Engaging key influencers

Local communities

Our mission

Our mission is to bring a university education within reach of students from the poorest homes, thereby opening up a world of new life possibilities.

We operate 30 centres and extension projects in the heart of some of the UK's most disadvantaged local communities.

Last year we supported over 35,000 students, and we have recently supported our 100,000[th] student.

What makes **Into**University different?

We focus on early, sustained intervention based in the community anddelivered locally with rigorous impact measurement

Early and sustained intervention

Based in the local community

Rigorous impact measurement

Our Programme

We provide the support and motivation that is commonplace in better-off homes through our three-stranded programme:

Academic Support

Weekly after-school sessions with trained tutors to develop independent and successful learners

FOCUS programme

A variety of workshops to support young people's journey to university or another ambition

Mentoring

University and corporate volunteers provide inspiring role models and promote essential skills

IntoUniversity's Expansion

IntoUniversity is in a period of expansion; our current strategy is to be operating at least 31 centres by 2020.

We currently work across 12 towns and cities, with 30 centres. Our most recent centres opened in autumn 2018 in:

- Manchester
- Leeds
- Coventry

In the next academic year (2019/20) we have a confirmed new centre in Birmingham, and are in discussion about further centres in other locations.

Centre locations

● Existing

● Proposed

Leeds

Manchester   4

Liverpool   Nottingham

4

Birmingham ●   Coventry

Oxford   Clacton

Weston-super-Mare   2   Bristol   12   London

Brighton

Southampton

University Partnerships

The heroic widening access narrative

Heroic metaphors of widening access

'Leaping' barriers

'Breaking through' ceilings

'Unleashing' talent

The time young people spend in school

190 DAYS

53%

6 HOURS
Per school day

50 %

1140 HOURS
A year

26 %

Heroic metaphors of widening access

'Unfair access is rooted in socioeconomic deprivation, typically located in particular communities and perpetuated across generations. There are other forms of disadvantage - age, disability, immigrant status and so on - which also need to be urgently addressed. But none is as intractable and as deeply entrenched as socioeconomic deprivation, which must remain the main focus of fair access.'

Laying the Foundations for Fair Access, The Commission for Fair Access in Higher Education Annual Report, 2017.

