
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

2019/20

IntoUniversity 

Chief Executive Introduction



Dr Rachel Carr OBE

I am very pleased to be able to thank the University of Warwick and their donors for their support of **Into**University. Our work is only made possible by the generous support and investment from partners such as yourselves and I am delighted to present this report on the performance of **Into**University Coventry for 2019/20. This report provides details of delivery to young people that took place prior to the national lockdown. In March we took the difficult decision to close temporarily all **Into**University centres and they remained closed for the rest of the academic year. Inevitably, this means we did not reach all of our targets for 2019/20. For further information, please see programme output tables at the back of the report.

Despite the centre closures, we were determined to continue providing support to our students remotely, and we immediately embarked on a response to the lockdown, quickly adapting our offer of support; you can find more information on how we did this later in the report. We are delighted that our centres were able to re-open for our young people in September for the 2021/21 academic year, with strict social distancing measures in place.

The COVID-19 crisis was certainly an unprecedented challenge, but much has been achieved by **Into**University in the 2019/20 academic year. In November we officially launched our Impact Project, including our 2019 Impact Report. Alongside this, we reaffirmed our commitment to transparency by launching the 'Impact Map', a data visualisation microsite which allows supporters to interact with, and interrogate, our data sets. We also commissioned a qualitative study into our impact on attainment and produced a video and photo ethnography project where students shared the impact **Into**University has had on their lives.

This academic year we also launched Khadija Saye Arts @**Into**University, inspired by the life and in memory of Khadija Saye, a Gambian-British artist and former **Into**University student who tragically died in the Grenfell Tower fire. Khadija Saye Arts continues the work of **Into**University with a focus on encouraging and supporting young people with an interest in the Arts.

We are hugely grateful for the continued, most generous support of the University of Warwick and their donors, which allows us together to raise young people's chances of progressing to university. We would particularly like to thank Chris Hughes and Paul Blagburn, without whom none of this would be possible.

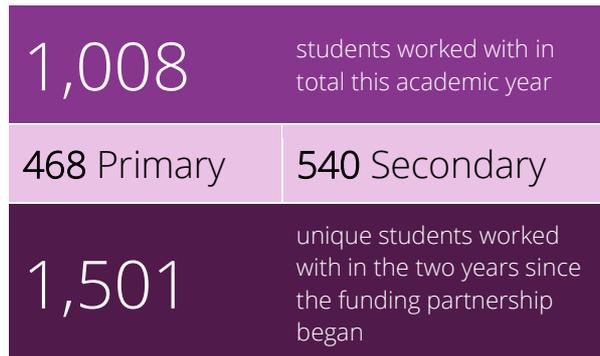
On behalf of the children and young people in Coventry who benefit from our partnership, thank you.

Chief Executive and Co-Founder
IntoUniversity

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Executive Summary

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



Coventry H.E. progression rate

84% vs 30% local average

IntoUniversity nationwide H.E. progression rate

71% vs 43% national average*

*Estimated % of all maintained school pupils who entered H.E. by age 19 (2018/19)

74

students seen for Primary Academic Support

39

students seen for Secondary Academic Support

421

students seen on the Primary FOCUS programme

483

students seen on the Secondary FOCUS programme

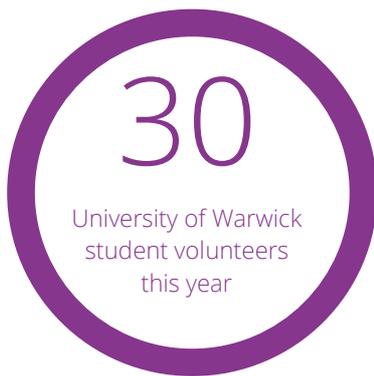


Photo taken by a student as part of the 'Photography' curriculum

IntoUniversity and the University of Warwick

Town / City of IntoUniversity Student	IntoUniversity students starting at the University of Warwick in September 2020	IntoUniversity students starting at the University of Warwick since partnership began (2019-2020)
Birmingham	1	1
Brighton	1	1
Coventry	2	7
Liverpool	1	1
London	57	93
Manchester	1	1
Nottingham	2	2
Oxford	1	2
Southampton	/	1
Total	66*	109

* This represents the number of students whom we know have started their first year of study at the University of Warwick in 2020.



A University of Warwick volunteer's perspective

Sofia, a Law student at the University of Warwick, shared her experiences of volunteering with IntoUniversity. Sofia is a former IntoUniversity student.

'I had an **IntoUniversity** mentor so I saw the impact this could have first-hand. Considering the support myself and my brother received, there was no doubt which organisation I'd choose to volunteer for. It is the least I could do to give back. I know personally what someone first joining **IntoUniversity** will need i.e. the tools and experience in order to grow and reach their highest

potential. This is what motivates me to volunteer with **IntoUniversity**.

My best volunteering memory is baking with my mentee! We both really enjoyed a recipe I had found to make a big chocolate cake, as well as pink, vanilla cupcakes. I feel we bonded a lot over baking. My mentee's mum said she has seen a lot of growth, both personally and academically, within my mentee – this is exactly why I volunteer!

It is so fulfilling to see the personal and academic growth of young people – I want them to tap into

their potential from a young age. I understand how difficult and demoralising it can be when you're without the tools, knowledge and information to take the right steps in life.

I have seen myself grow during the mentoring experience. I have learnt to explain complex or technical ideas in more simplistic terms and also keep my mentee's engagement during our sessions. I am also now a more patient person as I offer different ways of explaining a topic that my mentee might initially struggle to understand.'

Academic Support

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

Which age groups?

Years 3-13

What is the programme?

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

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

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

A Parent's Perspective

Luwam-Elias, mother of Rufta and Peniel, shared her thoughts on why it is important for her children to attend Academic Support.

“**Into**University has definitely helped my children gain greater confidence in their abilities. They are always learning at **Into**University; it teaches children about topics they might not necessarily get the opportunity to learn in school. After Academic Support we always talk about the session and Rufta and Peniel explain what they have learnt - it is a learning environment for the whole family because I learn new things through my children. Through **Into**University, my children have visited universities and have had the opportunity to go on many different trips to museums and galleries, which has strengthened their confidence. I will continue to register my children at **Into**University because it has taught them so much and supported them in becoming well-rounded [individuals].

IntoUniversity offers a variety of support - it is not just Academic Support, it improves social lives and creates friendships. There are lots of different people and cultures coming together, creating one big community. The staff help our children, knowing how to best support each individual. Rufta has been attending Academic Support for a number of years and she is now working at a much higher level. I do not always have the knowledge to provide support with her subjects, and **Into**University bridges that gap for me. I always tell my family and friends about Academic Support - my advertisement encouraged my family to register my niece! The students who come to **Into**University gain skills for the future and respect for others. I am so happy that my children attend **Into**University.’



