
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

2018/19

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 **IntoUniversity** Coventry. Our work is only made possible by the generous support and investment from partners such as yourselves. We are delighted to report that this year 43 students from the **IntoUniversity** network were awarded places at the University of Warwick.

In the year that we worked with our 100,000th student, **IntoUniversity** opened new centres in Coventry and Manchester and an extension project in Leeds, growing the network of centres and extension projects to 30. We are proud to have served over 42,500 children and young people from under-represented backgrounds in 2018/19.

We held our second national conference, in partnership with AQA, which focused on equality and diversity in university access. We appreciated the contributions of our university partners for a day of lively discussion and debate, with keynote speeches from Professor Clare Alexander from the Centre on Dynamics of Ethnicity at the University of Manchester and Sasha Morgan from the Social Mobility Commission.

This year as a charity we have focused on ensuring that our impact and evaluation work continues to be robust, transparent and sector-leading. We have undertaken an impact project which comprises qualitative and quantitative research into our impact on attainment, the development and refinement of a formal theory of change, the assurance of our Higher Education progression data and the creation of a new 'Impact Microsite' which will showcase our impact and allow stakeholders to interrogate it. The results of this project will be available in the 19/20 academic year.

I am pleased to present this report on the annual performance of **IntoUniversity** Coventry. This is just the beginning of our partnership, and we look forward in the years ahead to continuing to work with the University of Warwick to raise the aspirations of disadvantaged young people and empower them to build a successful future. We are deeply indebted to the University's Widening Participation team for their support, particularly 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.

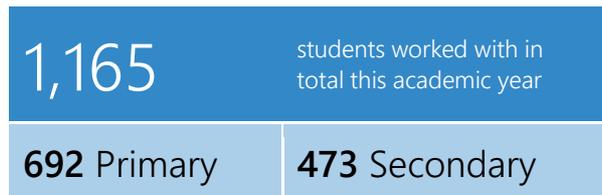
A handwritten signature in black ink that reads "Rachel Carr".

Chief Executive and Co-Founder
IntoUniversity

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Executive Summary

IntoUniversity Coventry has enjoyed a successful launch year, raising young people's chances of progressing to university.



Coventry H.E. progression rate

89% vs **30%** local average

IntoUniversity nationwide H.E. progression rate

68% vs **41%** national average*

*Estimated % of all maintained school pupils who entered H.E. by age 19 (2016/17)

Student at a Primary FOCUS Week graduation at the University of Warwick

106

students seen for Academic Support

55

students seen on the Buddy programme

661

students seen on the Primary FOCUS programme

406

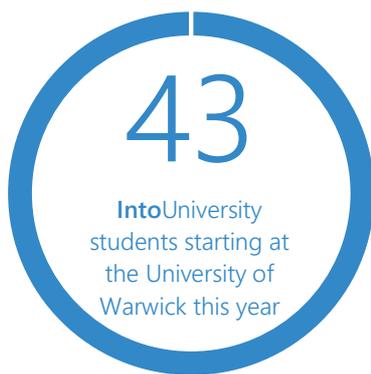
students seen on the Secondary FOCUS programme



IntoUniversity and the University of Warwick

Town / City of IntoUniversity Student	IntoUniversity students starting the University of Warwick in September 2019
Coventry	4
London	37
Oxford	1
Southampton	1
Total	43

The adjacent table shows the number of students whom we know have started their first year of study at the University of Warwick in 2019.



A University of Warwick volunteer's perspective

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

I heard about **IntoUniversity** through my mum who had seen centres in London; I then sought out **IntoUniversity** at the Warwick volunteers fair. I love the holistic model the charity uses which is unique and also so important for supporting the development of children and young people.

I enjoy each mentoring session with my mentee because each one is so different. I really enjoy being able

to support my mentee in achieving her goals. Through volunteering I am relearning some GCSE concepts which I enjoy as it is academically challenging. I am also developing my ability to support young people in an education-focused setting which is different from the roles I have done in the past.

I would definitely recommend volunteering with **IntoUniversity**. From an organisational stand point, **IntoUniversity** supports so many young people in such a broad range of ways. On a personal level, I have

found volunteering to be great for my own growth in that I am taking on a new challenge. I also really enjoy building the relationship with my mentee; it is great to see how this role is really helping my mentee in achieving goals that are important to her.

I volunteer because I love working with children and young people. I would love to work with them in the future and I may apply for an Education Masters or the **IntoUniversity** graduate scheme!

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 completing a research study on cyberbullying and creating postcards from the past.

A Parent's Perspective

Sabrina, mother of Liam, Jack and Ben, shared her thoughts on why it is important for her children to attend Academic Support.

“Jack started attending Academic Support and enjoyed it so much that he was raving about it to his brother, who started coming a week later. My children have gained confidence and it has helped them to be organised with regards to their homework. Even if they don't have specific tasks to complete, they come and find focus at **Into**University. The Mentoring programme is great; the way **Into**University matches students to volunteers is amazing. My children really look forward to the mentoring sessions. They are happy, comfortable and confident at the centre which is the most important thing. The provision **Into**University puts on both as part of the Primary curriculum and as additional support is brilliant and it keeps the students engaged.

