
IntoUniversity works with universities to provide local learning centres where young people are inspired to achieve.

IntoUniversity Newcastle East
Annual Report

Prepared for
Newcastle and Northumbria
Universities

2022/23

IntoUniversity 

Chief Executive Introduction



Dr Rachel Carr OBE

I would like to take the opportunity to thank Newcastle University and Northumbria University for their support and ongoing collaboration with **Into**University. I am pleased to present this report, detailing the performance of **Into**University Newcastle East for 2022/23, and highlighting the transformative impact our partnership continues to have in the community.

The 2022/23 academic year represented our 20th as an organisation. It was a chance for us to reflect on how far we've come and to celebrate the achievements of the many thousands of young people who have been with us on the **Into**University journey over the last twenty years. It was also a reminder of how much we've benefitted from the crucial support of dedicated and engaged partners such as yourselves, without which none of our work would be possible.

Our collaborative work has become ever more important as the long-term impacts of the pandemic are becoming increasingly clear, in particular on those from the least advantaged backgrounds. The educational challenges following the pandemic are not going away for our young people; it is crucial that we continue to work with our partners to ensure that our support remains impactful and that we adapt where necessary to meet emerging challenges and opportunities.

IntoUniversity centres across the UK have supported over 52,000 young people this year to discover their focus and passion for learning, develop essential academic capabilities and soft skills, and access the information and advice to help them thrive throughout their educational journey. We were delighted to launch four new centres this year in Salford, Hull, Great Yarmouth and Peterborough, growing our impactful network of universities, schools and employers into new communities to further our joint mission: to ensure that every young person is given the opportunity to succeed, whether through Higher Education or another chosen aspiration.

As part of the **Into**University network, you are impacting the lives of tens of thousands of young people across the UK. We are exceptionally grateful for the generous support of Newcastle University and Northumbria University, and we look forward in the years ahead to continuing our partnership with you to expand young people's horizons. Together we are making a real difference in helping to create a fair and more socially-mobile society in the UK.

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

Chief Executive Officer
IntoUniversity

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Executive Summary

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

1,283

students worked with in total this academic year

670 Primary

613 Secondary

1,531

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

Newcastle East H.E. progression rate

74% vs 12% local average

IntoUniversity nationwide H.E. progression rate

61% vs 44% national average*

*Estimated % of all maintained school pupils who entered H.E. by age 19 (2019/20) – the most recent year of comparable grade boundaries

132

students seen for Academic Support

722

students seen on Primary FOCUS programmes

579

students seen on Secondary FOCUS programmes

45

students seen on the Buddy and Mentoring programme



IntoUniversity and our Partnership

Town / City of IntoUniversity Student	IntoUniversity students starting at Newcastle University in September 2023	IntoUniversity students starting at Newcastle University since partnership began (2021-2023)	IntoUniversity students starting at Northumbria University in September 2023	IntoUniversity students starting at Northumbria University since partnership began (2021-2023)
Brighton	/	1	/	/
Clacton-on-Sea	/	/	/	1
Leeds	3	7	3	5
London	3	5	2	2
Manchester	1	2	/	/
Newcastle	14	17	35	38
Norwich	1	1	/	/
Nottingham	2	2	/	1
Total	24*	35	40*	47

* These represent the number of students whom we know have started their first year of study at the Universities of Newcastle and Northumbria in 2023.

A Newcastle University Volunteer's Perspective

Rubie, a Physical Geography student at Newcastle University, shared her experiences of volunteering as a mentor and Academic Support volunteer with IntoUniversity.

“Volunteering with IntoUniversity sounded like a great opportunity to get involved in something so vital to a local community. My best memory of mentoring was a group mentoring event, where me and my mentee completed challenges and brain teasers together. I loved completing the challenges as a team; we got to know each other and I got to see how knowledgeable he was about university courses.

As a mentor, I enjoy helping my mentee develop his skills, by challenging him to ask questions and learn something new. As an Academic Support volunteer, I enjoy watching the young people widen their horizons. The main skill I've gained is the ability to have thought-provoking conversations with young people.