Primary Academic Support

2019/20 Academic Support delivery by **Into**University Coventry

Centre	Academic Support	Number of Students
Coventry	Primary	74
	Secondary	39
	Target number of students*	100
	Actual number of students*	113



740 answered phone calls made to students during centre closure



107 students and their families supported by phone during centre closure

Primary Academic Support 'degrees' and the modules covered in the 2019/20 academic year

Sports Studies

- Sports Science
- Sports Journalism
- Sports Business

Photography

- Taking a Good Photo
- Critiquing a Photo
- Exhibiting a Photo

PPE

- Philosophy
- Politics
- Economics

<p>Programme Highlight</p> <p>In October, Primary Academic Support students began studying sports journalism as part of the 'Sport Studies' curriculum. Students learnt about Super Saturday at the 2012 London Olympics, when Team GB won three gold medals. They were then given the opportunity to interview the gold medallists (performances by IntoUniversity staff) in the press-junket-inspired classroom. The students were thrilled to meet Mo Farah, Jessica Ennis-Hill and Greg Rutherford, and produced some high-quality news articles based on this experience.</p>	<p>Student Evaluations</p> <p>82% of IntoUniversity Coventry students reported that they were working better at school as a result of Academic Support.</p> <p>76% of IntoUniversity Coventry students reported improved school grades as a result of Academic Support.</p>	<p>“Academic Support has helped my son a lot - the extra recap helps emphasise what he has already learned. The homework help and support from the staff members is really good. Academic Support has given him the opportunity to meet new people, for example last summer when you visited the University of Warwick and he was able to meet students from [IntoUniversity] Weston-Super-Mare. He has become more sociable; before he did not really mingle with other young people.”</p> <p>Parent of an 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 at a partner Primary school shared some of her highlights of working with **Into**University.

“**Into**University has really helped all of our students and given them valuable experiences that they will remember for the rest of their lives. The **Into**University sessions have been meticulously planned by the amazing staff and have therefore led to the children becoming increasingly confident and able to talk about their future aspirations. Alongside learning about how to set goals successfully and aspire to go to university, the positive behaviour management and educational trips have led to a breadth of learning for the children. **Into**University has continuously provided valuable and exciting opportunities for all of the children to learn about life beyond Primary and Secondary school.

Some of our children were unaware that university existed, believed it was out of their reach or didn't know that their particular interest was a subject that could be studied. But they now know that they all have the potential to study at university, how to apply, where they can study and what going to university would be like. Without a doubt, **Into**University has inspired the children to pursue Further and Higher Education due to the knowledge and experiences acquired from the workshops. I would definitely recommend **Into**University to other schools and I would say that the children deserve the opportunity to be involved in something so exciting. After the sessions with **Into**University, the children were excited by their options and by what their future could hold.’



Students on a Primary FOCUS Week

Centre	School	Number of activities delivered to schools	
		Year 5	Year 6
		'What is a University?' workshop	FOCUS Week theme
Coventry	Frederick Bird Primary School	4	4 Human Rights and Government
	Southfields Primary School	2	2 History - WW2
	St Mary's and St Benedict's Catholic Primary School	2	2 Storytelling
	Target number of students	400	
	Actual number of students	421	

Trip Highlight

Herbert Art Gallery workshop

Students from St Mary's & St Benedict's Catholic Primary School took part in a 'Stories in Art' workshop at the Herbert Art Gallery as part of their 'Storytelling' themed FOCUS Week. Students completed an Arts Trail, exploring how paintings and artefacts can communicate stories. Students then put their artistic skills to the test by using classical paintings and sculptures to help them perform the story of *Jason and the Argonauts*.

Student Evaluations

85%
of **Into**University Coventry students reported that they knew more about university as a result of Primary FOCUS.

80%
of **Into**University Coventry students reported improved teamwork as a result of Primary FOCUS.

“The Primary FOCUS programme provided several opportunities for our pupils that we might struggle to facilitate. The children all worked in a focused way to write an aspirational speech and outline a future dream; this helped some of our children achieve speaking and listening skills. The graduation day stood out for the children – understanding that graduating is a reward not only based on personal effort, but also the need for successful teamwork. The highlight was seeing the children support each other, be self-sufficient and realise that they are the makers of their own destiny - whatever they chose it to be.”

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

Lower Secondary

FOCUS

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

Which age groups?

Years 7-11

What is the programme?

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

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

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

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

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

A Teacher's Perspective

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

“**Into**University has helped our students in a number of ways and this support is individualised to each student. For some students it's about gaining more confidence in discussions; I see students progressing from being very shy to expressing their opinions because they are encouraged to do so. There was a student who hardly spoke any English and I was worried that the language barrier would prevent her from benefiting from the programme. However, she has attended every single workshop and trip with **Into**University and I have seen her language skills improve and confidence grow. I firmly believe that the **Into**University programme has played a big part in her success. **Into**University is not just about providing students with knowledge about universities and careers, but it's also about embedding the culture of aiming high and being respectful to each other; this is something unique to **Into**University. The Secondary FOCUS programme is student-centred and the staff make sure all students are engaged and having fun whilst learning.

By discussing university as a matter of course, **Into**University helps our students imagine themselves at university; the workshops are having an impact on how students think about their future. This is especially true for students whose parents and siblings didn't go to university. In lessons we rarely talk about what it would be like to study certain subjects at university – it has to be these extra interventions that introduce these conversations to students. Students often stop me in the corridors to ask when the next **Into**University workshop will be – this shows the impact that **Into**University has on the students and the level of enjoyment they get from the workshops.’



Students on a Secondary FOCUS workshop

2019/20 Lower Secondary FOCUS delivery by IntoUniversity 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	3	2
	Bishop Ullathorne Roman Catholic School	3	2
	Cardinal Wiseman Catholic School	2	/
	Target number of students	280	
	Actual number of students	325	

Focus on Success workshops:

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

Focus on Choices workshops:

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

Programme Highlight

Year 7 students had the opportunity to reflect on their transition to Secondary school in our 'Introduction to Independent Learning' workshop. The workshop focused on developing their teamwork and time management skills. Students also learnt about, and discussed, key issues such as plagiarism, setting them up to create high-quality work that references other sources. Students commented that they felt more confident in managing their increasing workload and learnt top tips for managing their time.

