
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

2021/22

Chief Executive Introduction



Dr Rachel Carr OBE

I would like to thank the University of Warwick and their donors for their support of **IntoUniversity**. Our work is only made possible by the generous support and investment from partners such as yourselves and I am pleased to present this report on the performance of **IntoUniversity** Coventry for 2021/22. This report highlights the positive difference our collaboration is making in the community.

During the 21/22 academic year, COVID-19 continued to have an impact on some aspects of our programme delivery. Despite this, due to the dedication of our staff team and partners, **IntoUniversity** centres across the UK have provided crucial academic and pastoral support and soft-skill development to over 45,000 young people.

Prior attainment has been shown to be the principal predictor to Higher Education entry. The Office for Students has focused the attention of the sector on collaborative strategies to address this. Supporting raised attainment is at the centre of **IntoUniversity's** approach and programme offer. You can find out more about how **IntoUniversity** does this on page 17.

We were delighted to launch three new centres this year in Bradford and Newcastle, and a second centre in Glasgow, in Maryhill. We remain focused on growing our collaborative network of universities, schools and employers, with a joint mission to tackle educational inequalities and improve progression to university and other positive student outcomes. The University of Warwick plays a key role in this network, which is making a direct impact on tens of thousands of young people across the UK.

We are hugely grateful for the continued, most generous support of the University of Warwick, and we look forward in the years ahead to continuing our partnership with you to expand young people's horizons. 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

IntoUniversity Coventry has had another successful year, improving young people's attainment and raising aspirations.

1,452

students worked with in total this academic year

746 Primary

706 Secondary

3,016

unique students worked with in the four years since the funding partnership began

Coventry H.E. progression rate

66% vs 30% local average

IntoUniversity nationwide H.E. progression rate

64% vs 43% national average*

*Estimated % of all maintained school pupils who entered H.E. by age 19 (2020/21)

133

students seen for Academic Support

257

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

453

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

642

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 2022	IntoUniversity students starting at the University of Warwick since partnership began (2018-2022)
Birmingham	1	2
Brighton	/	1
Bristol	/	2
Coventry	12	26
Leeds	1	2
Liverpool	1	2
London	60	217
Manchester	/	1
Nottingham	1	5
Oxford	1	4
Southampton	/	1
Total	77*	263

* These represent the number of students whom we know have started their first year of study at the University of Warwick in 2022.

220

hours of support provided by University of Warwick volunteers

355

students visited the University of Warwick this year

14

campus tours hosted by the University of Warwick this year

A University of Warwick volunteer's perspective

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

'I was first introduced to IntoUniversity through the Warwick Scholars programme, which has helped me both academically and financially. I found out that the charity supports students from less privileged backgrounds which is very close to my heart as I come from a less advantaged background. I know that if IntoUniversity was there for me when I was younger, I definitely would have benefitted from the

help and support. Knowing that I could do the same for someone in a similar position means a lot to me.

My best memory of IntoUniversity is seeing my mentee do what she loves. She absolutely loves Art and I feel that this is when she shines and communicates the most. I did a few sessions with her when she first started Year 7 on confidence, because this was an area she wanted to improve on. We would discuss situations that she was proud of and come up with interventions to help her tackle times where she didn't feel very confident at school.

I have improved my creativity – growing up I thought I wasn't a very creative person at all. These sessions have allowed me to come up with ideas and adapt resources to support my mentee better. I have also improved my leadership and it's nice to be in charge of our sessions.

Coming from a less advantaged background, I've definitely had a few setbacks. It's very important to me to support others in similar situations. I volunteer because it allows me to share my experiences and learn so many new things.'

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 organising a litter pick and creating a 'positivity and hope' podcast.

A Parent's Perspective

A parent from the wider **Into**University network shared her thoughts on why it is important for her child to attend Academic Support.

“It is without any doubt that **Into**University has helped my son. My nephews and nieces attended **Into**University in the past and it was very apparent the benefits they gained – I wished the same for my son. The Academic Support sessions have given my son confidence and his grades at school have improved with time. He gets homework from school and on numerous occasions he has struggled with it, but **Into**University has helped him. The processes that **Into**University staff follow give me peace of mind, knowing they are looking after both my son's education and wellbeing whilst he is in their care. The high expectations shown by **Into**University staff have certainly improved my son's behaviour.

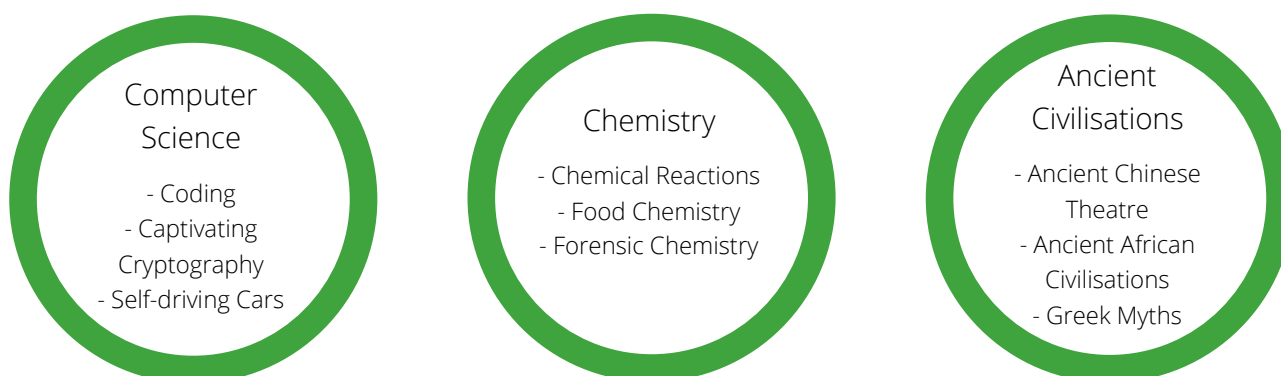
IntoUniversity has arranged a number of events which my son has enjoyed attending. I would definitely encourage other parents to send their children and I would explain to them the great benefits their children would receive, such as improved education, improved confidence, developing people skills, making new friends and broadening their overall skill set. The mentoring sessions arranged by **Into**University staff have allowed my son to think about the future and he is now drawing up a plan of action to achieve his goals. He wants to attend university and go into the business world. **Into**University has played a vital part in my son's development and I have witnessed positive changes in both his confidence and his school grades.’