The fact that Ben has been able to go and see universities in his home city has been brilliant. To get the experience and insight into what it would be like at university before actually going is great. Not many children have the opportunity to experience the culture of university at such a young age. **Into**University has built Ben's confidence, helped bring him out of his shell and helped him with study techniques. Communication is fantastic; **Into**University organise so many different sessions for different age groups, but always keep in touch. I have recommended **Into**University to other parents as the boys have gained so much and been provided with so many opportunities. They are encouraged to do well for themselves.'

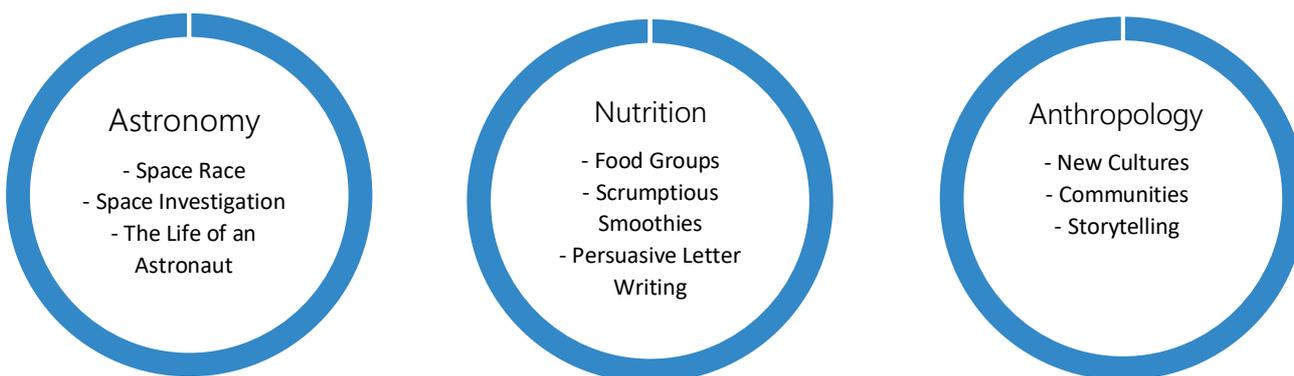


Primary Academic Support

2018/19 Academic Support delivery by **Into**University Coventry

Centre	Academic Support	Number of Students
Coventry	Primary	60
	Secondary	46
	Holiday examination revision (students may also be attending term time Academic Support)	8
	Target number of students	75
	Actual number of students	106

Primary Academic Support 'degrees' and the modules covered in the 2018/19 academic year



<p>Programme Highlight</p> <p>Centre Launch Event</p> <p>IntoUniversity Coventry celebrated its official launch in March with representatives from the University of Warwick, students, families and community members. Academic Support students wrote down their goals and dreams and kept them safe in their 'Dream Jars'. After speeches from students, the celebration was rounded off with Dr Rachel Carr and Professor Stuart Croft, Vice-Chancellor of the University of Warwick, sharing their experiences of the flourishing partnership between IntoUniversity and the University of Warwick.</p>	<p>Student Evaluations</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>82%</p> <p>of IntoUniversity Coventry students reported improved school grades as a result of Academic Support.</p> </div> <div style="text-align: center;"> <p>81%</p> <p>of IntoUniversity Coventry students reported that they were working better at school as a result of Academic Support.</p> </div> </div>	<p>“ I come to Academic Support every week to learn new things and enjoy myself. The Nutrition module helped me learn about my health. I have improved my Maths and the book corner has helped with my reading. I have made lots of friends and I feel comfortable here.’</p> <p>Primary Academic Support 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 shared some of his highlights from one of this year's FOCUS Weeks.

“I am confident that **Into**University has been of great benefit to all of our pupils. In particular, the FOCUS Weeks have been extremely valuable in developing their confidence levels through regular opportunities to participate in collaborative activities, underpinned by a focus on public speaking and presentational skills. Engagement with aspiration-based workshops has helped to provide our pupils with a great understanding of career choices and the routes they could take to work in such fields.

I feel that the programme goes a long way to raise aspirations amongst pupils, especially for those whose parents or older siblings have never been to university. It helps them to see how interests and favourite subjects can be pursued all the way into adult life, and highlights the importance of lifelong learning. The best thing about **Into**University has to be the range of enrichment that is provided, which covers a magnitude of areas. The campus tours, meeting students and lecturers and visiting cultural places have all really helped to bring learning to life and leave pupils highly engaged about the **Into**University programme and university in general. The programmes are very well planned and led superbly by a dedicated team.’



Students on a Primary FOCUS Week

2018/19 Primary FOCUS delivery by **Into**University Coventry

Centre	School	Number of activities delivered to schools				
		Year 4	Year 5		Year 6	
		'Careers in Action' workshop	'What is a University?' workshop	FOCUS Day theme	FOCUS Week theme	'Transition' workshop
Coventry	Frederick Bird Primary School	4	4	4 Physical Geography	4 English - Macbeth	4
	Southfields Primary School	2	2	2 Physical Geography	2 History - WW2	2
	St Mary and St Benedict Catholic Primary School	2	2	2 Physical Geography	/	2
	Target number of students	n/a	250			
	Actual number of students	214	447			

Trip Highlight

Coventry Transport Museum

Students from Southfields Primary School enjoyed learning about how the war affected Coventry. They took part in a 'Blitz Handling' workshop, during which they examined real wartime objects and an 'Evacuee Experience', where they learnt what it was like in an air raid shelter. Students even had the opportunity to build their own Anderson Shelter.