“The workshops have lined up well with our careers plan, supporting the message we are giving students in school. They have also covered a number of future options such as Further Education, Higher Education and employment. This has allowed students to explore all of these avenues as options for their future. The demographic targeted by the workshops is historically those who struggle to excel once leaving school. Seeing the options available to them and receiving extra support really helps to raise their expectations.”

**A teacher
Barr's Hill School**

Upper Secondary

FOCUS

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

Which age groups?

Years 12-13

What is the programme?

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

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

A Teacher's Perspective

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

“**IntoUniversity** couldn't do more for our students; they go above and beyond, organising tailored workshops, extra one-to-one sessions and offering email support. I know the students really appreciate the time given to them. **IntoUniversity** has helped our Year 12 students by meeting with them at the beginning of their sixth-form journey; this is such a crucial time for them in their transition to A-Levels and settling into a new way of learning. Opportunities such as the 'Day of University Life' trip and the session on finance and budgeting allow the students to take ownership for themselves, meaning they are more equipped when applying for student finance, bursaries and scholarships. **IntoUniversity** also offers extra opportunities, such as internships, which our students get involved in.

The best thing about **IntoUniversity** is the knowledge the staff have of university and the application process, but also understanding how best to support our students. They understand that the students don't always have the resources at home to be able to access the same level of support as others, and they go above and beyond to help these students. **IntoUniversity** helps the students that most need it, who are often those who don't think they are able to access support. **IntoUniversity** has opened doors and given our students so many opportunities. Seeing our students, many of whom lack confidence and never thought that university would be an option for them, get their university offers shows that **IntoUniversity's** work has had a huge impact in helping to raise the aspirations of our students.'



2019/20 Upper Secondary FOCUS delivery by **Into**University Coventry

Centre	School	Number of activities delivered to schools		Number of students*	
		In-person	Virtual	In-person	Virtual
Coventry	Barr's Hill School	3	/	35	/
	Bishop Ullathorne Roman Catholic School	1	/	19	/
	Sidney Stringer Academy	1	/	94	/
	Secondary FOCUS in-centre support (multiple schools)	n/a	n/a	/	/
	Secondary FOCUS trips and Student Enrichment (multiple schools)	n/a	n/a	10	6
	Target number of students*			120	
	Actual number of students*			158	

* 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

Students from Barr's Hill and Bishop Ullathorne schools had the opportunity to see the political comedy theatre show *The Mullah of Downing Street* at the University of Warwick Arts Centre. The play covered important topics such as culture, class and identity. Before the play, the students took part in a Q&A session with the Playwright and Director, which featured discussions around race and stereotyping, alongside learning about the different routes into careers in the Performing Arts.

“I was able to attend a trip to the Warwick Arts Centre for a play and pre-performance discussion. Not only was the play fascinating, but it enriched my knowledge of how ideas are communicated through theatre and the role the Arts play in university life. The discussion allowed me to network with individuals, who I otherwise would not have had the opportunity to meet. I am thankful to **Into**University for providing a space for me to make this connection.”

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, Jake and Faniel, shared their experience of mentoring.

“ Jake (Mentor):

I have really enjoyed being able to build on my mentoring relationship with Faniel; seeing him succeed motivates me to keep coming back. I really believe in the aims of **Into**University - I want to help students from disadvantaged backgrounds see that Higher Education is an achievable option for them. My best memory was the mentoring celebration as it was a great day and a good chance to get to know other pairs. Me and Faniel had a competition with his sister and her mentor to match flags with countries on a map. I also enjoyed teaching Faniel how to use PowerPoint for a presentation about careers in football. Not only was he learning about future pathways, but he also gained useful IT skills. It is nice to be able to build a bond with a young person and it has been a pleasure volunteering in such a supportive environment. I have learnt so much as a mentor from how to manage the meetings, to facts about Eritrea, where Faniel is from. Meeting throughout lockdown has strengthened our relationship and has been helpful for me to check in on Faniel pastorally and ensure he has been feeling okay during lockdown.'

“ Faniel (Mentee):

Having a mentor has definitely helped me. Jake has taught me more about the things that I enjoy and what kinds of jobs exist. Jake also helped me to prepare for my SATs by working with me on Maths and English. I had never used a computer to do a presentation before, but Jake showed me how to add effects and make it interesting; I now feel more confident the next time I have to do a presentation. My best memory of mentoring is when me and Jake prepared a piece of artwork to show at the mentoring celebration - my art was a painting of the Barcelona FC football kit to show my passion for football. Doing mentoring online has given me something extra to do at home which has helped me to not feel bored. I would have missed our mentoring sessions if they'd ended before lockdown. I will continue going to **Into**University for Secondary Academic Support and really want to carry on meetings with Jake next year.'



University student mentoring pair

2019/20 Mentoring

Centre	Types of Mentoring	Target	Actual
Coventry	University Pairs	20	14
	Buddy	48	/
	Combined target for Mentoring programmes		68
	Combined total students on Mentoring programmes		14

Mentor Meeting Activities

Tina, a Year 6 student, was challenged by her mentor, Rebecca, to present some of her work to **Into**University staff, an activity that would push her out of her comfort zone. The pair co-wrote a poem about Tina's experience of **Into**University, including what she enjoyed about the Mentoring programme and how it will help her to achieve her future goals. Tina rehearsed the poem and then recited it to a staff member, her mentor and her mum. Tina was very proud of herself and her mum was delighted that she was given an opportunity that boosted her self-confidence and improved her written and verbal communication skills.

“I have really loved having a mentor this year as she has helped me improve at languages. In preparation for a test, Samyat, who speaks French herself, helped me revise using flash cards and it boosted my confidence in reading, writing and speaking the language. I really enjoy languages and want to be able to speak them fluently when I'm older, so the help from my mentor has been amazing.”

A Year 8 mentee
IntoUniversity Coventry

“The Mentoring programme is a great opportunity to develop transferable skills which will benefit me in my future endeavours, including communicating complex ideas in simple terms and active listening. It also highlighted my passion for working with people and seeing them achieve their goals.”

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 Corporate Volunteer's Perspective

A corporate volunteer shared her experience of volunteering on a Careers in FOCUS workshop with **Into**University.

“Volunteering with **Into**University was a great way to enrich myself and others, and get involved with a charity. I was born and brought up in East London and I had the opportunity to speak to students from East London, so it felt like the perfect match. Another organisation wouldn't have felt as personal and that is what really attracted me to **Into**University. It was brilliant to see how the students responded to the activity I set which involved planning a presentation on a funding bid for a new hospital and then debating with their peers – they came up with some very thoughtful and unique points. Everyone was receptive to feedback and instructions and it was great to see how the young people interpreted the questions posed to them after their presentations.