2021/22 Academic Support delivery by IntoUniversity Coventry

Centre	Academic Support	Number of students
Coventry	Primary	81
	Secondary	50
	Holiday examination revision (students may also be attending term time Academic Support)	24
	Target number of students	120
	Actual number of students	133

Primary Academic Support 'degrees' and the modules covered in the 2021/22 academic year



<p>Programme Highlight</p> <p>During the spring term, Primary Academic Support students have been taking part in the Chemistry curriculum. During the Forensic Chemistry module, students investigated who had stolen the 'Star of the Week' prizes using evidence left at the crime scene. They conducted a chromatography experiment to determine which staff member wrote the note found at the crime scene, and analysed their fingerprints to rule themselves out of the investigation. Students then wrote up a police report about the crime using key words that they had learnt throughout the module.</p>	<p>Student Evaluations</p> <div> <p>72%</p> <p>of IntoUniversity Coventry students reported that they were working better at school as a result of Academic Support.</p> </div> <div> <p>70%</p> <p>of IntoUniversity Coventry students reported improved school grades as a result of Academic Support.</p> </div>	<p>“ My IntoUniversity experience has been amazing because I have developed my confidence, and improved my problem-solving and my English. Since I started IntoUniversity, my grades and understanding in school have improved majorly, which has made me feel much more confident because I came from another country and I had problems with English at first. With help from IntoUniversity, I wasn't scared to start in my new school; I felt ready and had confidence.’</p> <p>A Year 10 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 one of **IntoUniversity's** partner Primary schools shared some of her highlights of working with the organisation.

“A lot of children in our community don't recognise the potential that they've got; having **IntoUniversity** on our doorstep has really ignited an awareness for the children that university is a possibility for them. Going out of school, into a centre that is set up differently to the classroom, really helped them to feel good about themselves and work with different adults. It's definitely helped our students with their confidence, aspirations and knowledge about the opportunities available once they leave school.

The best thing about the programme is the children interacting with the **IntoUniversity** staff; the opportunity to work with young, enthusiastic graduates was really good for them. It was also a great way to highlight the wide range of courses that are available to them – they learnt that if they have a passion, there are areas of study that they can pursue. The graduation day was something they will remember for a long time. It gave them a full university experience and there was a real sense of achievement. We try to ensure that our children have positive aspirations, whether it's university or vocational qualifications; **IntoUniversity** works really well in parallel with that.

IntoUniversity gives the students the opportunity to start thinking at an early age about the possibilities for their life. I want university to be realistic for them; something that is within their grasp. **IntoUniversity** is about removing those obstacles [to university] that are perceived by a lot of our families and children. I love the fact that it is based somewhere local because it is somewhere accessible for them. When they come back from being in the centre, they are absolutely buzzing.'



2021/22 Primary FOCUS delivery by IntoUniversity Coventry

Centre	School	Number of activities delivered to schools					
		Year 3	Year 4	Year 5		Year 6	
		'What is a Career?' workshop	'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 Geography	4 Engineering	8
	Southfields Primary School	2	2	2	2 Engineering	2 World War II	4
	St Mary's & St Benedict's Catholic Primary School	/	2	2	2 Oceanography	2 Human Rights	4
	Target number of students	n/a		400			
	Actual number of students	257		453			

Trip Highlight

During a 'World War II' Primary FOCUS Week, students from Southfields Primary School took part in a range of activities and workshops that gave them insight into what life was like during the war. One activity included stepping into the shoes of an evacuee and being interviewed by other students, allowing them to empathise with what life as an evacuee was like. The students also immersed themselves in the 'Blitz Experience' at the Coventry Transport Museum and visited the Herbert Art Gallery, where they explored the oldest air raid shelter in Coventry that is available to see by the public.

Student Evaluations

70%

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

73%

of IntoUniversity Coventry students reported improved teamwork as a result of Primary FOCUS.

“Our children very much enjoy the FOCUS Weeks with IntoUniversity. Thinking about their futures, hopes and dreams together, with the visits to the University of Warwick and learning about universities in general, inspires them to aim high. This is particularly valuable for our children at Southfields and reflects our own vision for all of our pupils.”

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

“Categorically, **IntoUniversity** has helped all of our students through every single year group. It's a phenomenal programme which not only gives students an understanding of progression to university, but it really builds their confidence and they feel part of something. Previously, they wouldn't have had the confidence to push themselves towards university or have ambitions beyond the next year, but now the students can see a path for the next three, four or five years.

The best thing about **IntoUniversity** is the planning of the sessions – not only is there a conscious link to university, but it's great to have recent graduates talk to the students directly. We often have guest speakers in assembly but this was something different; this was young staff talking about their experiences at university and that was one of the most powerful sessions I have seen. I've worked with many different organisations that work with young people, but the understanding that **IntoUniversity** has, and the planning and preparation, is second-to-none. Not only does **IntoUniversity** work with students in school, but also after school, and students know where the centre is – that is something rare. There are not many organisations that work on the skills that **IntoUniversity** does, such as confidence and ambition.

Students now have a better understanding of what life is like beyond Secondary school. The way **IntoUniversity** staff are with the children means that the students are more confident and they feel that any question is a good question. Something is happening at **IntoUniversity** that is quite unique really. All the staff feel very invested in the reasons why you do what you do.'



2021/22 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	3
	Bishop Ullathorne Roman Catholic School	6	3
	Cardinal Wiseman Catholic School	6	2
	Target number of students	360	
	Actual number of students	382	

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

During a 'Communication in the Workplace' workshop, Year 10 students from Barr's Hill School participated in activities which developed their communication skills in preparation for future professional contexts. Working in groups, students learnt about, and collectively provided examples for, each stage of the STAR (situation, task, action, result) technique for interviews. Once understanding a framework on which to base their answers, students were much more confident when completing role play activities.

Student Evaluations

83%

of **Into**University Coventry students reported that they knew more about university as a result of the 'Pathways to Success: Choosing Your Options' workshop.

70%

of **Into**University Coventry students reported that they were more likely to achieve their career goals as a result of the 'Communication in the Workplace' workshop.