Proportion of children in top quartile of test score distribution by parents' highest education
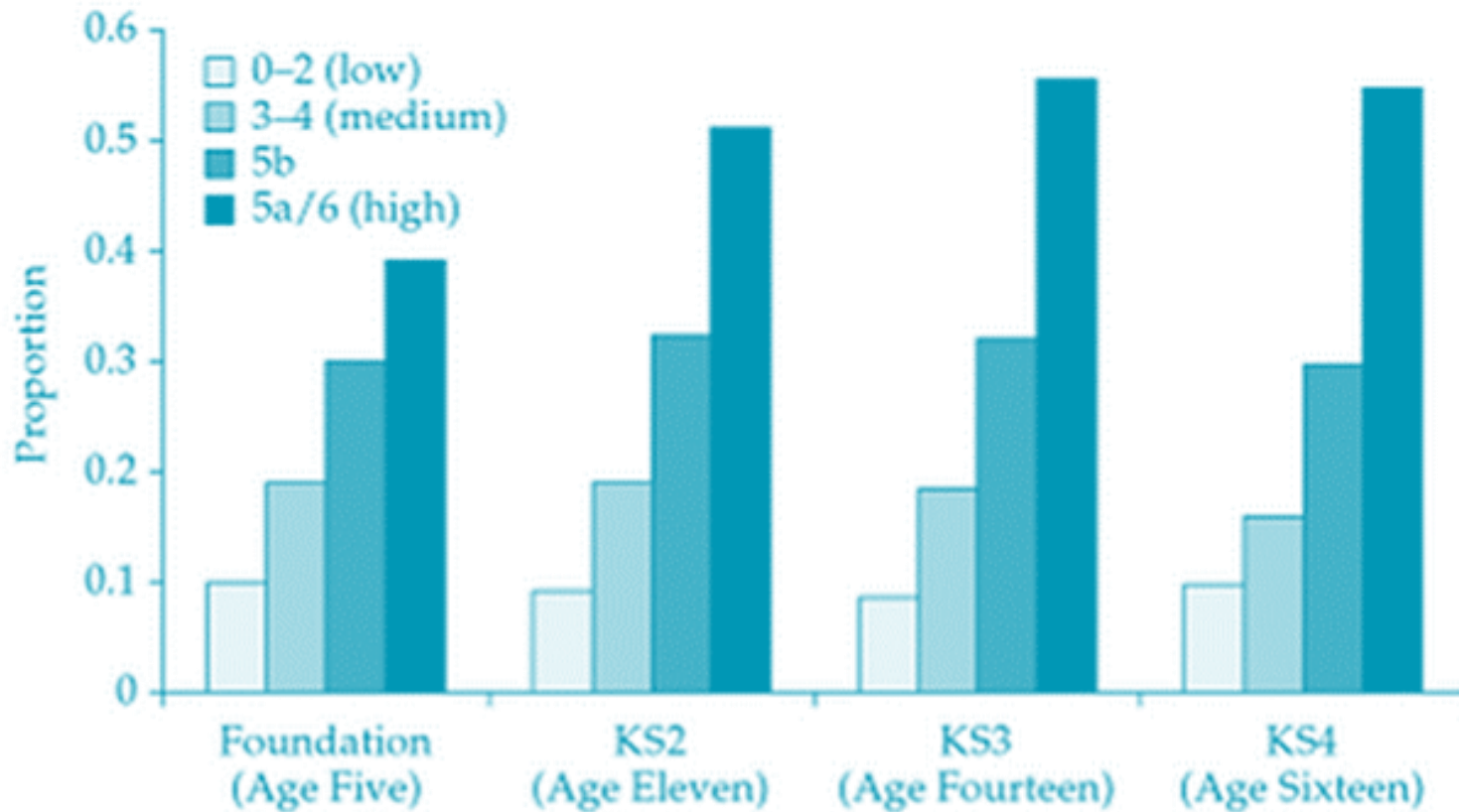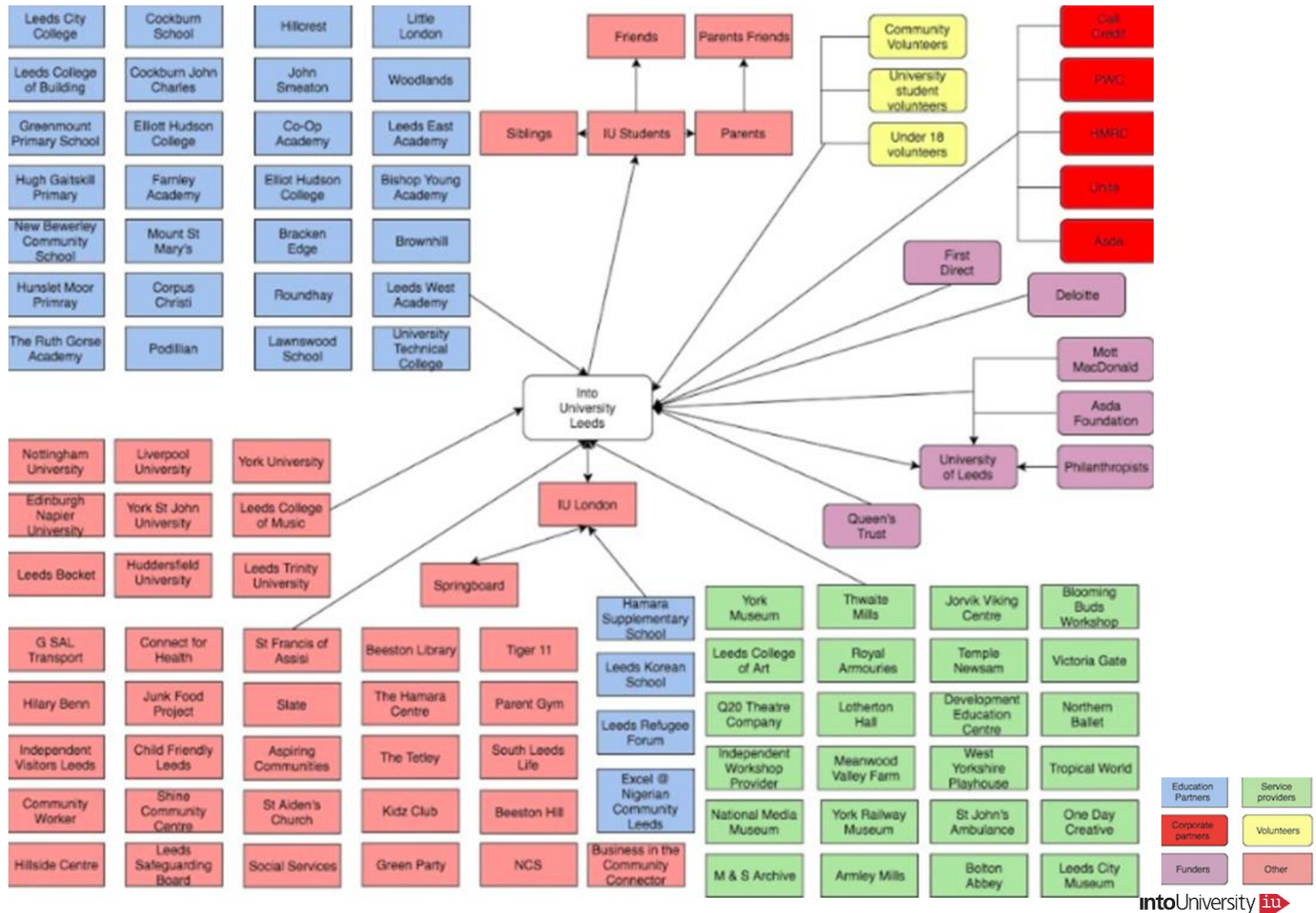