Student Evaluations

79%

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

80%

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

“ It is wonderful to have a local learning centre within the community that supports and encourages the youth of Hillfields to aim high. Social mobility is important at Southfields and the **Into**University programme has been a rich experience for our Year 6 children.’

**A Year 6 teacher
Southfields 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 Careers and Enterprise Coordinator at a partner Secondary school shared his thoughts about working with **IntoUniversity**.

“The communication of the **IntoUniversity** team has been second to none, as they give clear details on what they hope to achieve, and also discuss what is best for the school and our pupils. I like the fact that every year group is involved in the **IntoUniversity** programme, from Year 7 up to Year 13. The progression of sessions is clearly thought out, with the hope that pupils will be able to develop year on year, through the guidance of the **IntoUniversity** team. The sessions are tailored to the challenges students may be facing during certain points within their education journey. I have been able to see first-hand how pupils can develop skills such as teamwork and confidence, just within the space of a two-hour session.

It has also allowed pupils to see what possibilities they have ahead of them, as they may feel that they are limited due to what they have seen others within the same community go on to do. A lot of the pupils in our school don't think they can go to university because their parents haven't gone. **IntoUniversity** has allowed them to open their eyes to what they can achieve. Students have access to additional role models who are able to support them. Some of our students thought that they had already blown their chances, but at **IntoUniversity** they have learnt that there is still time to turn things around. **IntoUniversity** has become part of the wider community and a safe space for the students.’



Students on a Secondary FOCUS workshop

2018/19 Lower Secondary FOCUS delivery by **Into**University Coventry

Centre	School	Number of pre-16 workshops and trips	
		FOCUS on Success Years 7 - 9	FOCUS on Choices Years 10 - 11
Coventry	Barr's Hill School	6	2
	Bishop Ullathorne Roman Catholic School	5	3
	Target number of students	120	
	Actual number of students	258	

Focus on Success workshops:

- Choosing Success
- Approaches to Independent Learning
- Learning Techniques
- Pathways to Success
- Careers Carousel
- Introduction to University or A Day of University Life

Focus on Choices workshops:

- Entrepreneurship/Enterprise
- Education Choices
- Communication in the Workplace
- University Life

Programme Highlight

Year 10 students from Barr's Hill School and Bishop Ullathorne Roman Catholic School learned about A Levels, BTECs and Apprenticeships before thinking about their own pathway in the 'Education Choices' workshop. Students then put this knowledge to the test in a high-stakes 'Million Pound Drop' challenge.

Student Evaluations

80%
of **Into**University Coventry students reported that they enjoyed taking part in Secondary FOCUS.

“ We have noticed positive attitudes and lots of confidence building. The children have fully engaged. The young people have felt valued and learnt what they can achieve. They have also realised you don't need lots of money [to attend university], which is what they feared.’

**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.

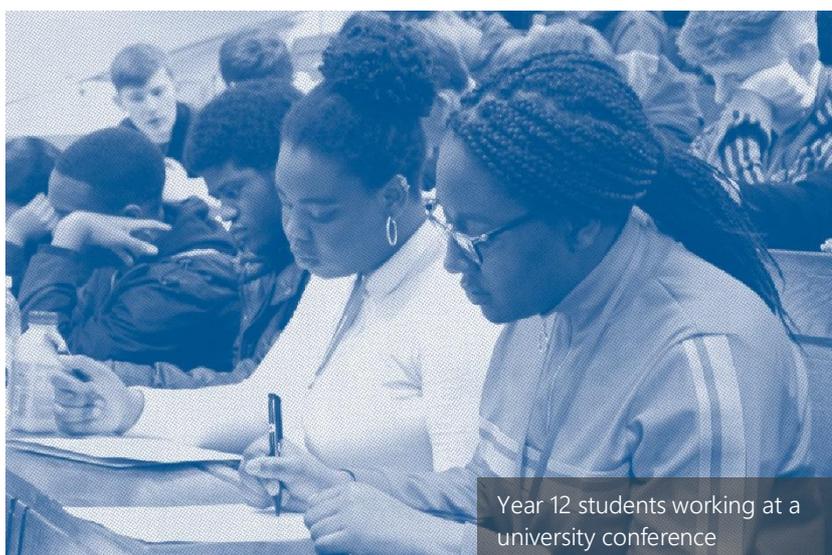
Student enrichment opportunities range from work experiences and paid internships, to overseas challenges, to university summer schools. Most opportunities are only available through **IntoUniversity** and some lead to contextual university offers or paid employment.

A Teacher's Perspective

A Raising Aspirations Coordinator at a partner sixth form shared her experience of working with **IntoUniversity**.

“I think the individual support that **IntoUniversity** offers is probably what makes the biggest difference to our students. It helps to build the students' independence, as well as connecting them with opportunities that they wouldn't have otherwise known about. **IntoUniversity** also supports those students who might be considering alternative pathways. The **IntoUniversity** team worked very closely with a sixth form student who was really struggling – he got some disappointing grades and was at a bit of a loss about what to do. They met regularly with him and gave him a mentor, which he found so beneficial. He also did an internship which he found through **IntoUniversity** and ultimately he *has* ended up going to university, which was an incredible success for him.

IntoUniversity helps students to build the soft skills that they need, which means they are equipped to succeed in whatever they end up doing after school. Teamwork, investigative skills and the motivation to look for more are all things that students learn with **IntoUniversity**. Also, it's not just about students who aren't sure about their choices. For students who are really engaged with school already, it is a fantastic opportunity for them to think outside the box and be released from the yoke of school. In the workshops you look around and you can see the students soaking it all up. It gives students more stretch and more variety – it is a really valuable opportunity.’