I think the biggest takeaway I had from the session was learning how to lead a workshop with a large number of students. In my day-to-day role, I'm not often leading meetings, therefore it was really worthwhile as I had to tailor my approach to be more receptive to a wider audience, which is a really important skill to learn. It has helped my professional development and I have applied these skills to my new role. Volunteering with **Into**University is a great way to connect with students and to learn more about your job, your role, your industry and the perception of your industry. I now have a new perspective on what I do. It was really well-organised and it pushed me out of my comfort zone. The students were great and I felt so at ease and well-supported.’



Holiday FOCUS Week activity

2019/20 Additional programmes

Centre	Programme	Target	Actual	Schools
Coventry	Holiday FOCUS	50	31	Students from a range of partner schools and Academic Support
	Careers in FOCUS	20	22	Students from a range of partner schools and Academic Support
	Combined target for additional programmes			125
	Combined total for additional programmes			53

Holiday FOCUS Highlight

During a 'Performing Arts' Holiday FOCUS programme, Primary students learnt about scriptwriting, storytelling and different careers associated with the theatre. During the week, the students were tasked with writing, rehearsing and performing a play. Prior to their performance, the students had the opportunity to see *The Little Prince* at Warwick Arts Centre; for many of the students this was their first taste of theatre, which made them more excited to perform their own play. At the end of the programme, the students' families came to the centre to watch the world premiere performance of *Mission Cafe!*

Student Evaluations

71%
of IntoUniversity Coventry students reported that they were more likely to achieve their career goals as a result of the Careers in FOCUS programme.

“I attended a Healthcare Careers in FOCUS programme at my school. It was really engaging, getting to learn about different careers and practise activities that adults might do in their work. We practised managing a hospital budget and learned about contamination in public health. The highlight was a trip to the Physiotherapy Centre with a workshop on bones; this experience on campus makes me really want to go to university myself.’

**A Year 9 student
Cardinal Wiseman School**

IntoUniversity Developments

The Impact Project

IntoUniversity has undertaken an innovative Impact Project to ensure that our evaluation work continues to be sector-leading and transparent. The Impact Project focused on the following key areas:

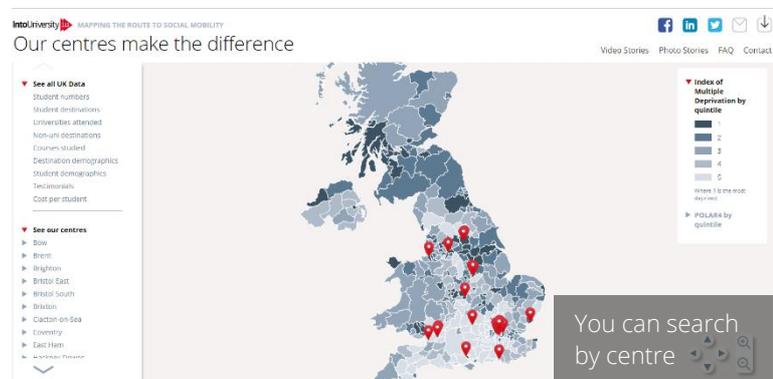
- Adding a new Data Officer to meet the growing needs of the charity and create capacity for the team to oversee the new project.
- The charity's data collection and calculation processes for the university progression rate were externally audited by PwC and given a limited assurance opinion, demonstrating the robustness of the reported figure.
- We commissioned a qualitative research study exploring the impact our programmes have on young people's attainment. This has helped us to create a theoretical model to underpin our work. We are also exploring a quantitative study utilising national datasets.
- We have launched a new micro-site '[Impact Map](#)' which allows supporters to interact with and interrogate our data sets.

Communication and Transparency

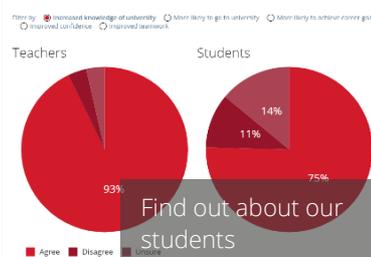
When IntoUniversity published its first Impact Report in 2013, it was an innovative concept that set us apart from other charities in the field. Through our combination of effective measurement and accessible, engaging communication we were able to cement our leading position in impact reporting, and our work was endorsed by the New Philanthropy Capital (NPC). Five years later and IntoUniversity is still well known for its impact, though a number of charities have since followed our lead, creating their own impact reports. As such, we are now looking for new ways to communicate our impact, allowing us to stand out from the crowd.

Thanks to generous funding from a grant-making foundation, we commissioned a data visualisation company, Furthr, to construct a data visualisation microsite: The Impact Map. The Impact Map displays our data in a clear, engaging way, that allows stakeholders to interact with, and interrogate our data.

The Impact Map shows demographic data of the communities and students we work with, and data on the impact we are having on our students. From where our students attend university to the cost per student to student numbers at specific centres, our aim is to be as transparent as possible with the people who support us.



We asked IntoUniversity students and their teachers whether the following outcomes were achieved:



The number of IntoUniversity students has grown rapidly



IntoUniversity Developments

Video and Photo Ethnography

Impact measurement is not just about data. It is also about the stories and experiences of young people. As part of the research on attainment, we commissioned Elliot Manches from Close Up Research to produce a video case study of our centre in Brent and photo portraits of our students. The photo portraits show our students with what brings them the most joy, giving an insight into who our students are beyond their interactions with **IntoUniversity**. In the photo below, Hamza from Hammersmith is photographed playing video games with a plate of his mum's food.

Hamza said: 'Coming to **IntoUniversity** has made me have less detentions, because in Year 7 I didn't do that much homework, but when I come to **IntoUniversity** they make it more interesting and enjoyable. I got really interested in being a lawyer, so in Year 11 I'm going to do my GCSEs, and if I make it into university I would do the degree for it, and go on from there. For the top three things I enjoy in life, football is one of them. I've had my football stolen three times already though. Streaming and gaming is another one of them. And my mum's food is one of them.'

Demonstrating Impact on Attainment

The link between attainment and young people's subsequent progression to Higher Education is an important question not just for **IntoUniversity**, but the widening participation sector as a whole. **IntoUniversity** commissioned Renaisi, a social enterprise focused on research, to produce a qualitative research report detailing the impact that **IntoUniversity** has on the attainment of the students we support.