I would recommend volunteering with IntoUniversity to anyone – and I have done! It's fun, rewarding and I think everyone could benefit from being involved with a centre like this one. The staff at the centre have created an environment that is comfortable, accepting and enhances learning.’

A Northumbria University Volunteer's Perspective

Venessa, a Physiotherapy student at Northumbria University, shared her experiences of volunteering as a mentor at IntoUniversity Newcastle East.

“I heard about IntoUniversity at a university fair and I wanted to make a difference in my local community. This was perfect because I feel that education is important for providing young people with more opportunities in life.

My best memory of volunteering was the mentoring celebration this year. It was great to meet other mentors, mentees and their families. There were lots of fun activities, including writing a letter to your future self!

What I enjoy most about mentoring is that I am always learning new things. I really enjoyed an activity where me and my mentee had to find subjects offered by universities for all the letters in the alphabet - we discovered some courses that we had not heard of!

Since volunteering with IntoUniversity, my social skills and confidence have improved. I would definitely recommend it to others; you get to meet new people and learn new skills. I have really enjoyed meeting my mentee. Volunteers made a big impact on my life when I was younger, and I wanted to volunteer in the hope of making a difference too. I was surprised to find that it made a positive difference in my life too - I look forward to it each week.’

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 a presentation about transgender awareness and an anti-bullying campaign.

A Parent's Perspective

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

“I registered my son at **Into**University because I wanted him to have more structure after school and have access to Academic Support. He has something to keep him busy when school finishes and he gets exposure to a variety of topics. I also think it's great that he gets to mix with children from different schools and age groups. It gives him more people to look up to, coach him, and give him life experience. It's so great that you're local and in the community – I can walk here in just 20 minutes!

I love when **Into**University invites the families to join - I really love those days. I really enjoyed visiting a university with my son; I thought it was amazing for both me and him to understand what to expect if he does go onto Higher Education. The fact that you do this all for free is amazing – I wouldn't be able to do these things myself.

I would most definitely recommend **Into**University to other families. I would tell them that it's great for kids to try something new and that **Into**University gives them so much support. The sessions are really interesting and there's such a range of activities. My son wants to be a civil engineer. He loves building things and when he visited a university with **Into**University, he loved seeing all the engineering facilities. **Into**University gives him the confidence that he can achieve lots and stretch himself, and he can go to university.'



2022/23 Academic Support delivery by **Into**University Newcastle East

Centre	Academic Support	Number of students
Newcastle East	Primary	66
	Secondary	66
	Holiday examination revision (students may also be attending term time Academic Support)	9
	Target number of students	100
	Actual number of students	132

Primary Academic Support 'degrees' and the modules covered in the 2022/23 academic year

Astronomy

- Space Race
- Space Investigation
- Life of an Astronaut

Anthropology

- Storytelling
- Community
- Languages

Nutrition

- Food Nutrition
- Food Business
- Food Science

<p>Programme Highlight</p> <p>To celebrate the end of autumn term, Secondary Academic Support students took part in a 'Community' themed creative activity. Students worked in teams to paint a canvas with images that represented what community means to them. Designs ranged from paintings of housing communities, the earth, and people standing together. One team printed their fingerprints around a painting of the world to emphasise individuality and human connection. By the end of the workshop, students had explored what community means to them and had created a high-quality piece of artwork to be displayed in centre.</p>	<p>Student Evaluations</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p style="font-size: 2em; color: teal;">76%</p> <p>of IntoUniversity Newcastle East students reported that they were working better at school as a result of Academic Support.</p> </div> <div style="text-align: center;"> <p style="font-size: 2em; color: teal;">65%</p> <p>of IntoUniversity Newcastle East students reported improved school grades as a result of Academic Support.</p> </div> </div>	<p>“ By coming to Academic Support, I get more of an understanding of university, and I improve my communication skills. I have improved my confidence when talking to adults, and IntoUniversity has also helped me with interview preparation. My grades at school have also improved, after looking at past papers at Academic Support. The staff are very friendly and helpful, and always keen to help you.’</p> <p>A Year 12 student IntoUniversity Newcastle East</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.