A community-based approach: Leeds for example
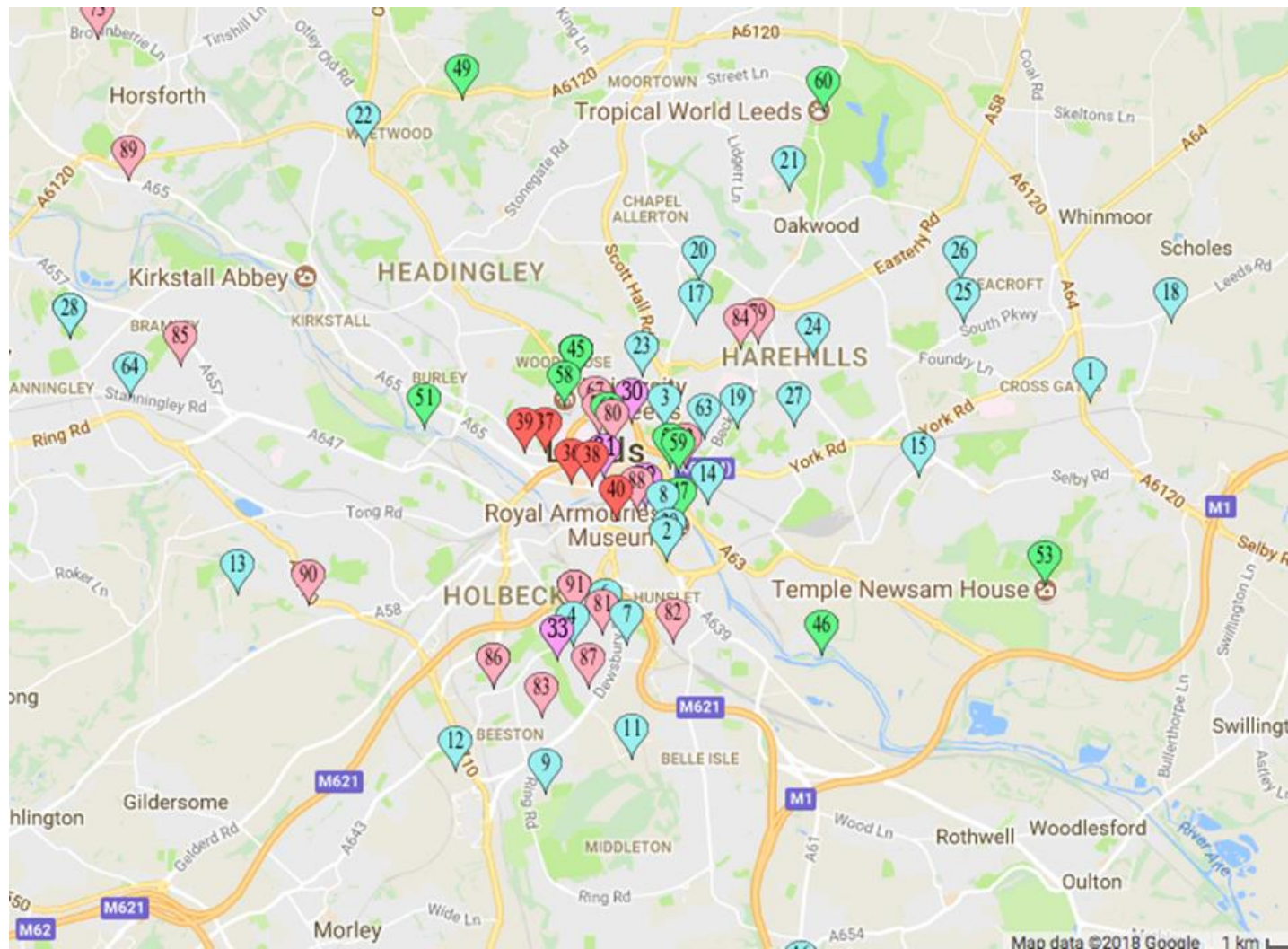
| Educational Partners		Funders		Corporate Partners		Service Providers		Other	