The research involved engaging with over 300 people across eight **IntoUniversity** centres, including young people, parents, teachers, **IntoUniversity** staff and volunteers, and other local stakeholders. This provided the opportunity for an in-depth exploration of people's experiences, drawing on their knowledge and insight into the difference **IntoUniversity** makes for our young people.

Throughout the qualitative research young people and parents provided many examples of increased attainment which they attributed in part to their engagement with **IntoUniversity**. Examples included: moving up levels of sets in school; receiving better marks; gradual improvements in core academic skills; and catching up when they were behind. Importantly, the research found that in some cases impact on attainment can be achieved over a relatively short period of time.

The research confirmed that the key outcomes that **IntoUniversity** focuses on are all important for helping young people to progress to Higher Education. However, stakeholders found it harder to isolate which outcomes made the most difference to young people's grades.

The key message of this research is that IntoUniversity delivers a holistic and supportive programme and we can be confident that there are many ways in which this supports increased attainment.



Our Support During COVID-19

Supporting our Students

When the closure of schools and the national lockdown were announced in March, **IntoUniversity** immediately embarked on a response so that we could provide support to our Academic Support students and their families. We were acutely aware that our students were highly vulnerable to the adverse effects of the lockdown, for example living in crowded accommodation, typically with no access to outside space – and the negative impact this has on mental health. Our students and their families were at immediate risk of food poverty due to lost jobs or difficulty accessing Free School Meal vouchers with schools closed. They had access to far fewer resources to stimulate and engage them, including laptops and other devices, and many parents were struggling to support their children's home learning due to their own educational poverty.

Despite returning to schools, our families are still facing these issues and we realise that the longer-term consequences of COVID-19 will fall unduly harshly on our students – whether it be the consequences of an extended period of lost school learning or the inability to take advantage of new digital provisions, which their better-off peers have at their fingertips.

Our Approach

Due to the COVID-19 crisis, **IntoUniversity** took the difficult decision to close temporarily all of our centres in March of this year. This meant that, in line with national school closures, we were forced to pause face-to-face support for our young people. However, it was crucial that our teams were immediately able to offer bespoke remote support to our Academic Support students. Our Academic Support students are our core student body that we support week after week and, for many students, have worked with for many years. Having built up strong relationships with these students, **IntoUniversity** teams not only have a good understanding of their academic ability and how best to support with their school work but also their home context. This placed **IntoUniversity** staff in a unique position to be able to offer individualised support to many of our Academic Support students during the school closure period.

Our teams provided a remote service based around a three-pronged approach: an online learning platform (Seesaw), email resources and telephone tutorials. This approach ensured that our Academic Support students were able to receive support regardless of their level of access to digital devices and the internet. Initial phone calls were primarily pastoral to gauge how students were coping; whilst this remained an important element



Student Evaluations

80%

of **IntoUniversity** students reported that they looked forward to receiving their weekly Academic Support call from **IntoUniversity**.

Student Evaluations

74%

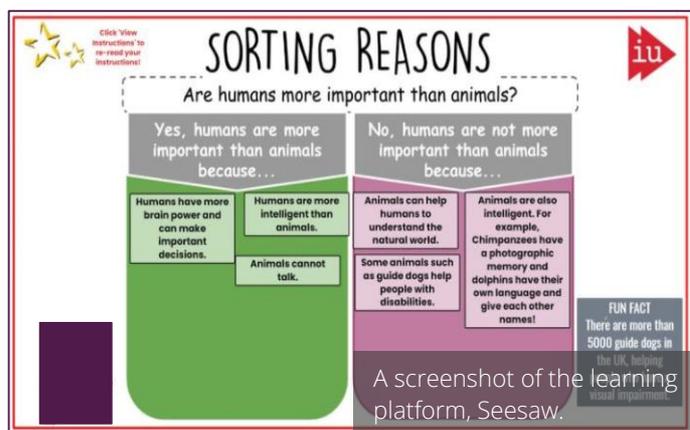
of **IntoUniversity** students reported that they felt more confident working independently on their school work as a result of receiving remote Academic Support during centre closure.

Our Support During COVID-19

Primary Academic Support During COVID-19

After centres closed, we pivoted to providing our term time Academic Support programme remotely and ran it through to the end of the summer term. Centre staff across the network provided vital academic and pastoral support to **over 3,000** students and their families through a total of **over 27,000** answered calls.

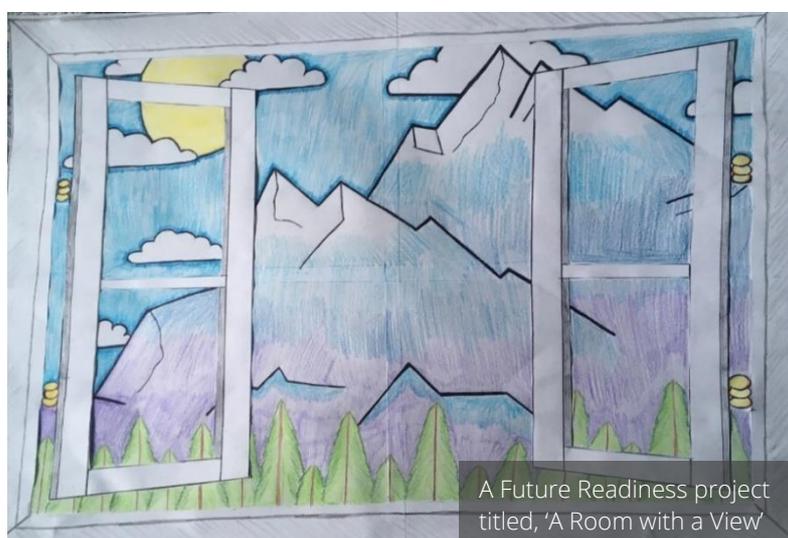
A number of Primary Academic Support students engaged with the curriculum through the online platform, Seesaw. Students took part in activities designed around their curriculum degree topic 'Politics, Philosophy and Economics'. The interactive features of the platform enabled students to record their responses to a philosophical question after discussing their ideas with family members. Students also designed their own political party, complete with slogan and manifesto ideas!



Secondary Academic Support During COVID-19

For our Secondary students, we were able to give tailored support on the learning set by school both via weekly calls and email communication. Teams provided students with relevant academic resources as well as feedback on work submitted. The Future Readiness Award was adapted so that students could access projects at home. Weekly newsletters were sent to students advertising projects which ranged from social action projects to designing and making junk model robots that could help their local community. One project challenged students to create a piece of artwork, either showing their view from a window at home or an imagined view of what they hoped to see.