Some students also have the opportunity to take part in the Holiday FOCUS programme.

A Teacher's Perspective

The headteacher at one of **IntoUniversity's** partner Primary schools shared some of her highlights of working with the organisation.

“Since starting their journey with **IntoUniversity**, our students speak about university as a viable and attainable option. The exposure that the Primary FOCUS programme has given them has helped to widen their horizons; the students in Year 5 and 6 now have detailed knowledge about university. They know what university involves and the steps they need to take to get there.

There is a group of Year 6 pupils who regularly attend **IntoUniversity's** Primary Academic Support and Holiday FOCUS programmes since being introduced to **IntoUniversity** during a FOCUS Week. We are seeing improved SATs results after working with **IntoUniversity** and the students' confidence has improved. Both parents and students talk about **IntoUniversity** very enthusiastically in school. The programmes broaden students' understanding about Further and Higher Education and careers. Our teachers say that the students have benefitted from learning about subjects and degree topics that they don't learn about in school, such as Criminology.

I would encourage other schools to participate in **IntoUniversity's** programmes. Aspiration is one of our school's core values and our partnership with **IntoUniversity** is helping us with this, as it is built into the programme. Our teachers feel supported before, throughout and after the workshops by **IntoUniversity** staff. More students are now viewing university as an achievable pathway. **IntoUniversity** makes students aware of the courses and options available to them after Secondary school, and our students are realising that their future options are not limited.’



Centre	School	Number of activities delivered to schools				
		Year 4	Year 5		Year 6	
		'Careers in Action' workshop	'What is a University?' workshop	FOCUS Day theme	FOCUS Week theme	'Transition' workshop
Newcastle East	Byker Primary School	2	2	1 Art and Design	2 English Literature and Drama	2
	Central Walker Church of England Primary School	2	2	2 Art	2 Engineering	2
	St Lawrence's Catholic Primary School	1	1	1 Biology	1 World War II	1
	Welbeck Academy	2	3	2 Art and Design	2 Engineering	2
	West Walker Primary School	1	1	1 Art	/	1
	Target number of students	500				
Actual number of students	652*					

*this includes a small number of Primary-aged students attending Holiday FOCUS.

<p>Trip Highlight</p> <p>During their 'English Literature and Drama' Primary FOCUS Week, Year 6 students at Byker Primary School explored key storytelling techniques and devices, including characterisation and scene setting. Students enjoyed taking part in a Media and Journalism workshop run by Newcastle University academics. They then had the opportunity to visit Theatre Royal in Newcastle and take part in a workshop delivered by theatre staff, during which they gained more knowledge on careers in the theatre and how to devise a theatre piece. By the end of the week, students had a much greater understanding of literary devices and how to use them to create a compelling story.</p>	<p>Student Evaluations</p> <p>61% of IntoUniversity Newcastle East students reported that they knew more about university as a result of Primary FOCUS.</p> <p>70% of IntoUniversity Newcastle East students reported improved teamwork as a result of Primary FOCUS.</p>	<p>“ The best thing about the Primary FOCUS Week was bringing the conversation about university to some children who will never have discussed it before. It makes university something that is absolutely accessible to our young people. I wish this programme had been around when I was younger because it took me until I was 30 to believe that university could be for someone like me.’</p> <p>“ The FOCUS Week was really well organised and excellently managed, with positive praise and high expectations. The children learnt about what they could study and all of the details about life at university. It was a really valuable experience for them and they will definitely be more likely to go to university and think about it more positively.’</p> <p>Year 6 teachers St Lawrence's Catholic Primary School</p>
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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.

Some students also have the opportunity to take part in additional programmes including Holiday FOCUS, Business in FOCUS, Leadership in FOCUS and Careers in FOCUS. Please see pages 14 and 15 for more details.

A Teacher's Perspective

A Head of Careers at an **Into**University partner Secondary school shared her thoughts about working with charity.