“ **Into**University has provided a real insight for our students on the pathways, skills and direction required to access further education, as a stepping stone to opening life's doors. The staff are personable, professional and considerate to our students' opinions, thoughts and questions. I wouldn't hesitate to book them in again next year. Thank you from everyone at Cardinal Wiseman.' **”**

**Key Stage 3 Lead
 Cardinal Wiseman Catholic 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 sixth form teacher at one of **IntoUniversity's** partner Secondary schools shared her experience of working with the charity.

“The best thing about **IntoUniversity** is the up-to-date knowledge that staff come with and the relatability of the staff to our students. The **IntoUniversity** team is great at delivering information, which includes information that we might deliver to our students, but hearing this from **IntoUniversity** as external experts means they pay a lot more attention. Students really respond to this as staff have taken the time to come in and share their knowledge and experiences.

I really notice and appreciate the impact of the one-to-one sessions, as they help our students prepare for university. You also support students who aren't going to university, and if they want to discuss other options, you are really open to supporting these students too. Our young people have grown massively in their social skills as a result of the **IntoUniversity** sessions; they have engaged with people they don't know and, for some students, this might have been the first opportunity that they've had to do this. The sessions have given them the confidence to know that it's okay to speak to somebody about your ambitions.

I would absolutely encourage other schools to participate in **IntoUniversity** programmes. They have helped our students to see that university is an option for them, as well as being realistic about what their options are. **IntoUniversity** staff are really good at speaking to students about alternative routes and explaining that they might have a goal, but there are multiple routes to achieve this. **IntoUniversity** has had a massive impact on how our students view their future aspirations.’



2021/22 Upper Secondary FOCUS delivery by **Into**University Coventry

Centre	School	Number of activities delivered to schools	Number of students
Coventry	Barr's Hill School	3	51
	Bishop Ullathorne Roman Catholic School	2	25
	Cardinal Wiseman Catholic School	4	63
	Sidney Stringer Academy	4	107
	Out-of-school support (students from multiple schools)	n/a	30
	Target number of students*		140
	Actual number of students*		260

* 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

<p>Programme Highlight</p> <p>Year 13 students at Cardinal Wiseman Catholic School recently took part in an 'Employability' workshop delivered by IntoUniversity Coventry. Students learnt about different transferable skills and how to effectively showcase these in written applications and interviews. Students really enjoyed taking part in practice interviews, during which they were given a job description and worked in pairs to interview one another under timed conditions. Students then gave each other constructive feedback based on what they had learnt during the workshop.</p>	<p>Student Evaluations</p> <p>89%</p> <p>of IntoUniversity Coventry students reported that they knew more about university as a result of the 'Writing Personal Statements and UCAS' workshop.</p>	<p>“ IntoUniversity has been most useful throughout my A-Levels as it has provided me with resources to help me make decisions about university, such as help with personal statements. I have gained better communication skills throughout the workshops which have definitely guided me through the process of applying to universities and I believe this will continue to help me in the future too.’</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?

Years 8-10

A Mentoring Pair's Perspective

An **Into**University mentoring pair, Iris and Rayaana, shared their experience of the Mentoring programme.

“ Iris (Mentor):

I initially decided to start mentoring to do something outside of my degree that would be fun and would allow me to feel more connected to my community. I also liked that I would only be paired with one mentee, as it would enable me to be fully focused on their needs and aspirations. My best memory of mentoring is the first session we had: the 'Meet Your Mentor' event. My mentee told me about K-pop and Korean food, which I knew nothing about!

I've found it really important to build a relationship with someone over the past three years – it's been really rewarding and I've learnt so much from it. Mentoring with **Into**University has helped me develop a range of skills, including organisation, communication and teamwork. For example, I have learnt how to tailor my approach according to my mentee's goals. The fact that I am given a lot of freedom as a mentor has helped me improve my leadership skills too; I have taken initiative and responsibility for helping my mentee set and achieve her SMART targets. The staff are so friendly and helpful and the organisation is really committed to our wellbeing as mentors. Mentoring can make a huge difference to both the mentee and yourself.'

“ Rayaana (Mentee):

I heard about **Into**University after my dad picked up a flyer, and I started coming five years ago, when I was in Year 4. The centre helps me get my work done – my house is very busy, but the centre is a quite space to focus. **Into**University staff always take the time to make sure we are engaged with our learning. Mentoring has helped my communication skills a lot. It's made me more comfortable speaking with people who are older than me. My favourite memory of mentoring was when we spent a meeting talking about the Olympics, and then we completed a flag quiz. I would like to become a teacher in a foreign country in the future, as I've always been interested in travelling and seeing the world – so I enjoyed learning about flags very much! I would recommend mentoring because it's a chance to engage with someone older than you, other than teachers.'



Centre	Types of Mentoring	Target	Actual
Coventry	University Pairs	30	19
	Corporate Pairs	n/a	4
	Buddy	72	78
	Combined target for Mentoring programmes		102
	Combined total students on Mentoring programmes		101

Student Evaluations

81%

of IntoUniversity Coventry students reported that they were more likely to go to university as a result of the Buddy programme.

Student Evaluations

93%

of IntoUniversity Coventry mentees reported that they knew more about university as a result of the Mentoring programme.

Mentor Meeting Activities

Year 7 student, Amira, and her mentor Drishti, a History and Sociology student from the University of Warwick, have established a great relationship after being matched a year ago. At the beginning of their mentoring journey, Drishti and Amira set goals to work towards together, focused on Amira's ambition to become a doctor. The pair began by discussing the different routes available to become a GP, what being a GP involves and university life as a medical student. To enhance Amira's knowledge of Biology, Drishti planned a session on the digestive system, finding fun facts about the different organs. The pair have since created and presented a presentation about human anatomy. This project has helped Amira's Biology knowledge and developed her confidence when presenting to an audience. Following this, Amira feels as though she is more comfortable talking to new people and has recently joined the netball club at school!

“Mentoring has been an enjoyable and helpful experience. I have loved many of the sessions but my favourite is when me and my mentor created a full family tree of the Ancient Greek gods. My skills have also improved during the mentor meetings, mainly due to the patience and expertise of my mentor. I would strongly advise mentoring as it will help you a lot in your learning.”

**A Year 6 mentee
IntoUniversity Coventry**

“What I've enjoyed most about mentoring is simply talking to my mentee about what she is working on in school. I find that mentoring has energised me, and also helped to improve my communication with young people. This mentoring experience will definitely help me in the future as I've had to prepare activities, structure sessions, learn how to manage time and keep my mentee engaged.”

