, students on the Academic Support programme are much more likely to report improved grades than students on other programmes.

OMR

Evaluations

Have you enjoyed yourself?			
	Positive	Maybe	Negative
All programmes	81%	14%	5%
Academic Support	85%	11%	4%
Buddy	72%	16%	12%
Primary FOCUS	75%	19%	6%
Secondary FOCUS	89%	9%	3%

Are you working better at school?			
	Positive	Maybe	Negative
All programmes	67%	22%	11%
Academic Support	76%	14%	10%
Buddy	56%	32%	12%
Primary FOCUS	69%	23%	8%
Secondary FOCUS	62%	25%	13%

Are you more likely to go to university?			
	Positive	Maybe	Negative
All programmes	72%	19%	9%
Academic Support	77%	9%	14%
Buddy	60%	32%	8%
Primary FOCUS	71%	22%	8%
Secondary FOCUS	75%	17%	9%

Do you know more about university?			
	Positive	Maybe	Negative
All programmes	66%	17%	17%
Academic Support	52%	30%	18%
Buddy	60%	36%	4%
Primary FOCUS	68%	15%	17%
Secondary FOCUS	71%	13%	15%

Has your confidence improved?			
	Positive	Maybe	Negative
All programmes	61%	22%	17%
Academic Support	63%	29%	8%
Buddy	40%	28%	32%
Primary FOCUS	56%	22%	21%
Secondary FOCUS	65%	19%	15%

Have your school marks or exam grades improved?			
	Positive	Maybe	Negative
All programmes	50%	28%	22%
Academic Support	68%	15%	17%
Buddy	32%	40%	28%
Primary FOCUS	46%	34%	20%
Secondary FOCUS	41%	32%	27%

Are you more likely to achieve your career goals?			
	Positive	Maybe	Negative
All programmes	67%	24%	10%
Academic Support	61%	25%	15%
Buddy	56%	32%	12%
Primary FOCUS	69%	25%	6%
Secondary FOCUS	72%	22%	6%

Are you more confident communicating with others, including adults?			
	Positive	Maybe	Negative
All programmes	60%	21%	19%
Academic Support	58%	26%	16%
Buddy	60%	24%	16%
Primary FOCUS	56%	21%	23%
Secondary FOCUS	67%	19%	14%

Can you work better in a team?			
	Positive	Maybe	Negative
All programmes	73%	15%	12%
Academic Support	73%	13%	14%
Buddy	60%	32%	8%
Primary FOCUS	74%	14%	12%
Secondary FOCUS	71%	16%	12%

Case Study

Stacey - Year 9, IntoUniversity Coventry

Stacey's mum first heard about **IntoUniversity Coventry** from a friend whose child already attended Academic Support. Her mum registered her and her twin sister, Tracey, and also recommended the centre to a number of other local families who went on to sign up their own children! At first, Stacey was quite shy and lacked self-belief. Since coming to the centre she has become much more confident in herself, particularly when talking to new adults. She has more belief in her abilities and is a positive role model to other students. Stacey has made the most of the opportunities offered to her, including benefitting from one-to-one support provided by her University of Warwick student mentor through the Mentoring programme. **IntoUniversity Coventry** has continued to support Stacey and her sister over lockdown, providing them with an additional laptop so that both students could access online schooling.

What do you hope to achieve by coming to IntoUniversity?

'Coming to **IntoUniversity** really helps with my homework; it allows me to make time to study and gives me access to resources to revise, study and do homework. I like how the staff are very supportive of my studies and mental health and wellbeing, and it's a very safe environment to be in.'

How has IntoUniversity helped you?

'It's helped me to make time to study and set goals. It enables me to communicate with somebody else about my studies and it helps my communication skills to talk to other people, including people I don't know. Before coming to **IntoUniversity** I didn't know how to communicate with other adults and people properly.'

What is your best memory of IntoUniversity?

'I have made new friends through **IntoUniversity**. I remember when we went to Drayton Manor theme park for an Academic Support reward trip. It made me really happy being surrounded with new friends and having fun after studying and working hard. I know my sister was really happy as well and I really cherish it as a beautiful memory with new people.'

What do you most enjoy about IntoUniversity?

'Being surrounded by caring people and having time to myself to study. I enjoy having somebody to mentor me, giving me new techniques, helping me with communication and social skills, and just being there for me. With my mentor I've been going through different career paths and what I want to take for my GCSEs, my A-Levels and whether I want to go to university. It's opened new possibilities of what my career could be – it's opened my eyes to new things.'

How did you find returning to school in September after lockdown? Did IntoUniversity support with this?

'The return to school was a bit overwhelming, but I found my way quite quickly. School didn't expect too much – it was just about settling back into school. It was nice to see friends again and ease back into a sort of normality. We did Academic Support during the pandemic and that helped with my education and learning and kind of filling the gaps and getting us prepared to go back to school.'

Do you think home learning has affected your progress with your school work?

'Yes – if it wasn't for the pandemic, I would have progressed further with my Maths, Science and other subjects I was struggling with. But lockdown was also a chance for me to revise in different ways and learn by myself. I revise with my mentor and in Academic Support I have time to myself to do my homework and finish off what I need to.'



Photo Gallery



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IntoUniversity

Each week we will be helping you to get started on a 'Future Readiness in the Home' project

This week's competition is to create an Eco Brick



WHAT'S AN ECOBRICK?

An EcoBrick is a building block made entirely from unrecyclable plastic. This means less plastic ends up in our bins and oceans!

◆ Talent ◆ Aspiration ◆ Teamwork ◆ Compassion ◆ Quality ◆



Clockwise from top left:

'Human Rights and Government' Primary FOCUS Week; Primary Academic Support; virtual Secondary Academic Support session; 'World War II' Primary FOCUS Week; Primary FOCUS Week graduation ceremony; Primary students taking part in a virtual University of Warwick campus tour



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