IntoUniversity

Students in Leeds
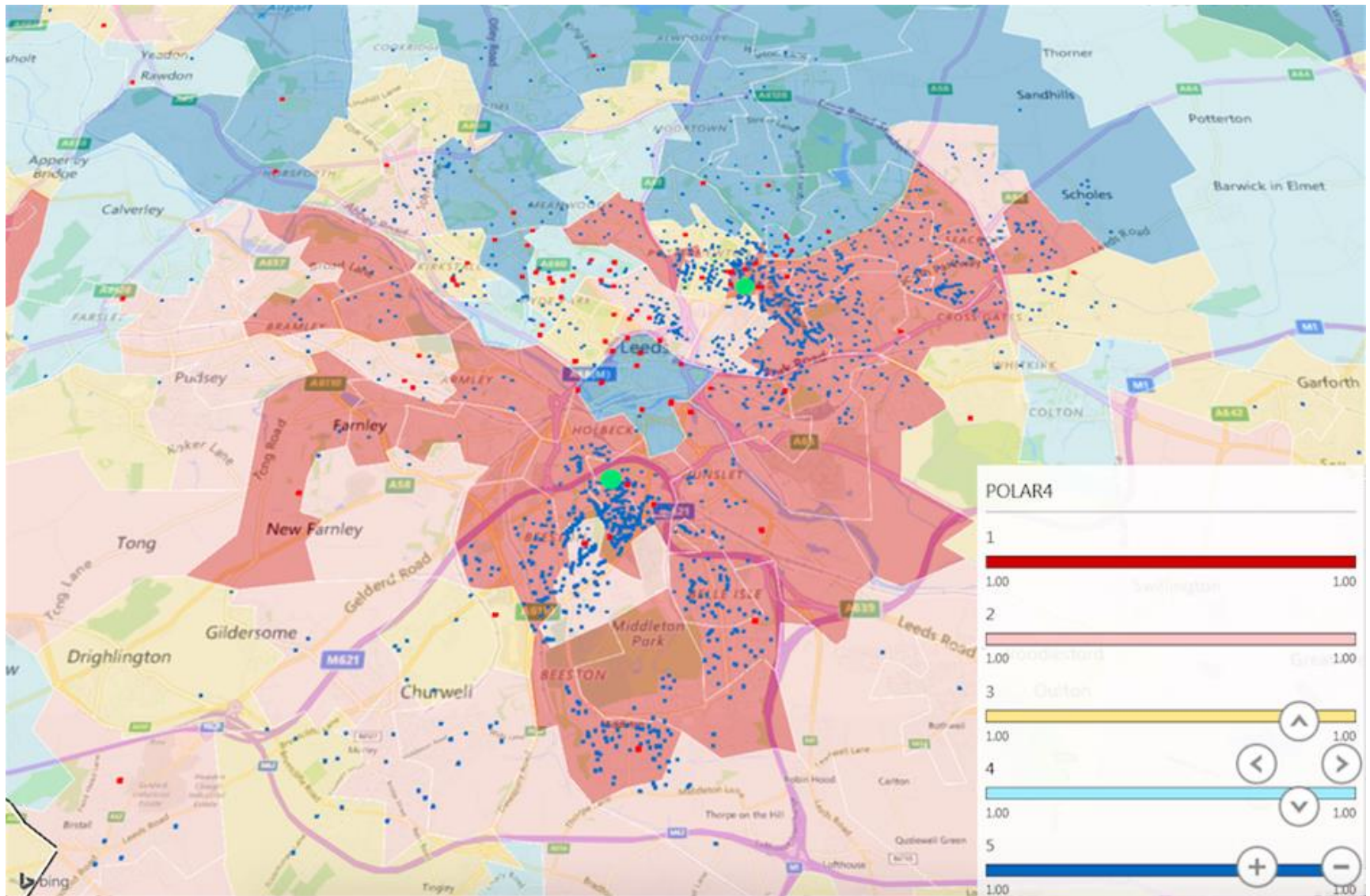
Community stakeholder map: Leeds