A 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 3-13

A Corporate Volunteer's Perspective

Tia, a Legal Apprentice at Burges Salmon, shared her experience of volunteering on a Business in FOCUS Day with Year 10 students at **Into**University. Tia also participated in **Into**University programmes when she was at school.

“My first encounter with **Into**University was the Big City Bright Future scheme. There was an Insight Day and an interview to get onto the internship. The Insight Day was incredibly helpful; as someone who comes from a background where I didn't know any lawyers personally, it was incredible to be in that environment. The exposure makes a big difference for young people who are not as close to that world. I also attended a careers session with **Into**University where professionals talked about their roles and careers and we did some Law scenario tasks. The session was about opening doors.

I am now a Legal Apprentice; I always thought that when I got to a position where I was able to, I wanted to help uplift and enforce social mobility because it's something that does make a difference, but it doesn't happen if there aren't organisations like **Into**University. It's something I wanted to be part of as a volunteer. When I volunteered on the Business in FOCUS programme, the students got really involved when it came to the presentation and were extremely competitive, especially in the negotiation challenge! Working with younger students was such a new experience. It was extremely helpful to learn how to adapt my communication. It was also inspiring to see how excited they were to be in a corporate office. Some students were so inquisitive and brave enough to do things that people with years of experience are scared to do. Like presenting for example; it was really interesting to see young people being passionate and talking in front of an audience. It's really inspiring and it was a great day!



2021/22 Additional programmes at IntoUniversity Coventry

Centre	Programme	Target	Actual	Schools
Coventry	Extending Horizons and Holiday FOCUS	60	84	Students from a range of partner schools and Academic Support
	Business in FOCUS	40	51	Bishop Ullathorne Roman Catholic School; Cardinal Wiseman Catholic School
	Careers in FOCUS	20	28	Barr's Hill School
	Leadership in FOCUS	20	28	Barr's Hill School; Bishop Ullathorne Roman Catholic School
	Combined target for additional programmes			140
	Combined total for additional programmes			191

Holiday FOCUS Highlight

During an 'Arts' Holiday FOCUS Week, Secondary students took part in a workshop with the Herbert Art Gallery, during which they designed, created and modelled clothes that they had made from recycled materials. Later in the week, students were then tasked with creating a mural to represent what their local area means to them. The students used different painting styles and mediums to create two canvas murals that represent the local community - they are now hung up at IntoUniversity Coventry.

Student Evaluations

71%

of IntoUniversity Coventry students reported improved teamwork as a result of the Business in FOCUS programme.

79%

of IntoUniversity Coventry students reported that they felt more confident when communicating with adults as a result of the Leadership in FOCUS programme.

“At the 'Arts' Holiday FOCUS Day, I enjoyed doing different activities because I used many creative skills, and we got to spend time together as a group. Working on my creative skills was great because they can help with many different careers in the future. I developed my communication and leadership skills which are very useful for the future because it will help me become more confident.”

**A Year 9 student
IntoUniversity Coventry**

Remembering Laura

1991 – 2022

Earlier this year, our much-loved colleague, Laura Duncalfe, tragically died after she was knocked off her bike.

Laura joined our graduate scheme in 2015 (after completing Teach First), working in our East London cluster before being promoted to Centre Leader in Oxford. She went on to become our Regional Operations Manager for the West Midlands, which included setting up our new Birmingham centre. In the summer of 2021, Laura moved to Newcastle to set up and lead our new centre there and to manage our longer-term expansion in the North East. Laura also had responsibility across the charity for leading on our Oxbridge Programme and for developing best practice in the delivery of our programmes.

At the formal launch of the Newcastle East centre in March, Laura's parents, brother and partner, along with colleagues, students, members of the community and university partners came together to celebrate the opening of the centre and to remember Laura's dedication and commitment to our young people and to the charity. We are immensely proud and grateful of everything she achieved for our students and the communities she served. She is sorely missed by us all and will not be forgotten.



A display Laura created at **IntoUniversity** Birmingham North



The University Tree at **IntoUniversity** Newcastle East, commemorating Laura's life

Laura's Library and Book Bursary

Laura was passionate about the **IntoUniversity** cause and in particular about the importance of reading. Donations from colleagues, friends and family at her funeral kindly enabled the purchase of books for 'Laura's Library', principally at the Newcastle East centre. With the support of Laura's family and partner we are now setting up a broader, long-term memorial - Laura's Book Bursary - which will celebrate her life and work by providing monies for book bursaries to be awarded to students starting at university or to provide books for students attending our centres (e.g. via our Academic Support libraries).

We have so far raised £10,000 towards the fund through the generosity of Laura's family, our trustees, and staff completing challenge events. We hope Laura's book bursary will share Laura's passion for books with the next generation of **IntoUniversity** students and inspire them with a love of reading.

IntoUniversity's

Focus on Attainment

Prior attainment has been shown to be the principal predictor to Higher Education entry and disadvantaged students are less likely to hold the grades necessary to go to university. Supporting raised attainment is at the centre of **IntoUniversity's** approach and programme offer, alongside work that supports Higher Education aspiration, soft-skills development and careers education. **IntoUniversity** has robust primary and secondary evidence of its impact on the attainment of young people.

Primary evidence includes:

- Higher Education progression data (shown elsewhere in this report) which captures the KS5 / Senior Phase attainment required for entry to Higher Education.
- Student self-reports which evidence improved attitudes to learning and success at school (see p. 26).
- An external evaluation of **IntoUniversity's** Academic Support programme (see feature box, p. 20).
- An external evaluation of **IntoUniversity's** impact on attainment by Renaisi (see feature box, p. 20).

Secondary evidence (detailed below) supporting the approach taken by **IntoUniversity** includes:

- The Education Endowment Foundation's (EEF) evidence reviews.
- Transforming Access and Student Outcomes in Higher Education's (TASO) evidence toolkit.
- The Office for Students' (OfS) evaluation of the Uni Connect programme.