IntoUniversity teams also provided tailored support for KS4 and KS5 students at a pivotal and uncertain time for them. Staff were able to assess and understand what specific students needed in order to succeed and, where possible, connected them to Academic Support volunteers to ensure we provided specialist support.



A Future Readiness project titled, 'A Room with a View'

Our Support During COVID-19

Mentoring

IntoUniversity adapted the Mentoring programme to enable our corporate and university student mentoring pairs to continue to meet during the centre closure period. The video call function in Microsoft Teams allowed mentors to provide academic and pastoral support to their mentees, supplemented for many pairs by regular email exchange.

During a time of uncertainty for our students, especially those awaiting important exam results, the support our students received from their trusted mentor, with whom they had built a strong relationship, was crucial. The online sessions remained focused on targets set by the **Into**University student and the regular nature of meetings gave both mentor and mentee a sense of purpose and motivation to achieve.

Over 1,700 e-mentoring meetings took place during the centre closure period with 351 mentoring pairs across the network engaging in remote mentoring.

Year 13 Support

Supporting Year 13 students was a priority during the second half of the academic year. Beginning in May half term, and continuing throughout the summer term, **Into**University teams provided focused support around future options for Year 13 students from across the network. During this unprecedented time, our teams gave impartial and reliable advice and guidance to students, enabling them to consider all aspects of the upcoming important decisions on their future pathways.

Conversations ranged from discussing each step of the student finance process to talking through with students their anxieties around an uncertain future and what their options were. Our teams continued to support Year 13s on A-Level Results Day and the tumultuous period that followed, which was key in ensuring that they had the accurate information they needed to make the best choice for them.

IntoUniversity supported over 2,000 Year 13 students through one-to-one conversations over the telephone.



“I find the weekly calls from **Into**University really useful. Staff always ensure that I understand and am comfortable with my work and that I know what to do. I have particularly enjoyed keeping in touch with my mentor during the lockdown as the one-to-one support is really helpful. We have been able to continue the positive relationship we have built and **Into**University staff have been really supportive in making sure this has been able to happen. **Into**University is a wonderful scheme which has always helped me to think about my future. This support and assurance is especially valuable now as teachers don't really have time to give this kind of advice. Regularly speaking to each member of the team has given me the focus to think more about my future.’

A Year 12 student

“We couldn't have done it during this period without **Into**University's support. They are helping make sure the children keep a good routine with their school work and providing work that was not online when they only had one laptop to share. They also provide a lot of support for me and my wife as parents by always supporting and caring for the children, helping them with work where we cannot and helping contact schools when we had a problem with their work. **Into**University helps keep things on track for all of the kids by providing support when they are struggling. We really appreciate the support and I would recommend everyone to **Into**University because of how much help they have given my family.’

Parent of Academic Support students

Our Support During COVID-19

Academy of Enterprise

IntoUniversity's Academy of Enterprise is a five-day programme providing young people who are either at university or just about to start their degree with experience of being an entrepreneur. This year the Academy of Enterprise was run as a virtual programme, giving 83 students the opportunity to learn and develop the key skills needed to succeed in business, with the support and advice of seasoned entrepreneurs from a variety of industries.

Students took part in a variety of workshops and masterclasses including, 'Build Your Own Empire,' 'Public Speaking and Pitching' and 'Branding and Marketing'. They also had the opportunity to generate innovative and creative ideas for businesses and products, including an app that aimed to reduce household food waste by encouraging people to cook recipes with whatever they have available!

Big City Bright Future

Big City Bright Future is a three-week paid internship for IntoUniversity students in their last year of school before university. The internship provides high-quality work experience in industries such as Investment Banking, Asset Management, Law, Consultancy and Marketing. The programme aims to increase access to competitive areas of employment for students from under-represented backgrounds.

Due to the unprecedented situation this year, 153 students took part in the internship virtually. Students took part in workshops led by industry professionals, covering topics such as networking and wellbeing, as well as insights into specific industries. Students were also paired with a 'Buddy' from their allocated firm which allowed them to build their own personal network whilst gaining valuable insight into the firm and their career pathway. The online internship streamlined students' career aspirations ensuring they understood various career paths and were equipped with the key skills they needed to succeed in their desired path.



Big City Bright Future 2020

“I learned much more about the roles within Asset Management and was able to discover where my interests lie, giving me more clarity as I move forward into my career. I developed professionally by interacting with my buddies and gaining a more in-depth understanding of various jobs within the financial services.”

Big City Bright Future student

“The best thing about the week was learning about all the different success stories of people that were once in my position and learning about how they started a business.”

Academy of Enterprise student

“Hearing from so many of the hosts taught me the importance of resilience for career success. It built my confidence immensely and I would say I am much better prepared for future experiences and meeting new people.”

Big City Bright Future student

Programme Outputs

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

Summary programme outputs	Actual students	Target	Difference	% of target achieved
Academic Support	113	100	13	113%
Primary FOCUS Years 3-4	0	n/a	n/a	n/a
Primary FOCUS Years 5-6	421	400	21	105%
Secondary FOCUS Years 7-11	325	280	45	116%
Secondary FOCUS Years 12-13	158	120	38	132%
Holiday FOCUS / Extending Horizons	31	50	-19	62%
Business in FOCUS	0	40	-40	0%
Careers in FOCUS	22	20	2	110%
Leadership in FOCUS	0	15	-15	0%
Buddy	0	48	-48	0%
Mentoring	14	20	-6	70%
Total unique* students = 1,008				

*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.

Programme Outputs

Please see below a table indicating when programme delivery typically takes place at **Into**University Coventry.

 Indicates delivery that was able to take place  Indicates delivery that was unable to take place

Programme/ Workshop		Autumn Term		Spring Term		Summer Term		
		Half Term 1	Half Term 2	Half Term 1	Half Term 2	Half Term 1	Half Term 2	Summer Holidays
Academic Support (in-person)*		x4 sessions per week				x4 sessions per week		
Primary FOCUS Years 3-4	Year 4 'Careers in Action' workshop					x8		
	Year 5 'What is a University?' workshop				x8			
Primary FOCUS Years 5-6	Year 5 FOCUS Day					x8		
	Year 6 FOCUS Week	x8						
	Year 6 'Transition' workshop**						x8	
Secondary FOCUS Years 7-11		x12		x10				
Secondary FOCUS Years 12-13 (in-person)		x4		x3				
Extending Horizons								x1 trip to Oxford
Holiday FOCUS		x1		x1		x2		x1
Business in FOCUS						x2		
Careers in FOCUS				x1				
Leadership in FOCUS						x1		
Buddy programme						x2		
Mentoring (in-person)***								

* **Into**University Coventry met its target for Academic Support before centre closures in March. When our centres closed, we prioritised supporting these existing students and did not recruit new students for Academic Support during the closure period.