intoUniversity iu

Identifying prospect communities

|			
🟥	100 Priority Tier	The 100 schools with the highest FSM and in POLAR Quintile 1	
🟧	Need Tier 1	POLAR Quintile 1	40% 1 year FSM or 60% Pupil Premium
🟦	Need Tier 2	POLAR Quintile 1 or 2	30% 1 year FSM or 50% Pupil Premium
🟦	Need Tier 3	Any POLAR Quintile	30% 1 year FSM or 40% Pupil Premium

An overview of the UK looking at schools in the highest need segments reveals very distinct regional concentrations of need
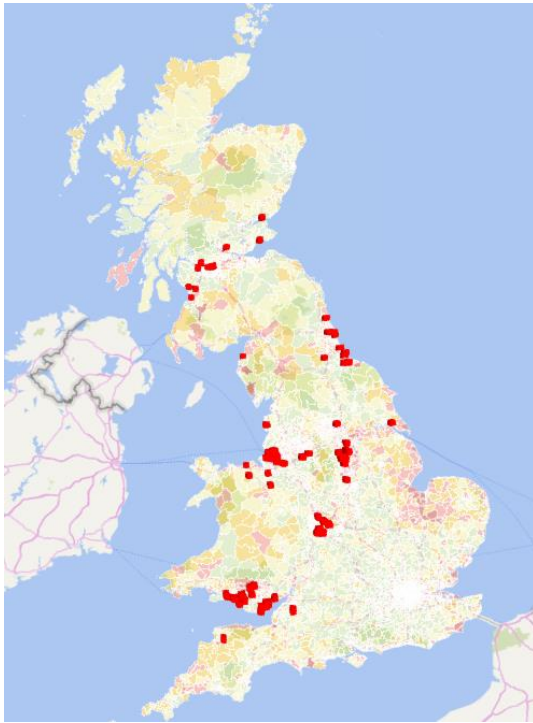
100 Priority Schools
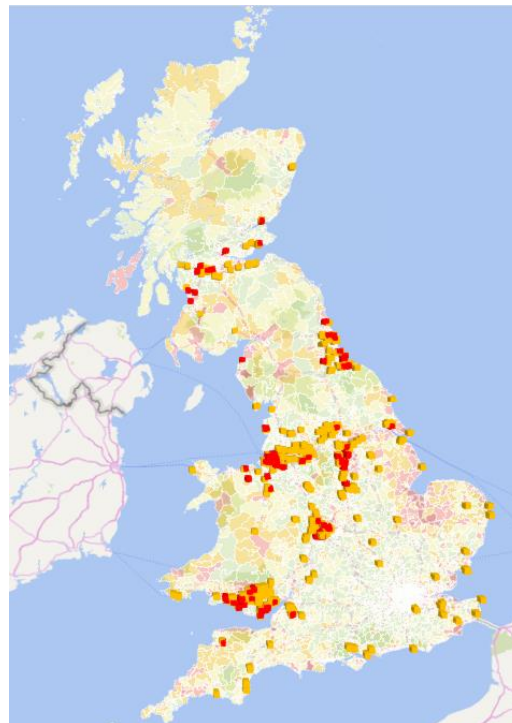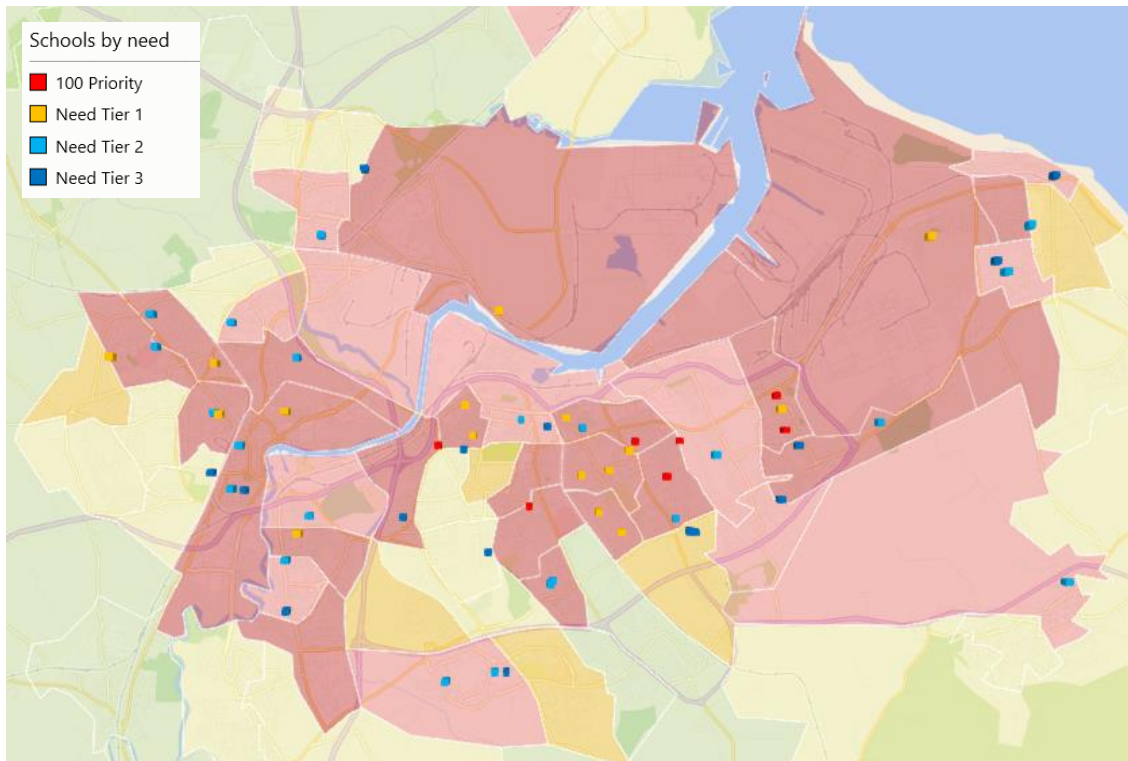