IntoUniversity's approach and programmes include both a direct focus on raising attainment, and an emphasis on establishing the conditions that make this possible. We work to improve young people's grades, motivation, skills and ability to learn, whether that is in the **IntoUniversity** learning centre, in school or college. Strongly evidenced educational practices that are shown to improve attainment, including metacognition, effective feedback and oracy, are woven through **IntoUniversity's** programmes. Key programmes, such as our Academic Support programme, also concentrate on 'what works' approaches, including small group tuition, in sessions where the principal aim is raising attainment.

Furthermore, evidence collected by TASO and the OfS indicates the impact on attainment that is likely to result from **IntoUniversity's** multi-stranded, long-term approach. According to the OfS, evidence of the impact of multi-intervention approaches is 'the strongest and most robust' of all Uni Connect programmes evaluated.

The Scottish Commission on Widening Access has also pointed to the complexity of the challenge of 'closing the school attainment gap': 'it could hardly be a more sophisticated, subtle problem. It is rooted in family homes and local communities, in the complex mix of factors that shape aspiration and in the cultural differences between socioeconomic groups.' (*A Blueprint for Fairness: The Final Report of the Commission on Widening Access*, 2016). **IntoUniversity's** long-term, place-based and multi-intervention strategy is an approach which recognises that the poverty-related attainment gap has deep and complex causes and requires a sustained and rounded solution.

Effective programmes can only work if they reach target beneficiaries. Our strategic partnerships with universities and schools allow us to deliver programmes to young people who will benefit most. Our place-based model means we work with families and communities that universities might struggle to engage. We provide a constant and consistent presence over the long term, which complements the work of university Widening Participation teams, schools and teachers across the network.

Educational practices

Evidence of impact on attainment

IntoUniversity's offer



Metacognition

The EEF rates metacognition as one of the most impactful approaches to raising attainment, with particular potential for impact on disadvantaged young people. (EEF, 2019, 2020)

Our staff explicitly teach students self-regulatory and metacognitive strategies, and provide opportunities for pupils to reflect on their strengths and areas of improvement. For example, students complete a weekly planning and reflection cycle in Secondary Academic Support. Future Readiness projects involve a planning, monitoring and evaluation cycle.



Oracy

The EEF notes that oral language interventions can result in an additional five months' progress over an academic year, rising to six months for students from disadvantaged backgrounds. (EEF, 2021)

An oracy framework and practices are embedded in programmes, for example: discussion guidelines are co-created with the class on Primary FOCUS Weeks; presentations of 'university tree leaves' include practice and feedback; and we use starter tasks for each Primary Academic Support session.



Multi-intervention programmes

The OfS found a positive impact on attainment of a multi-intervention approach, evidence for which was 'the strongest and most robust' of all programmes evaluated. (OfS, 2022) TASO also notes the impact of approaches which combine 'two or more activities into an ongoing programme'. (TASO Toolkit)

All **IntoUniversity** centres provide a suite of long-term programmes with a wide range of interventions designed to build children and young people's capacities, including raised attainment.



Small group tuition

The EEF notes that 'small group tuition has an average impact of four months' additional progress over the course of a year.' (EEF Toolkit)

Academic Support adult:student ratios are intentionally high with students receiving support in small groups. In both Primary and Secondary sessions students receive small group and one-to-one support tailored to their homework.



Effective feedback

The impact of providing students with feedback is well-evidenced. Effective feedback supports students' management of their learning, or 'self-regulation', and has a high impact on outcomes. (EEF Toolkit)

Students receive feedback and learn to respond to it in Primary and Secondary Academic Support. Staff are trained to give feedback both verbally and via marking in Primary Academic Support, Primary FOCUS and Future Readiness Awards.



Homework

Homework has a positive impact of, on average, +5 months, particularly with pupils in Secondary schools. (EEF Toolkit)

Academic Support provides a quiet space with help, resources and encouragement, enabling Primary and Secondary students to complete their homework to a high standard.

Educational practices

Evidence of impact on attainment

IntoUniversity's offer



Skills workshops

The OfS review of Uni Connect notes the impact on attainment of activities 'designed to increase confidence and develop communication skills.' (OfS, 2022)

Secondary FOCUS workshops build a range of skills, including confidence and communication. Workshops are sequenced to be highly relevant to the age and stage of students.



Early intervention

'The most effective policies in raising the attainment of young people from poor families are likely to start before children reach Secondary school.' (IFS, 2010)

IntoUniversity's Primary FOCUS and Primary Academic Support programmes provide intensive, high-quality support to children in the Primary phase. Education Data Lab's analysis shows impact on attainment of Academic Support (see feature box on page 20).



Parental engagement

Parental engagement has on average a positive impact of four months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. (EEF Toolkit)

Parents and carers of Academic Support students are formally engaged at Adult at Home evenings, Learning Together and Mentoring Celebration events. Parents of Primary FOCUS students are welcomed to graduations on university campuses.



Teaching the National Curriculum

TASO notes a range of studies attesting to the positive impact of activities that focus on raising attainment through teaching of the National Curriculum. This includes academic tutoring, revision or booster classes, and project work. (TASO, 2022)

Primary FOCUS Weeks and our Primary Academic Support Curriculum are designed to deliver National Curriculum objectives and Curriculum for Excellence experiences and outcomes. Teams work closely with school partners to ensure Primary FOCUS Weeks are tailored to the needs of the class; they select themes and activities to build knowledge and skills the teachers identify as most impactful.



Sustained support

The EEF has emphasised that 'sustained support will be required to help disadvantaged pupils catch-up after they return to school...Catch-up provision, including assessment of lost learning and targeted support, will be essential [post COVID].' (EEF, 2020a)

Centre teams work with students over the long-term and regularly re-engage students each academic year, offering new ways of working with the centre. Post-pandemic, learning recovery is embedded in our programme design and review cycle to ensure we continue to adapt to student needs.



Mentoring

There are a number of studies from the UK which suggest a sustained programme of mentoring is associated with an increase in students' attainment. (TASO Toolkit)

Mentoring is available to young people aged 10-18. Mentoring relationships are purposeful, with pairs supported to set and meet an academic goal. Mentors are trained and have access to resources to raise attainment.