“I believe **Into**University allows students to flourish in a way that they don't have the opportunity to in other environments. **Into**University gives students access to opportunities and experiences that staff at school wouldn't be able to provide. I have seen students grow in confidence and gain an improved knowledge of their future options.

There are a number of students I have seen develop through working with **Into**University. One student in particular is generally very quiet and reserved in school, but since working with **Into**University he has come out of his shell completely, with the opportunity to engage in practical and hands-on activities. There are lots of students who show quite challenging behaviour in school and may struggle academically, but **Into**University offers them a completely different space and chance to try new things. It allows staff to see students in a new light. **Into**University provides enrichment outside of the curriculum which is something that is so important, but as a teacher you're not always able to offer to students in lessons.

IntoUniversity is such an important way of opening up conversations with young people about their futures. Students who work with **Into**University also talk to peers, family and staff about their experiences, which has such a positive impact. The **Into**University programme offers students the chance to build confidence in making decisions and take ownership of their futures, which is so important.'



Centre	School	Number of activities delivered to schools	Number of students
Newcastle East	Benfield School	10	117
	Churchill Community College	9	117
	Jesmond Park Academy	12	141
	Out-of-school support (students from multiple schools)	n/a	34
	Target number of students	280	
	Actual number of students	392*	

*please note that the number in the column total may be less than the sum of the individual rows, as students who took part in both in-school and out-of-school activities are only counted once towards the total.

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

IntoUniversity Newcastle East delivered a 'Becoming an Independent Learner' workshop to Year 7 students at Jesmond Park Academy, during which they had the opportunity to reflect on their transition to Secondary school. The workshop focused on developing their teamwork and time management skills. Students also learnt about, and discussed, key issues such as plagiarism, helping them to create high-quality work that accurately references other sources. The workshop concluded with a self-reflective activity where students determined their personal time management style and learnt top tips for managing their increasing workload.

Student Evaluations

87%

of IntoUniversity Newcastle East students reported that they knew more about university as a result of the 'Introduction to University Life' workshop.

“The sessions that IntoUniversity has delivered across our school have been instrumental in raising the aspiration of our students. Conversations which have occurred as a result of these sessions really show that students who might not have been thinking about going on to Higher Education are now considering this and their ability to reach the requirements of Higher Education. Our Year 11 students are going into their Careers Education, Information Advice and Guidance meetings with a clear idea of the path they want to follow now.’

**Careers Lead
Churchill Community College**

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.

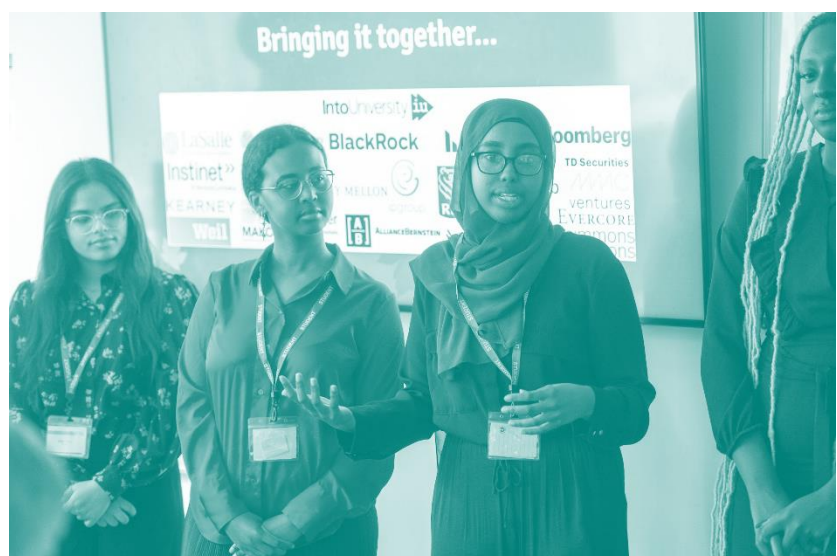
A Teacher's Perspective

A Head of Year 13 at one of **IntoUniversity's** partner Secondary schools shared his experience of working with the charity.