Year 12 students working at a university conference

2018/19 Upper Secondary FOCUS delivery by **Into**University Coventry

Centre	School	Number of activities FOCUS on the Future Years 12 - 13	Number of students*
Coventry	Barr's Hill School	3	12
	Bishop Ullathorne Roman Catholic School	2	61
	Sidney Stringer Academy	3	72
	Secondary FOCUS trips and Student Enrichment (multiple schools)	n/a	8
	Target number of students*	80	
	Actual number of students*	148	

* please note that the column total may add up to more than the actual number of students, as some students take part in both in-school and out-of-school activities

Programme Highlight

The Big City Bright Future programme is an exclusive **Into**University scheme that provides 120 Year 13 students with a prestigious three-week paid internship at a leading firm in the City. After successful interviews, two **Into**University Coventry students gained a place on the highly-competitive programme. The students interned at Mako, a sales advisory firm, and in the finance department at BlackRock, an investment management company.

Student Evaluations

67%

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

“ **Into**University is great. Taking part has been a really good opportunity for me as I’ve had help with my UCAS application and it’s really helpful for revision techniques. I was excited to take part in the Social Mobility Business Partnership internship as I wouldn’t be able to find opportunities like this myself.

**A Year 12 student
IntoUniversity Coventry**

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, Lucy and Rihanna, shared their experience of mentoring.

“ Lucy (Mentor):

Mentoring is really enjoyable and it is really great to support someone else, having been through the process of school and university myself. It is amazing to be here for Rihanna whilst she is discovering this part of her life and finding new things that she is interested in. I liked creating our future-focused board game which explored going to university and future decisions. I am really impressed by how much we have achieved. I am definitely more creative now as you have to be able to think about different sessions and activities. I have also improved my listening skills. Mentoring can make such a big difference on a young person's life and it has made a big impact on me as well. It is great to be able to help a young person follow their dreams. Myself and Rihanna have made a great friendship and I am looking forward to continuing the mentoring relationship next year. It will be a really important year for Rihanna as she starts Secondary school so we will focus on that transition.'

“ Rihanna (Mentee):

I take part in the Mentoring programme because it helps me to learn more and I love the activities we do together. My favourite mentoring meeting was when we learnt about Alexander Hamilton together. We have also designed a board game together, based on *The Game of Life* as part of our 'future' meetings. We won the 'most creative mentoring pair' award during the Mentoring Graduation this year. My confidence has really grown and I feel a lot more comfortable to do more and to push myself. One of my targets that we set at the start of the year was to practice my public speaking. During the Mentoring Graduation, we put this to the test by delivering a speech about our mentoring experience. My public speaking has really improved since starting the Mentoring programme.'



Mentoring pair carrying out an experiment

2018/19 Mentoring

Centre	Types of Mentoring	Target	Actual
Coventry	University Pairs	10	7
	Buddy	48	55
	Combined target for Mentoring programmes		58
	Combined total students on Mentoring programmes		62

Student Evaluations	Student Evaluations	Student Evaluations	Student Evaluations
<p>100%</p> <p>of IntoUniversity Coventry mentees reported increased knowledge of their future options as a result of the Mentoring programme.</p>	<p>83%</p> <p>of IntoUniversity Coventry mentees reported improved confidence as a result of the Mentoring programme.</p>	<p>96%</p> <p>of IntoUniversity Coventry students reported that they knew more about university as a result of the Buddy programme.</p>	<p>87%</p> <p>of IntoUniversity Coventry students reported that they were more likely to go to university as a result of the Buddy programme.</p>

Mentor Meeting Activities

One mentoring pair, Ayub and Harry, worked together to set future targets, helping Ayub to discover his post-16 options. The pair researched A Level options and the skills and qualifications needed for Ayub’s desired future career as a civil engineer. They used university prospectuses to identify course options and created a ‘Becoming a civil engineer’ mind map which detailed Ayub’s route to achieving his goals.

“ I have enjoyed learning Science with Lucy as it has helped me improve at school. Reading English has been really difficult for me but Lucy has taught me and given me confidence that I can do it. I look forward to our meetings and hope we can work together again next year!’

Year 9 mentee
IntoUniversity Coventry

“ I have enjoyed all parts of the experience! The team are so helpful and appreciative which made a world of difference. Lula is always committed and wants to engage and learn which is the best part for me, as it makes it rewarding. I have seen and felt so many positive improvements in both myself and Lula, with both of us increasing in confidence and developing our communication and leadership skills.’

University of Warwick 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

A Student's Perspective

This year, 24 students from **Into**University Oxford South East and **Into**University Weston-super-Mare visited the University of Warwick on an Extending Horizons trip. This included a visit to Shakespeare's birthplace and workshops run by University of Warwick staff. The students also had the chance to stay in university accommodation. A Year 6 student shared his thoughts on this trip.

“ There were so many activities and departments on campus and I enjoyed the tour to see the Students' Union and other important buildings. The campus is very large and it has lots of space for you to walk around. My favourite activity was the 'Engineering' workshop because we got to use the computers and make our own stitching design using the TurtleStitch software. Before the workshop, I never knew that there were so many different types of engineering, or that it could be used to create textiles.

