



Building a local approach to outreach

- 29 National Collaborative Outreach Programmes (NCOPs)
- Working with Y9-13 students
- Aims:
  - Double proportion of young people from disadvantaged backgrounds in HE by 2020
  - Increase number of students in HE from ethnic minority groups by 20%
  - Address the under-representation of young men from disadvantaged backgrounds in HE

# Structure



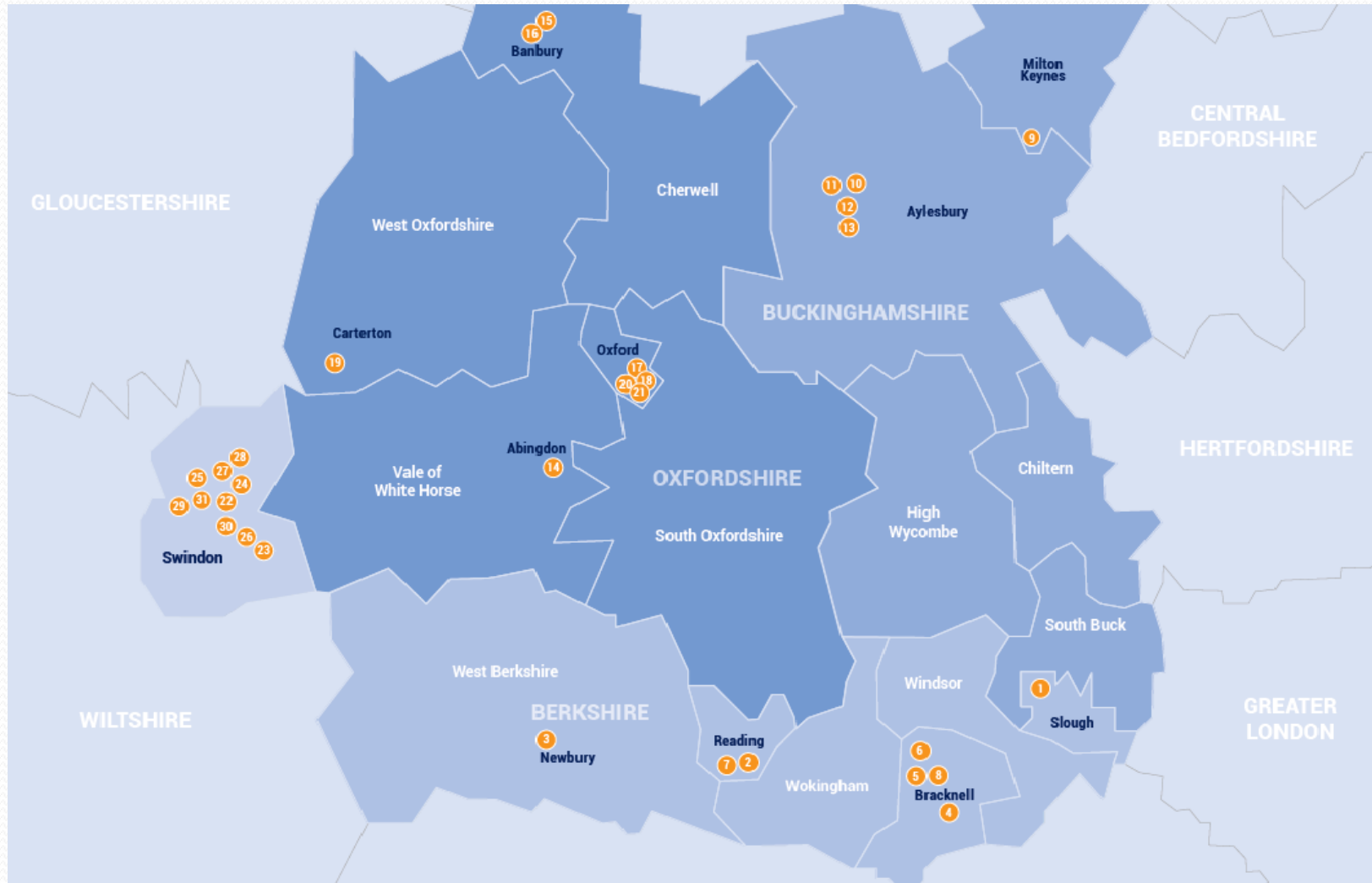
- Higher Education Liaison Officers (HELOs)
- Partner universities
- Additional partners



**University of  
Reading**



# Region



# So Far

- over 206 different activities including; HEI visits, assembly talks with motivational speakers, workshops, and residentials
- 7,837 unique students
- 2,900 of these are from target wards .
- 2,907 of the non-Gaps students meet at least one WP criteria (e.g. FSM, disability)



# The HELO role

- Key to developing local support
- Based at local FEC
- Managing relationships, activities and deliveries with up to 5 schools in the area
- Regular base at target schools

# Jo Ridley

- HELO based in Reading and Newbury
- How the HELO role has developed
- Community engagement and support
- Relationship development in schools
- Role in facilitating and engaging HEI and their partner organisations

# Sir Herbert Leon

- School serving Eaton Manor ward in Milton Keynes
- Parts of Eaton Manor are in the 2% most deprived in England in relation to various measures of deprivation, including income, employment and education.
- SHLA is a below average sized secondary school with 670 on role of which 140 are in post 16
- The proportion of pupils known to be eligible for the pupil premium is well above the national average. Some pupils are eligible for the Year 7 catch-up premium.
- The proportion of pupils who have special educational needs and/or disabilities is above the national average.
- One third of pupils are from ethnic minority backgrounds. One quarter of pupils speak English as an additional language.
- In 2017 30% students go onto HE, of which the majority will be the first in the family.





# Leanne Sparks-Jones & Paul Read

- Having a HELO based at the school has helped student realise what alternatives are available after Post 16
- Students aspirations are now much higher, a wider knowledge of what is available is evident
- Post 16 students are able to access help with courses, UCAS applications and Student Finance
- Teachers have been able to link course to real life example (i.e. sports labs at Oxford Brooks)
- Numerous visits to passport days and specific subject events at numerous universities, trips related to topic areas (Romeo and Juliet, Engineering spotlight), student and parent workshops around finance and applications
- Impact on HE progression