“ I [sat in on] an **IntoUniversity** workshop recently – it was the Year 13 cohort's final workshop. There was advice given on student finance and opportunities for students to consider the expenses, but also the level of support available at university. It was delivered in a way that was student-friendly; the engagement was very high and students felt empowered at the end of the session. The value of **IntoUniversity** is that it supplements a lot of the school's careers programmes and there are workshops for every year group. **IntoUniversity** helps to tick off some of the Gatsby benchmarks and many of the workshops link careers and the curriculum.

On results day, **IntoUniversity** is here at the school. Every year you help students navigate a process that can be emotionally very stressful but it's always done with great sensitivity and care, which is appreciated by the students. Many of our Year 13 students go to **IntoUniversity's** one-to-one drop-in surgeries because they have further questions, and those sessions are pivotal to not just the students here, but very much for the entire area. The extra opportunities outside **IntoUniversity** that you help to connect students with are again really special services.

As teachers we have to juggle a lot of different hats; **IntoUniversity** helps to build capacity by designing and delivering excellent sessions. **IntoUniversity** delivers the most up-to-date and best-possible advice and expertise and I think that's really important. The workshops introduce students to a whole new process of thinking about careers and the value of university - it's the normalisation of university which helps build high aspiration.’



2022/23 Upper Secondary FOCUS delivery by **Into**University Newcastle East

Centre	School	Number of activities delivered to schools	Number of students	
Newcastle East	Benfield School	2	13	
	Churchill Community College	6	65	
	Jesmond Park Academy	4	104	
	Out-of-school support (students from multiple schools)	n/a	13	
	Target number of students			120
	Actual number of students			187*

*please note that the number in the column total may be less than the sum of the individual rows, as students who took part in both in-school and out-of-school activities are only counted once towards the total.

<p>Programme Highlight</p> <p>IntoUniversity Newcastle East held one-to-one personal statement support sessions for Year 13 students at Churchill Community College. Staff provided students with high-quality, tailored guidance and feedback to each student when working through their personal statements. Students found the support very helpful and learnt how to write a successful personal statement, highlighting their curricular, supra-curricular and extra-curricular experiences. They came away feeling more confident and prepared for university applications.</p>	<p>Student Evaluations</p> <p style="text-align: center;">81%</p> <p>of IntoUniversity Newcastle East students reported that they knew more about university as a result of the 'Student Finance and Budgeting' workshop.</p>	<p>“ The best thing about the workshop was finding out about how student finance works, because now I have a better understanding of the scheme. I learnt how to budget, and that support is available.”</p> <p>“ The workshop gave me extra information about student support at university and gave me more insight and knowledge that I wasn't aware of before the session. I learnt about support available for student finance and I learnt a lot about student loans.”</p> <p>Year 13 students Jesmond Park Academy</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 matches 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

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

“**Fergus (Mentor):**

I found out about **Into**University through an email from my university and I jumped at the opportunity. Mark is such a brilliant student and I feel that week on week, I get to improve on my communication and leadership skills. Having a lasting effect on someone else's education is something that keeps bringing me back. A memory that stands out for me was when we did some baking and we made brownies. They didn't come out that well but the experience, and sharing that with Mark, was the funniest moment!

Mentoring has helped me work in small teams. We get the opportunity to work within groups at **Into**University events or in sessions where we interact with other mentoring pairs. Working with people of all ages helps me feel more confident in myself. I would absolutely recommend mentoring with **Into**University. One of the main reasons I signed up to become a mentor was because I didn't have the opportunity when I was going through school myself. Having the chance to support someone's education, and being able to express your own knowledge and teach others, is very rewarding.'

“**Mark (Mentee):**

My dad heard about **Into**University from a friend and my older siblings also attend. I keep coming back because the environment is really quiet; it's peaceful and we have all the resources available to us. The staff are incredible and they have lots of versatile knowledge. Fergus is such a brilliant mentor and I learn a lot from him. My best memory of mentoring was when Fergus introduced me to new learning styles and revision methods, like the Pomodoro method. I felt as though that was a breakthrough in my learning. As a mentee you get to experience new teaching styles from an actual student who is going through the exam season.