I will especially remember the student bedrooms on campus because the flats we stayed in were amazing. When I'm at home I have to share a bedroom with my sister so I enjoyed having my own space. I could really imagine what it must be like for students who live in the halls of residence at Warwick. We had a workshop where we had to design our own campus and we had to work as a team and I improved my teamwork skills and learnt that I have to listen to others.

The trip definitely made me think about going to university and my future. Now I have been on Extending Horizons, I could see myself at the University of Warwick. I would like to study at their Physics or Engineering departments because I really enjoy studying Maths at school. I learnt that students can have a lot of fun at university if they choose to go.'



Student taking part in a science experiment on a Holiday FOCUS programme

2018/19 Additional programmes

Centre	Programme	Target	Actual	Schools	
Coventry	Extending Horizons and Holiday FOCUS	30	31	Students from a range of partner schools and Academic Support students	
	Business in FOCUS	20	21	Bishop Ullathorne Roman Catholic School	
	Careers in FOCUS	10	8	Students from a range of partner schools and Academic Support students	
	Leadership in FOCUS	12	15	Bishop Ullathorne Roman Catholic School	
	Combined target for additional programmes			72	
	Combined total for additional programmes			75	

<p>Leadership in FOCUS Student Evaluations</p> <p>71%</p> <p>of IntoUniversity Coventry students reported improved teamwork as a result of the programme.</p>	<p>Holiday FOCUS Student Evaluations</p> <p>77%</p> <p>of IntoUniversity Coventry students reported that they knew more about university as a result of the programme.</p>	<p>Business in FOCUS Student Evaluations</p> <p>86%</p> <p>of IntoUniversity Coventry students reported improved confidence as a result of the programme.</p>
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<p>Holiday FOCUS Highlight</p> <p>‘Enterprise’ FOCUS Week</p> <p>Students took part in marketing and branding workshops before putting their entrepreneurial skills to the test. Working in teams, they created a clothing company which involved designing t-shirts and filming creative adverts in Coventry city centre. At the University of Warwick, students pitched their business plans to a panel of volunteer judges from the Widening Participation team, who were extremely impressed by their ingenuity and business knowledge.</p>	<p>Careers in FOCUS Volunteer Speakers</p> <p>Industrial Training Manager, Warwickshire College</p> <p>Sales Team Manager, Computer Futures</p> <p>Professor of Economics, University of Warwick</p>	<p>“ The most effective thing about the Leadership in FOCUS programme was the Newsflash activity; it really pushed the students to work as a team, where some, before the activity, would sit back and let others take the lead. The most important learning outcome was that they can be pushed out of their comfort zone and cope. The staff were amazing with the students and very motivational.’</p> <p>A teacher Bishop Ullathorne Roman Catholic School</p>
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IntoUniversity Developments

There is an undeniable social mobility crisis in the Arts and Cultural sector, where people from disadvantaged groups occupy only 8% of jobs. The most significant barrier preventing young people from disadvantaged communities studying and accessing the Arts is educational underachievement. The programme will address the lack of diversity in the UK Arts sector by providing opportunities to young people from disadvantaged communities across the UK.

Working with organisations, artists and schools, young people will be encouraged to consider creative studies and careers; not only as practitioners – visual artists, actors, architects, designers – but also the professions that support the creation of art; from curating and directing, to conservation and technical support, the programme will cover a range of different aspects and roles.



The Khadija Saye IntoArts Programme

Khadija Saye was a Gambian-British artist who tragically died in the Grenfell Tower fire, aged just 24. Despite her young age, she achieved recognition as a hugely talented artist and had already produced significant work, showing extraordinary promise for the future. Khadija's natural artistic talent was fostered at **IntoUniversity** from the age of seven, particularly through her participation in the Carnival Arts programme at our North Kensington centre. The Khadija Saye **IntoArts** programme was founded in 2019 by Nicola Green with **IntoUniversity**. The programme has been established in memory of Khadija Saye and is inspired by her life.

The Khadija Saye **IntoArts** Programme continues the existing work of **IntoUniversity** with a focus on encouraging and supporting young people with an interest in the Arts. There will be a diverse range of creative subjects covered by **IntoUniversity**, incorporated into our already established programmes.



Khadija Saye at the Carnival Arts programme

“ She was the best mentor ever to younger members of the carnival club, as she wholeheartedly believed that anyone and everyone had artistic capability, and made sure that we were always creatively enjoying the carnival experience.’

Lady, Carnival Band Member and Friend of Khadija

“ Her visual sensibilities were mature beyond her years and she produced work of a quality rarely seen by a sixth form pupil. She came alive with a camera and her work is a lasting memorial to a remarkable young woman who touched the lives of so many.’

Patrick Derham, Former Head Master of Rugby School

“ She was very responsible and kind, often looking after the younger members of the carnival band. She was quite shy, but she had a steely determination and a passion and talent for art that were already apparent.’

Clare Richards, Carnival Band Leader 1997-2002

IntoUniversity Developments

The Future Readiness Award

The Future Readiness Award is an opportunity for Secondary Academic Support students to develop their independent learning and soft skills by completing projects based on a theme of their choice. These student-led projects offer young people the chance to explore subjects that are interesting to them and not necessarily covered at school. The award has been redeveloped for the 19/20 academic year with two key aims in mind: to develop metacognitive skills within our young people; and to ensure students are motivated to self-regulate their own learning.