References

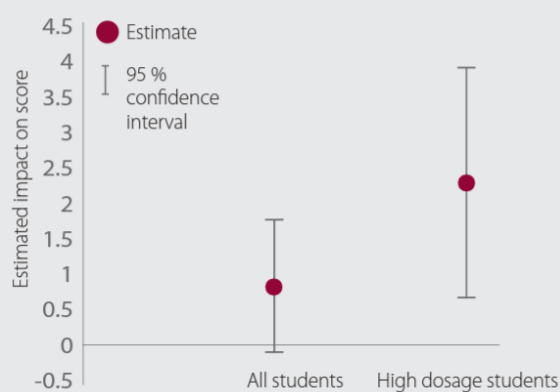
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- IFS, *The role of attitudes and behaviours in explaining socio-economic differences in attainment* (2010).
- Joseph Rowntree Foundation (JRF), *Closing the Attainment Gap in Scottish Education* (2014).
- OFS, *Fourth independent review of impact evaluation evidence submitted by Uni Connect partnerships: A summary of the local impact evidence to date* (2022).
- The Scottish Government, *Scottish Attainment Challenge: Recovery and Progress Report on 2021-22* (2022).
- TASO, *Typology of attainment-raising activities conducted by HEPs: Rapid Evidence Review* (2022).
- TASO Evidence Toolkit: a summary of existing evidence on approaches to widening participation and student success for disadvantaged and underrepresented groups.

Primary evidence of IntoUniversity's impact on young people's attainment

An external evaluation of IntoUniversity's Academic Support programme by FFT Education Datalab, which used a quasi-experimental design and data from the National Pupil Database, found that students who regularly attended Academic Support throughout Primary school made the equivalent of three months' additional progress in their Key Stage 2 Maths SATs. Responses from our self-evaluation forms also show that students on the programme, and their parents and guardians, also believe that it is succeeding in this aim.



Estimated impact on Maths scaled scores



Independent evaluation of IntoUniversity's impact on attainment

IntoUniversity commissioned Renaisi to undertake a research project to

- understand the impact that IntoUniversity's work has on students' attainment; and
- develop a theoretical model to underpin this and the work of the charity more generally.



Renaisi identified three dimensions to IntoUniversity's multi-intervention work in raising pupil attainment:

Essential outcomes

These are vital for academic success. IntoUniversity supports development of metacognitive skills, literacy and numeracy skills, and confidence in academic abilities.

Motivational support

This enables young people to link learning to future success, increases their expectations of what can be achieved in the future, and bolsters enjoyment of learning.

Foundational outcomes

These play an important role in attainment but are also key outcomes for young people more generally. These require ongoing reinforcement, especially for those from disadvantaged backgrounds. These outcomes include confidence and wellbeing, and resilience to persevere and cope with difficult circumstances.

The **Into**University Network

IntoUniversity runs 39 learning centres across England and Scotland, in a collaborative network of universities, schools and employers, with a joint mission to tackle educational inequalities and improve progression to university and other positive student outcomes.

The University of Warwick plays a key role in this network, which is making a direct impact on tens of thousands of young people across the UK.



“ Universities and colleges can and should make a huge difference to the life chances of those they educate. We contend there is a wider mission for Higher Education – a civic and moral duty to always seek out new ways to serve our society and better ways to ensure that those historically excluded from Higher Education can benefit from it.”

John Blake

Director for Fair Access and Participation
Office for Students, England

In the 2021/22 academic year, our achievements together include:

1,138

schools worked with

46,447

students worked with

524,237

hours of support provided

343

university trips enjoyed

694

university students
volunteering

3,929

university student mentor
meetings

Transforming Future Generations Through Education

Since 2002, 170,000 young people have benefited from **Into**University's transformational programme. The charity is at a pivotal point in its development, as we embark on an ambitious strategic response to the rapidly increasing need for our work. We currently operate 39 **Into**University learning centres in local neighbourhoods where the need is most concentrated and severe.

By 2026, we will have at least 50 centres, working in collaborative partnerships with universities, making a concerted national effort to unlock success and instil self-belief in young people in areas of greatest deprivation across the UK.



By 2040, together we will have:



Supported over 500,000 young people.



Helped at least 300,000 children go on to university.



Supported at least 175,000 students to progress along positive vocational routes.



Created a multiplier effect influencing other family members, friends and the wider community.



Embedded **Into**University and its partner universities as a long-term presence in the most deprived communities in the UK.



Supported a new generation of young adults to contribute even more positively to the national economy and society.

Programme Outputs

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

During the 21/22 academic year, COVID-19 continued to have a negative impact on some aspects of our programme delivery and therefore on student numbers. The ongoing regulations relating to self-isolation meant that both school and centre staff capacity was frequently reduced, as was the number of volunteers able to support programmes; access to off-site locations (including corporate offices and some university campuses) continued to be restricted or impermissible for some or all of the academic year; and school or business cancellations at short notice were (understandably) common and rescheduling was challenging to timetable as the year progressed. Programmes most adversely affected were those where the main component of the intervention required an off-site trip or those supported principally by student or corporate volunteering. Programme targets not reached this year are largely accounted for by the above. In the 22/23 academic year, the Mentoring programme will be a key focus for our Volunteering Manager across our network of centres.

Summary programme outputs	Actual students	Target	Difference	% of target achieved
Academic Support	133	120	13	111%
Primary FOCUS Years 3-4	257	n/a	n/a	n/a
Primary FOCUS Years 5-6	453	400	53	113%
Secondary FOCUS Years 7-11	382	360	22	106%
Secondary FOCUS Years 12-13	260	140	120	186%
Holiday FOCUS / Extending Horizons	84	60	24	140%
Business in FOCUS	51	40	11	128%
Careers in FOCUS	28	20	8	140%
Leadership in FOCUS	28	20	8	140%
Buddy	78	72	6	108%
Mentoring (university pairs)	19	30	-11	63%
Total unique* students = 1,452				

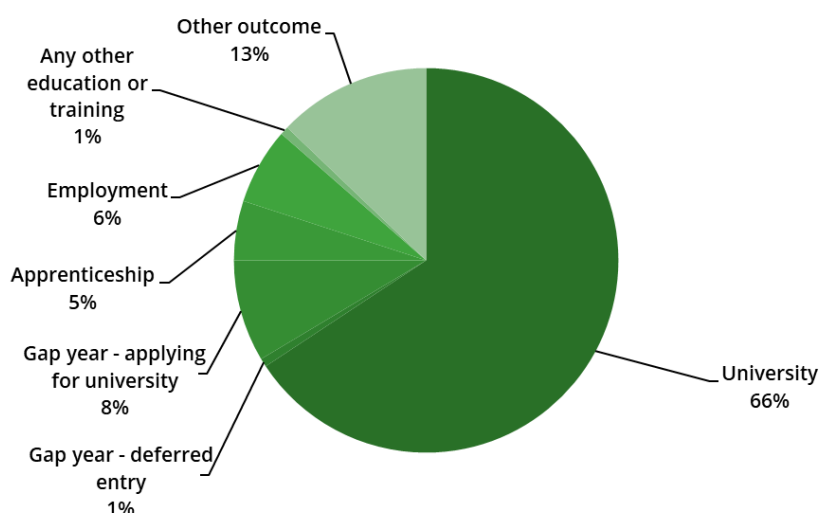
*Students are only counted once, even if they take part in multiple programmes. Total unique students will be less than the combined total for each programme, as some students attend multiple programmes.