Sometimes you may not understand the teaching in your school, so having someone younger explain the way they learn is really important. Also, being able to talk to someone who is going through education is important because they know how we are feeling and what methods we can use to improve. My goals for the future are to finish my GCSEs and then move onto my A-Levels – I am really interested in Electrical Engineering.'



Centre	Types of Mentoring	Number of students
Newcastle East	University Pairs	18
	Buddy	27
	Target for Mentoring programmes	68
	Total for Mentoring programmes	45*

*students who attend both Buddy and Mentoring are counted twice towards this number.

Student Evaluations	Student Evaluations	Student Evaluations	Student Evaluations
<p>70%</p> <p>of IntoUniversity Newcastle East students reported that they were more likely to go to university as a result of the Buddy programme.</p>	<p>89%</p> <p>of IntoUniversity Newcastle East mentees reported that they knew more likely to achieve their career goals as a result of the Mentoring programme.</p>	<p>80%</p> <p>of IntoUniversity Newcastle East students reported that they knew more about university as a result of the Buddy programme.</p>	<p>78%</p> <p>of IntoUniversity Newcastle East mentees reported increased knowledge of future options as a result of the Mentoring programme.</p>

Mentoring Celebration

IntoUniversity mentors, mentees and their families from Newcastle East visited Northumbria University for a mentoring celebration earlier this year. Mentoring pairs came together to celebrate their achievements throughout the year and engaged in a variety of activities, including writing letters to their future selves, interview a university student and creating bunting for the centre! The celebration ended with a graduation ceremony, during which two mentoring pairs delivered speeches on the goals they have achieved as a result of the Mentoring programme, and their favourite memories of working together. It was a great opportunity for mentors, mentees, friends and families to come together and get to know each other in a positive and aspirational environment.

“Through mentoring I hope to achieve better marks at school. The Mentoring programme has helped me with my social skills and my perseverance, and it has also reminded me of the importance of working together. I have been supported to think about my future by being encouraged to look at universities and future job opportunities.’

**A Year 7 mentee
IntoUniversity Newcastle East**

“The thing I have enjoyed most about the Mentoring programme is getting to know my mentee and watching him grow and his confidence build. He has achieved his targets of improving his interview skills and learning about university applications. I am proud to have taught him about how to interview and talk to potential employers.’

A university 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

Madeline, a junior doctor, shared her experience of volunteering on a Careers in FOCUS Day with Year 10 students at **IntoUniversity**.

“I'd heard a lot about **IntoUniversity** and know people who work and volunteer for the charity. I was very keen to speak to young people about something that I'm passionate about, that could hopefully inspire and enthuse them to be interested too. The young people got really involved in the activities that I planned; I enjoyed opening up lots of conversation and debate around the activities, like prioritising sick patients or looking at X-rays, which some of them hadn't seen before.

I really liked putting together a presentation for young people, which I've not had the opportunity to do before; it was a learning curve for me. Teaching young people who don't have any preconceived ideas about Medicine or what it's like to be a doctor is quite new for me. It was nice to get creative and think about what a young person would want to know about being a doctor or studying Medicine. I appreciated the opportunity to think of tasks and challenges that would make them interested in studying Medicine. I really enjoyed getting to meet the young people and seeing their enthusiasm.

I would definitely recommend volunteering with **IntoUniversity** as it is a really good opportunity to do something you haven't done before, especially if you don't work with young people. I volunteered because I had seen how much other people enjoyed working at **IntoUniversity** and was excited for the opportunity to do that myself. Everyone who works here made it really easy and accessible to come in and run the session - it was a really good experience.’



113

attendances on additional programmes

N.B. some students take part in multiple additional programmes, and therefore this does not represent a number of unique students.