Future Readiness Award topics are structured to focus explicitly on areas that build positive behaviours including communication, confidence, leadership, organisation and teamwork. The skills and attitudes that are developed through the Award are associated with academic success and it is this that underpins the rationale of the Future Readiness Award. These skills help to equip young people with the tools to flourish at school, in the academic environment of university and beyond into the workplace.

The additional scaffolding resources of the new Award explicitly teach students a range of planning, monitoring and evaluation strategies. Each Award topic has been divided into three stages with example success criteria to help students shape their projects and build their learning across the stages. Students evaluate their progress throughout the meta-cognitive cycle and earn credits by completing the modules. This motivates students to achieve their best, which translates into effective learning behaviours at school, improving attainment and creating a positive feedback loop of increased motivation and confidence.

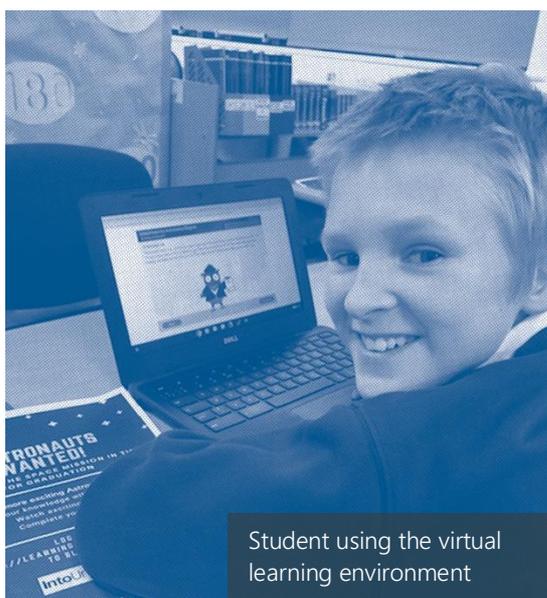
The Primary Academic Support Curriculum

Primary Academic Support focuses on developing the learning of young people aged 7- 11. This year, to aid progress with attainment, continued development of the Primary Academic Support curriculum has taken place. It has been created to meet all English and Maths objectives from the National Curriculum for Key Stage 2, and these objectives are carefully mapped across four years of curriculum content. Each term the young people engage in a 'degree' themed topic to expose them to university subjects; in the 2018/19 academic year, the 'degree' themes were Anthropology, Nutrition and Astronomy.

During the Astronomy curriculum young people were challenged to complete a series of Maths puzzles to earn enough rocket fuel so they could take part in a NASA Space Race. The Anthropology curriculum introduced students to different cultures before they had to create a news report on the life of a tribe they had researched. Students put their nutritional knowledge to the test during the Nutrition curriculum by making their own 'Top Trump' cards which encouraged them to compare and contrast the nutritional values of different food items. The 'degree' curriculums are designed to provide interactive, hands-on learning opportunities for the students to help build their curiosity as learners, whilst deepening their knowledge of the subject area.

In each 'degree' theme, three key learning objectives are addressed and, to maximise progress, each objective is taught over three sessions in a teach, practise, review format. Young people self-assess the progress they make at the end of each learning objective, alongside **IntoUniversity** staff assessments. Any gaps in learning can then be readdressed and re-taught if necessary.

In addition to the taught curriculum sessions, an online platform called 'IU Learning' has been developed this year. This has encouraged young people to continue their learning outside of Academic Support and to explore further the 'degree' topics through a series of fact files, quizzes, videos and university degree information.



Student using the virtual learning environment

Programme Outputs

Summary programme outputs	Actual students	Target	Difference	% of target achieved
Academic Support	106	75	31	141%
Primary FOCUS Years 3-4	214	n/a	n/a	n/a
Primary FOCUS Years 5-6	447	250	197	179%
Secondary FOCUS Years 7-11	258	120	138	215%
Secondary FOCUS Years 12-13	148	80	68	185%
Holiday FOCUS / Extending Horizons	31	30	1	103%
Business in FOCUS	21	20	1	105%
Careers in FOCUS**	8	10	-2	80%
Leadership in FOCUS	15	12	3	125%
Buddy	55	48	7	115%
Mentoring**	7	10	-3	70%
Total unique* students = 1,165				

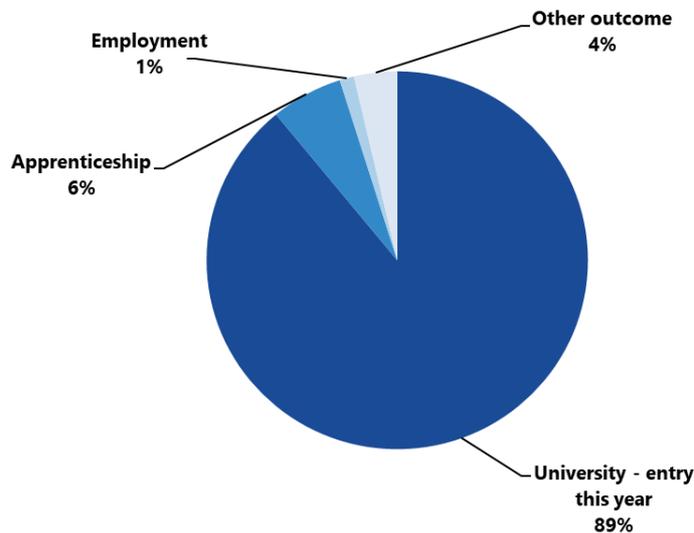
*Students are only counted once, even if they take part in multiple programmes. Total unique students will be less than the combined total for each programme, as some students attend multiple programmes.