Higher Education Progression

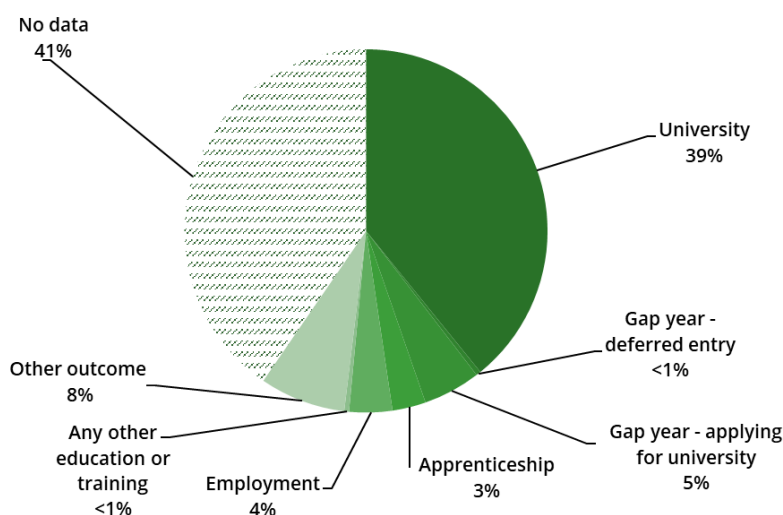
Each year we collect data on the next steps of **IntoUniversity** students who are either finishing Year 13 or would have completed Year 13 had they stayed in school. The data is obtained either from our partner schools or by contacting students directly to find out what they are doing. Although staff 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 235 **IntoUniversity** Coventry leavers and were able to obtain destination data for 140 of them. Of these, 93 (66%) gained a place at university (92 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.

The progression rate for **IntoUniversity** Coventry school leavers is slightly higher than last year, but within the range of variation we would expect to see from year-to-year for an established centre.

Destinations of IntoUniversity Coventry 2022 school leavers responding to our survey



Destinations of all IntoUniversity Coventry 2022 school leavers (including non-respondents)



IntoUniversity Coventry's cohort of students outperformed a range of local and national benchmarks by between 10 and 39 percentage points.

		Area	H.E. progression rate	Percentage point difference for IntoUniversity students
Benchmark	IntoUniversity Coventry		66%	n/a
	Estimated % of all FSM maintained school pupils who entered H.E. by age 19 (2020/21)*	Coventry	28%	38 pp
		England	27%	39 pp
	Estimated % of all maintained school pupils (FSM and non-FSM) who entered H.E. by age 19 (2020/21)*	Coventry	43%	23 pp
		England	43%	23 pp
	Estimated % of all disadvantaged students studying A-Level or equivalent progressing to H.E. (2020/21)*	Coventry	55%	11 pp
		England	46%	20 pp
	Estimated % of all (disadvantaged and all other) students studying A-Level or equivalent progressing to H.E. (2020/21)*	Coventry	56%	10 pp
		England	49%	17 pp
	% 18 year olds who entered H.E./F.E. based on POLAR 4 (2009-2015)*	U.K.	37%	29 pp
		Coventry	35%	31 pp
		Local area ('MSOA')** around the Coventry centre	30%	36 pp

*Most recent data available

**Middle Layer Super Output Area

OMR

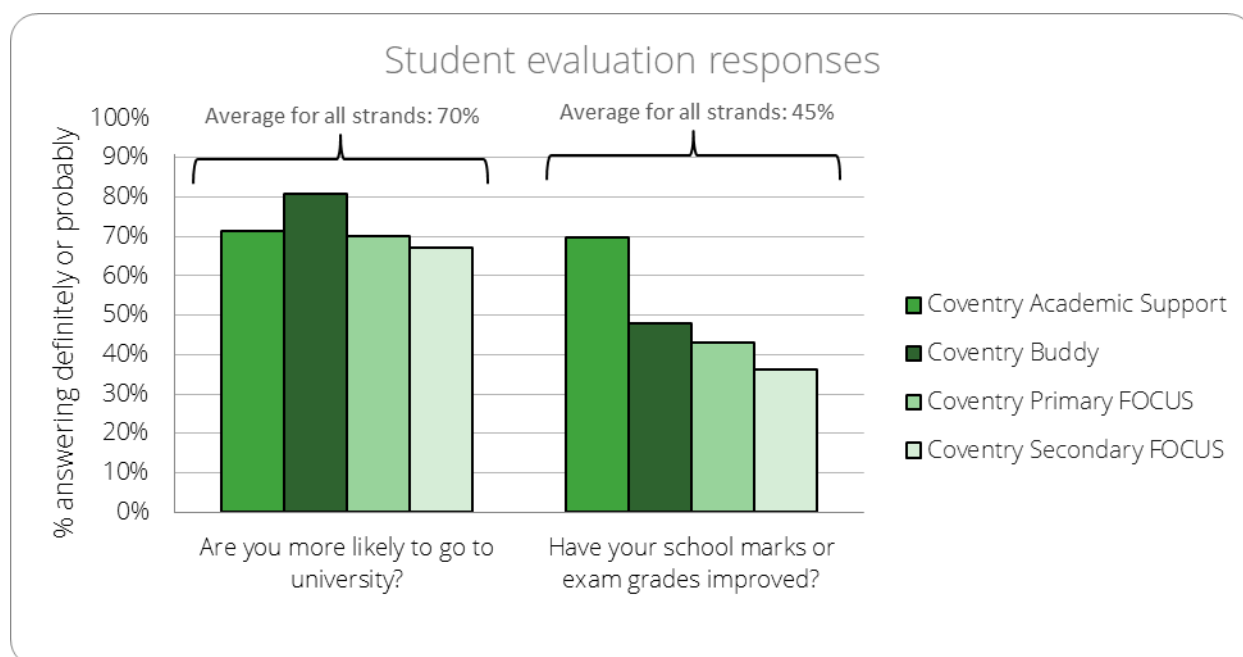
Evaluations

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 1,302 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 70% 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	83%	13%	4%
Academic Support	83%	12%	5%
Buddy	99%	1%	0%
Primary FOCUS	85%	12%	3%
Secondary FOCUS	78%	17%	5%