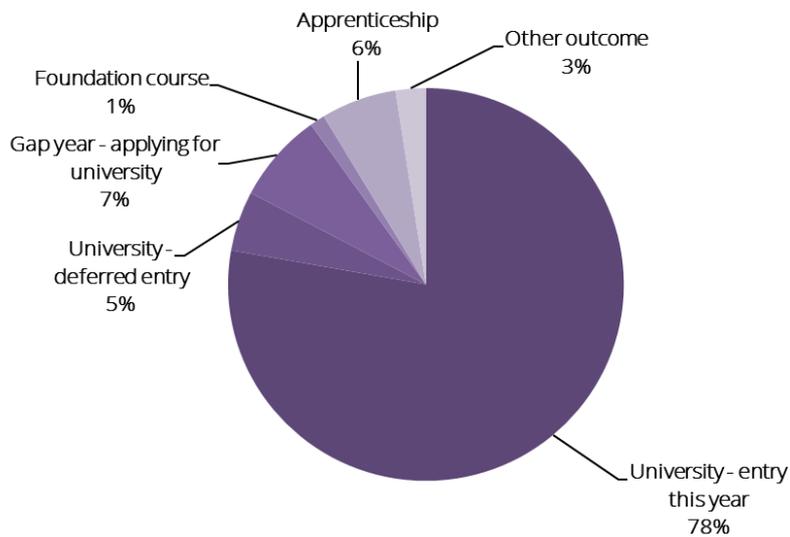
** We provided post SATs 'Transition' workshop resources to all of our partner Primary schools and adapted them either to be delivered by teachers, uploaded to an online classroom or sent to parents by the schools.

*** We were only able to run the virtual mentoring programme with mentors that had already been trained and DBS checked due to safeguarding reasons. We were therefore unable to recruit new mentors in the late spring and summer terms.

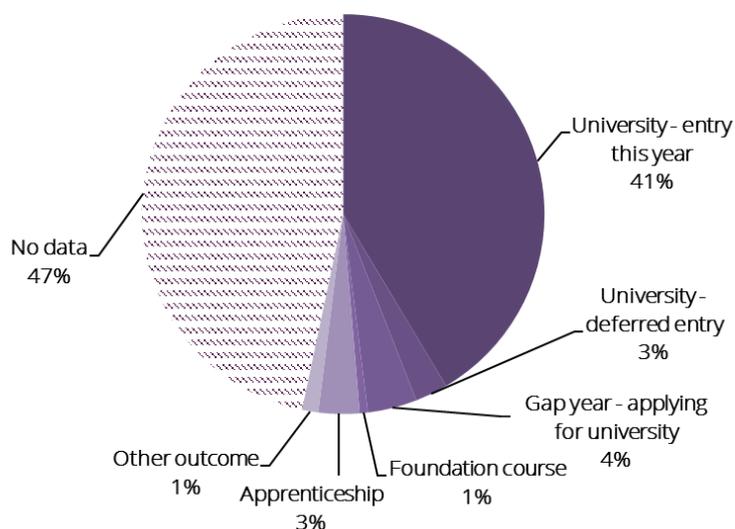
Higher Education Progression

Each year we collect data on the next steps of **Into**University students who are either finishing Year 13 or would have completed Year 13 had they stayed in school. The data is obtained either from our partner schools or by contacting students directly to find out what they are doing. Although staff made every effort to contact all students, there were some for whom we were unable to obtain data. This year we had a total of 152 **Into**University Coventry leavers and were able to obtain destination data for 81 of them. Of these, 68 (84%) gained a place at university (64 for entry this year, including one on a foundation course, four for entry next year). The first chart below shows data for the students we were able to get in touch with. The second chart shows all students, including those for whom we were unable to obtain data.

Destinations of IntoUniversity Coventry 2020 school leavers responding to our survey



Destinations of all IntoUniversity Coventry 2020 school leavers (including non-respondents)



IntoUniversity Coventry's cohort of students outperformed a range of local and national benchmarks by between 33 and 59 percentage points.

		Area	H.E. progression rate	Percentage point difference for IntoUniversity students
Benchmark	IntoUniversity Coventry		84%	n/a
	Estimated % of all FSM maintained school pupils who entered H.E. by age 19 (2018/19)*	Coventry	25%	59 pp
		England	26%	58 pp
	Estimated % of all maintained school pupils (FSM and non-FSM) who entered H.E. by age 19 (2018/19)*	Coventry	41%	43 pp
		England	43%	41 pp
	Estimated % of all disadvantaged students studying A-Level or equivalent progressing to H.E. (2017/18)*	Coventry	45%	39pp
		England	46%	38pp
	Estimated % of all (disadvantaged and all other) students studying A-Level or equivalent progressing to H.E. (2017/18)*	Coventry	51%	33pp
		England	49%	35pp
	% 18 year olds who entered H.E./F.E. based on POLAR 4 (2009-2015)*	U.K.	37%	47 pp
		Coventry	35%	49 pp
		Local area ('MSOA') around the Coventry centre	30%	54 pp