****Into**University Coventry missed the Careers in FOCUS target by two students. This was a result of a partner school being unable to timetable the programme due to mock exams. In the coming year, the Careers in FOCUS programme will take place in the Spring term to avoid these timetabling issues. The Mentoring target was also missed by three students. As a launch centre, the team spent time establishing new links with volunteering services at the University and therefore recruitment started later on in the year. In the 19/20 year, **Into**University Coventry will have the full academic year to recruit and match pairs and the team are confident that they will hit the target.

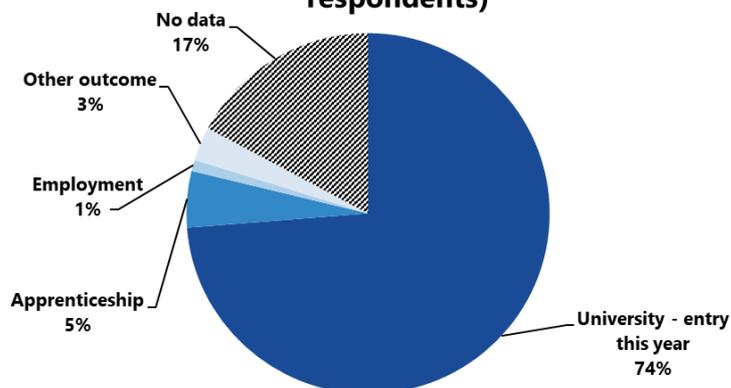
Higher Education Progression

Each year we collect data on the next steps of **IntoUniversity** 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 99 **IntoUniversity** Coventry leavers and were able to obtain destination data for 82 of them. Of these, 73 (89%) gained a place at university. As **IntoUniversity** Coventry only opened in October last year, the Year 13's that we worked with were already on the trajectory to attending university and therefore the progression rate is very high. Our pre-16 programmes include a variety of students, many of whom may not have previously considered university before taking part in our programme. Therefore, as **IntoUniversity** Coventry becomes established in the community, we expect this number to drop. 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 2019 school leavers responding to our survey



Destinations of all IntoUniversity Coventry 2019 school leavers (including non-respondents)



IntoUniversity Coventry's cohort of students outperformed a range of local and national benchmarks by between 35 and 63 percentage points.

		Area	H.E. progression rate	Percentage point difference for IntoUniversity students
Benchmark	IntoUniversity Coventry		89%	n/a
	Estimated % of all FSM maintained school pupils who entered H.E. by age 19 (2016/17)*	Coventry	27%	62 pp
		England	26%	63 pp
	Estimated % of all maintained school pupils (FSM and non-FSM) who entered H.E. by age 19 (2016/17)*	Coventry	40%	49 pp
		England	41%	48 pp
	Estimated % of all FSM students studying A Level or equivalent progressing to H.E. (2016/17)*	Coventry	52%	37 pp
		England	46%	43 pp
	Estimated % of all (FSM and non-FSM) students studying A Level or equivalent progressing to H.E. (2016/17)*	Coventry	54%	35 pp
		England	50%	39 pp
	% 18 year olds who entered H.E./F.E. based on POLAR 4 (2009-2015)*	U.K.	37%	52 pp
		Coventry	35%	54 pp
		Local area ('MSOA')** around the Coventry centre	30%	59 pp