100 Priority +
Need Tier1 schools
561 schools
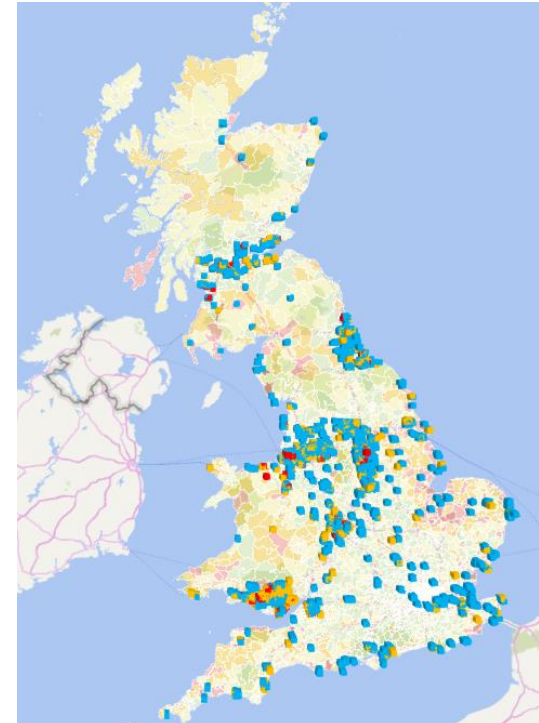
100 Priority +
Needs Tiers 1 & 2 schools
1726 schools

100 Priority Tier
Need Tier 1
Need Tier 2
Need Tier 3

Schools in need are often clustered in hyper-local areas where they can be targeted strategically with HE access programmes

FOR EXAMPLE: Stockton on Tees, Middlesbrough, and Redcar and Cleveland

Schools by need
- 100 Priority
- Need Tier 1
- Need Tier 2
- Need Tier 3

Schools by need segment

Priority 100	7
Need Tier 1	16
Need Tier 2	21
Need Tier 3	15
Total	59

IntoUniversity

THANK YOU

Discussion and Questions