*Most recent data available

**Middle Layer Super Output Area

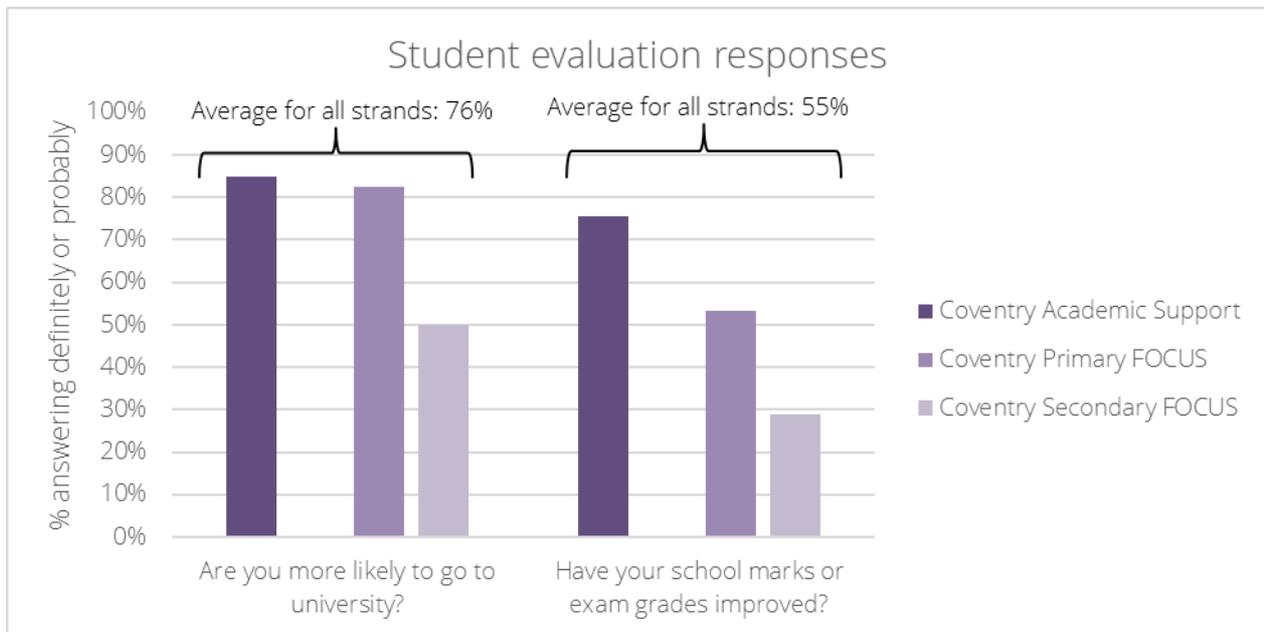
OMR Evaluations

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 449 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 76% 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	90%	7%	3%
Academic Support	98%	2%	0%
Primary FOCUS	92%	6%	3%
Secondary FOCUS	77%	16%	7%

Are you working better at school?			
	Positive	Maybe	Negative
All programmes	67%	24%	10%
Academic Support	82%	13%	5%
Primary FOCUS	71%	22%	7%
Secondary FOCUS	40%	38%	22%

Are you more likely to go to university?			
	Positive	Maybe	Negative
All programmes	76%	15%	8%
Academic Support	85%	12%	3%
Primary FOCUS	83%	12%	5%
Secondary FOCUS	50%	31%	19%

Do you know more about university?			
	Positive	Maybe	Negative
All programmes	75%	12%	13%
Academic Support	78%	12%	11%
Primary FOCUS	85%	9%	6%
Secondary FOCUS	52%	16%	31%

Has your confidence improved?			
	Positive	Maybe	Negative
All programmes	65%	19%	15%
Academic Support	86%	9%	4%
Primary FOCUS	70%	19%	11%
Secondary FOCUS	37%	28%	36%

Have your school marks or exam grades improved?			
	Positive	Maybe	Negative
All programmes	55%	26%	19%
Academic Support	76%	19%	5%
Primary FOCUS	53%	29%	18%
Secondary FOCUS	29%	27%	45%

Are you more likely to achieve your career goals?			
	Positive	Maybe	Negative
All programmes	75%	19%	6%
Academic Support	84%	15%	1%
Primary FOCUS	81%	17%	2%
Secondary FOCUS	49%	27%	24%

Are you more confident communicating with others, including adults?			
	Positive	Maybe	Negative
All programmes	69%	19%	12%
Academic Support	83%	12%	5%
Primary FOCUS	73%	15%	11%
Secondary FOCUS	38%	40%	22%

Can you work better in a team?			
	Positive	Maybe	Negative
All programmes	75%	15%	10%
Academic Support	84%	12%	4%
Primary FOCUS	80%	13%	7%
Secondary FOCUS	55%	27%	18%

Please note that Secondary FOCUS OMRs are completed in the second workshop of the year. Some of these workshops were not able to run due to school closures and therefore **Into**University Coventry collected fewer Secondary FOCUS OMRs than usual.

Case Study

Kajaanan, Year 12, IntoUniversity Coventry

Kajaanan first attended a Secondary FOCUS 'Independent Learning' workshop with his school earlier this year. He was then selected to attend a theatre trip to see a performance of the play *The Mullah of Downing Street* at the University of Warwick Arts Centre. During a pre-performance Q&A session he met the producer of the play, Simon. He has subsequently secured an internship at Albourne, a highly successful firm in the financial services industry, founded by Simon. Centre staff have seen Kajaanan grow in confidence and obtaining a prestigious internship at an **IntoUniversity** event has increased Kajaanan's knowledge of the type of career he could have. He has greater guidance and support around his studies now and has applied for the Corporate Mentoring scheme, to begin in September.

What do you hope to achieve by coming to IntoUniversity?

'When going to watch the play, I met people that I would not have usually been in contact with, which was beneficial. Coming from an inner-city state school you don't necessarily get to meet CEOs of companies that often. During the [Independent Learning] workshop, I gained the understanding that universities are for people like me and I am welcome and accepted. As a result of that, I then considered universities that I would not have considered otherwise, based on the reassurance I got from the [IntoUniversity] team.'

How has IntoUniversity helped you?

'I have gained confidence in my ability to enter university, where people from my background have not necessarily been the most represented. It has given me practical opportunities to realise those ambitions - through allowing me to visit universities, and to gain external opportunities that would make me more suited to entering those universities. It is easy to assume **IntoUniversity** to only be a stepping stone to university, but it has proven to be a stepping stone to the world of work as well. They do a great job of informing students about how to be successful and get into university, but also how to use university to be better prepared for the workplace.'

What is your best memory of IntoUniversity? Why?

'As a result of **IntoUniversity** I gained the opportunity to spend the day at a corporate office in London. I felt as if this was an environment I would thrive in. If I had not been a part of **IntoUniversity**, I would not have gained experience in such a reputable hedge fund, and I wouldn't have discovered that places like that were open to me.'

What do you most enjoy about IntoUniversity?

'The people that represent **IntoUniversity** or who are partnered with **IntoUniversity** from the University of Warwick. They are supportive and actually want you to take the opportunities they present to you. They give you advice having been through the educational journey - it gives me a similar pathway and footsteps to walk in.'

How has IntoUniversity supported you to think about your future?

'I would like to study Law at a Russell Group university. I am now considering working in corporate companies, which is one thing I definitely would not have considered before **IntoUniversity**. The fact that **IntoUniversity** came to our school so early in Year 12 meant that I was able to consider university right from the start of Year 12. [Without] the **IntoUniversity** workshop, I wouldn't have been as prepared for my application.'



Photo Gallery



Clockwise from top left:

University student mentoring pairs; 'WW2' themed Primary FOCUS Week trip; Primary Academic Support; Primary FOCUS Week graduation at the University of Warwick; 'Drama' Holiday FOCUS programme

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IntoUniversity 