*Most recent data available

**Middle Layer Super Output Area

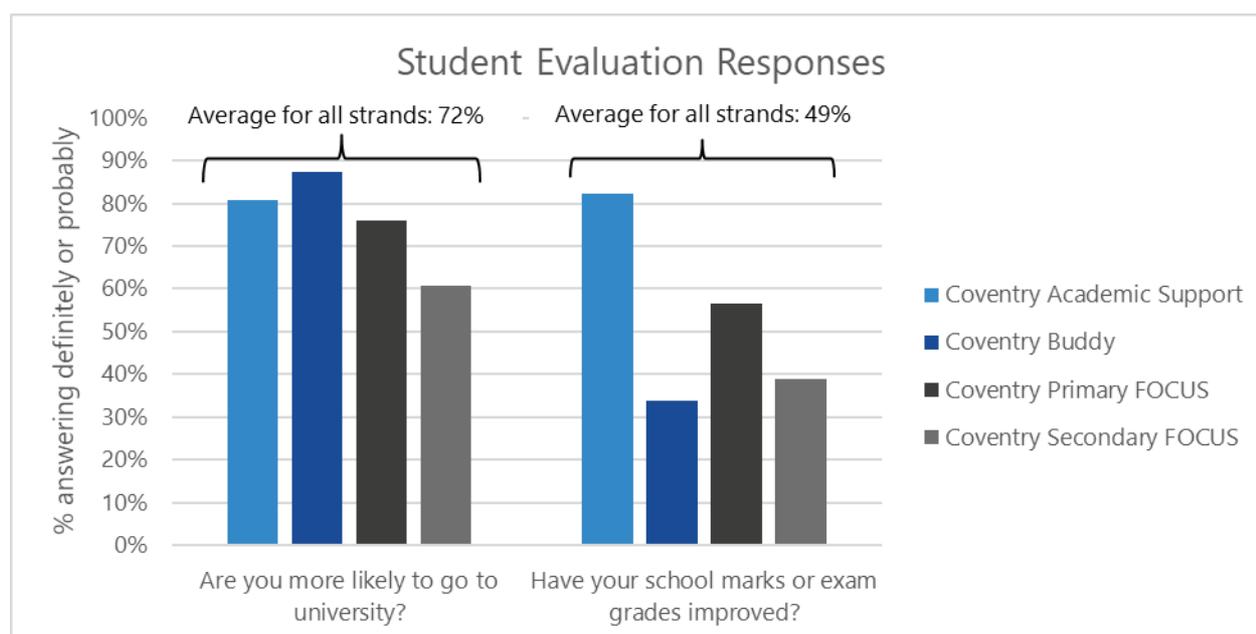
OMR

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 year we received 936 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?			
	Yes	Maybe	No
All programmes	90%	8%	3%
Academic Support	96%	4%	0%
Buddy	98%	2%	0%
Primary FOCUS	95%	3%	2%
Secondary FOCUS	80%	16%	4%

Are you working better at school?			
	Yes	Maybe	No
All programmes	69%	23%	9%
Academic Support	81%	12%	8%
Buddy	46%	39%	15%
Primary FOCUS	79%	17%	5%
Secondary FOCUS	60%	28%	12%

Are you more likely to go to university?			
	Yes	Maybe	No
All programmes	72%	18%	10%
Academic Support	81%	15%	4%
Buddy	87%	7%	5%
Primary FOCUS	76%	20%	4%
Secondary FOCUS	61%	18%	21%

Do you know more about university?			
	Yes	Maybe	No
All programmes	75%	14%	11%
Academic Support	71%	21%	7%
Buddy	96%	4%	0%
Primary FOCUS	80%	12%	8%
Secondary FOCUS	67%	17%	16%

Has your confidence improved?			
	Yes	Maybe	No
All programmes	60%	20%	20%
Academic Support	85%	8%	8%
Buddy	62%	13%	25%
Primary FOCUS	72%	17%	11%
Secondary FOCUS	41%	27%	32%

Have your school marks or exam grades improved?			
	Yes	Maybe	No
All programmes	49%	32%	19%
Academic Support	82%	7%	11%
Buddy	34%	34%	32%
Primary FOCUS	56%	33%	10%
Secondary FOCUS	39%	33%	28%

Are you more likely to achieve your career goals?			
	Yes	Maybe	No
All programmes	72%	22%	6%
Academic Support	85%	15%	0%
Buddy	68%	26%	6%
Primary FOCUS	80%	16%	4%
Secondary FOCUS	62%	29%	8%

Are you more confident communicating with others, including adults?			
	Yes	Maybe	No
All programmes	68%	17%	15%
Academic Support	85%	8%	8%
Buddy	64%	11%	25%
Primary FOCUS	77%	14%	9%
Secondary FOCUS	55%	23%	22%

Can you work better in a team?			
	Yes	Maybe	No
All programmes	73%	17%	9%
Academic Support	88%	13%	0%
Buddy	72%	15%	13%
Primary FOCUS	79%	15%	6%
Secondary FOCUS	63%	24%	14%

Case Study

Fadhi, Year 8, IntoUniversity Coventry

Fadhi was one of the first students to register for Secondary Academic Support when **IntoUniversity Coventry** opened in October 2018. Like many of our students, she speaks English as an additional language and so struggled with her English writing. However, since attending Academic Support, Fadhi's work has greatly improved:

'**IntoUniversity** has definitely helped me. Before coming here, I used to get low marks in school, especially in English. However, I use Academic Support as an opportunity to get help with my work and in my last English assessment, I achieved a grade 7 (equivalent to an A). My teacher has noticed this improvement and has said that if I am able to do as well in our next test, I will have the opportunity to move up to the next set. I speak Somali at home, so working on my English skills has also improved my ability in Science, as I am able to understand the exam questions better.'

Fadhi is extremely committed to Academic Support and has not missed a single session. She has also encouraged many of her friends from school to attend:

'I told them that it is a great place to get to know new people, and that you'll see your school work improve in no time from the help you receive. I also enjoy meeting new people who go to different schools in the area. **IntoUniversity** is a great place for developing, learning, and gaining experiences you wouldn't usually have access to.'

Due to her dedication to Academic Support, Fadhi has recently been paired with a mentor from the University of Warwick, Renee, who studies Mathematics and was an **IntoUniversity** student herself at our East Ham centre. Fadhi particularly enjoys the Mentoring programme and the opportunity to receive one-to-one support:

'One of my best memories was meeting my mentor, Renee, at an event called 'Meet Your Mentor' – we played some games and it was great to find out that she is just as energetic and competitive as me!'

Fadhi also enjoys taking part in the Future Readiness Award, extra activities that students can do in Academic Support once they have completed their homework. She has written poems, diary entries, letters, and speeches about different community issues. She has also used the opportunity to think more about how her current school work links to her future goals:

'My main goal is to improve in the core subjects at school (English, Maths and Science) so I can become a midwife in the future. During a Future Readiness project where I created a fact file about three different careers, I searched for information about Midwifery. This inspired me to choose it as a career, and motivated me to get the grades I need to do this.'



Photo Gallery



Clockwise from top left:

Leadership in FOCUS workshop; Buddy workshop at the University of Warwick; Primary Academic Support; university student mentoring pair; poster-making at a Primary FOCUS Week; the official Coventry centre launch

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