Are you working better at school?			
	Positive	Maybe	Negative
All programmes	62%	25%	13%
Academic Support	72%	17%	11%
Buddy	54%	36%	10%
Primary FOCUS	65%	26%	8%
Secondary FOCUS	55%	28%	17%

Are you more likely to go to university?			
	Positive	Maybe	Negative
All programmes	70%	21%	9%
Academic Support	71%	15%	14%
Buddy	81%	18%	1%
Primary FOCUS	70%	23%	7%
Secondary FOCUS	67%	23%	9%

Do you know more about university?			
	Positive	Maybe	Negative
All programmes	66%	20%	14%
Academic Support	52%	29%	19%
Buddy	88%	9%	3%
Primary FOCUS	67%	21%	12%
Secondary FOCUS	77%	13%	10%

Has your confidence improved?			
	Positive	Maybe	Negative
All programmes	58%	22%	19%
Academic Support	60%	24%	17%
Buddy	64%	23%	13%
Primary FOCUS	57%	23%	20%
Secondary FOCUS	53%	22%	25%

Have your school marks or exam grades improved?			
	Positive	Maybe	Negative
All programmes	45%	31%	24%
Academic Support	70%	13%	17%
Buddy	48%	32%	20%
Primary FOCUS	43%	31%	26%
Secondary FOCUS	36%	38%	26%

Are you more likely to achieve your career goals?			
	Positive	Maybe	Negative
All programmes	63%	26%	11%
Academic Support	63%	25%	12%
Buddy	64%	32%	4%
Primary FOCUS	62%	26%	11%
Secondary FOCUS	62%	27%	11%

Are you more confident communicating with others, including adults?			
	Positive	Maybe	Negative
All programmes	60%	22%	18%
Academic Support	64%	19%	17%
Buddy	61%	21%	17%
Primary FOCUS	60%	21%	19%
Secondary FOCUS	56%	23%	21%

Can you work better in a team?			
	Positive	Maybe	Negative
All programmes	70%	19%	11%
Academic Support	66%	16%	18%
Buddy	71%	21%	8%
Primary FOCUS	73%	16%	11%
Secondary FOCUS	65%	23%	11%

Case Study

Fadhi – Year 11, IntoUniversity Coventry

Fadhi first attended Secondary Academic Support at **IntoUniversity Coventry** when she was in Year 8, after her family saw an advertisement at her sister's Primary school. She has since enjoyed other programmes, including Holiday FOCUS Weeks, Careers in FOCUS workshops, an Extending Horizons residential trip, and she has received one-to-one support from her University of Warwick student mentor through the Mentoring programme. Fadhi has always been a hard-working student, but Academic Support has encouraged her to become a more independent learner and to think about her future aspirations. As an active member of the centre's Student Council, Fadhi has also improved her teamwork and leadership skills and has begun to take on leadership roles at school. Recently, Fadhi has worked with centre staff to develop her CV and application-writing skills.

What do you hope to achieve by coming to IntoUniversity?

'I want the chance to meet more people with different experiences. I enjoy meeting other people as that gives me an insight into other people's lives and how they've taken different approaches. By coming to **IntoUniversity**, I can also get my work done in a more efficient way.'

How has IntoUniversity helped you?

'**IntoUniversity** has helped me gain more confidence doing things I probably wouldn't have even considered before. At **IntoUniversity**, I have been able to concentrate more on my work which has helped my grades. It is a lovely place in which myself and others are supported and encouraged to do what we want.'

What is your best memory of IntoUniversity?

'It was the Extending Horizons trip because it was fun and I got more information on university life and what a typical day was like - what mine would be like one day. Another of my favourite memories was my first mentor meeting with my current mentor because I think we get on well together.'

What do you most enjoy about IntoUniversity?

'Meeting people with different experiences from different schools and finding things that we have in common, even though we might have different beliefs or different day-to-day lives. I also enjoy **IntoUniversity** because I get to see my friends and we can do work together in groups.'

Which IntoUniversity programme do you find most beneficial and why?

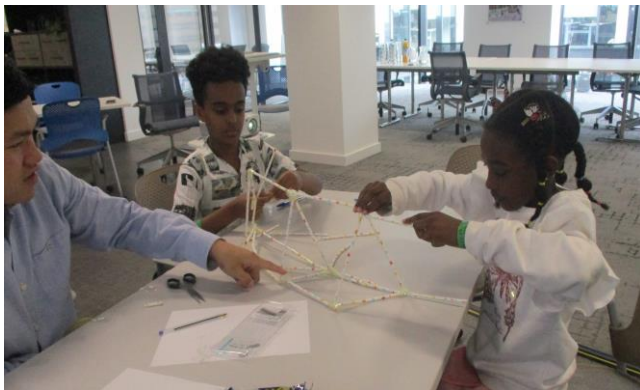
'Extending Horizons because I was in Year 8 and I was picking my GCSE subjects. By going on a trip to a university, it gave me an idea of the things I wanted to do and I got to see first-hand what university life was like. This trip helped me to recognise what I enjoyed and could pursue in the future.'

How has IntoUniversity supported you to think about your future?

'It has supported me in setting goals for my future and thinking about further education and going to university. **IntoUniversity** always gives me resources to use to look at different future routes.'



Photo Gallery



Clockwise from top left:

A Primary Academic Support reward trip to architecture firm, Ramboll; Primary FOCUS Week trip to the University of Warwick; 'Arts' Holiday FOCUS for Secondary students; an 'Engineering' Primary FOCUS Week trip to Coventry Transport Museum; a mentoring pair meeting before the winter break; Primary Academic Support students

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