Holiday FOCUS workshop themes:

Visual Arts
Sports Science
STEM

Holiday FOCUS trips and workshops:

Baltic Centre for Contemporary Art
Newcastle University Sports and Exercise Centre
STEM workshop from Mott McDonald

Careers in FOCUS:

Students from Jesmond Park Academy enjoyed a Careers in FOCUS workshop this year. Volunteers from a range of employers led sessions about their education and career paths, followed by an interactive activity designed to give students an understanding of the skills required in the volunteers' roles and sectors.

Volunteer speakers included:
Managing Director, Weardale Cheese
Legal Services Manager, Norton Rose Fulbright

Business in FOCUS:

Students from Benfield School took part in a 'Global Games' Business in FOCUS Day, hosted by Norton Rose Fulbright. In two teams, students were assigned the cities of Chicago and Madrid, and were tasked with planning and developing a campaign to host the next Global Games. Supported by Norton Rose Fulbright volunteers, students immersed themselves in all aspects of the campaign, including writing a proposal, creating a marketing strategy, managing finances and presenting their final campaign showcase. It was a fantastic way for the students to experience a corporate environment, and develop a variety of skills, including teamwork, leadership, time management and communication.

Holiday FOCUS Highlight

Earlier this year, Secondary students from **Into**University Newcastle East took part in a 'Sports' Holiday FOCUS which focused on improving the students' teamwork skills and their knowledge of sports facilities in the local area. Students visited Newcastle United Foundation, where specialist coaches from the Foundation led sessions on sports and leadership, and students had the opportunity to try out the Foundation's new e-sports gaming room. Students particularly enjoyed a stadium tour of St James' Park, which included visiting the press room, changing rooms and outer stadium.

Student Evaluations

73%

of **Into**University Newcastle East students reported improved teamwork as a result of the Business in FOCUS programme.

71%

of **Into**University Newcastle East students reported improved confidence as a result of the Holiday FOCUS programme.

“ During the Holiday FOCUS Week, I enjoyed the trip to Newcastle United's St James' Park for a tour because it was really fun. I especially liked visiting the changing rooms of the players and finding out about their routines before a match and going to the top of the pitch. It was an experience I will never, ever forget.”

**Year 8 student
IntoUniversity Newcastle East**

Factors affecting progression to Higher Education

After a surge in university applications during and immediately after the pandemic, this year has seen a nationwide fall in the proportion of young people accepted into university, to the lowest level in the last four years.¹ It seems to be the case that our students are now less likely to go to university than before the pandemic. We think this reflects the increasing challenges facing young people from disadvantaged backgrounds.

We have identified some key factors that may be affecting our students' decisions about their post-school pathways, detailed below. These are national trends; progression rates in particular regions and **Into**University centres will vary.



Disadvantaged students suffered nearly twice as much learning loss during lockdown as other students.² School closures heavily disrupted their learning for end of school qualifications; for our 2023 school leavers, their GCSE exams were cancelled, meaning that many students went into A-Level with no prior experience of sitting external exams.



Attendance for all students has decreased since the pandemic. The biggest fall has been for disadvantaged students, 38% of whom are now persistently absent, double the rate for other students.³



Grade boundaries returned to their pre-pandemic level for the first time this year, meaning fewer students obtained top grades than in recent years.⁴ Early indications are that this had a disproportionate impact on less advantaged students.



The average annual rent for private student accommodation is now higher than the maximum maintenance loan available to students.⁵ 49% of school leavers have reconsidered going to university in the last year due to rising living costs, and 31% believe university is not affordable.⁶



Disadvantaged students are further behind their peers than at any point in the last decade.⁷

1. UCAS, Statistical Releases – Daily Clearing Analysis (2023)

2. Centre for Economic Performance, Learning loss since lockdown: variation across the home nations (2021)

3. Public First, Listening to and learning from parents in the attendance crisis (2023)

4. Education Policy Institute, Analysis: Level 3 Results Day 2023

5. PwC, Student accommodation: Availability and rental growth trends (2023)

6. Open University survey (2023) <https://ounews.co/education-languages-health/education/school-leavers-cost-of-living-soars/> - accessed November 2023

7. Education Policy Institute, Annual Report (2023)

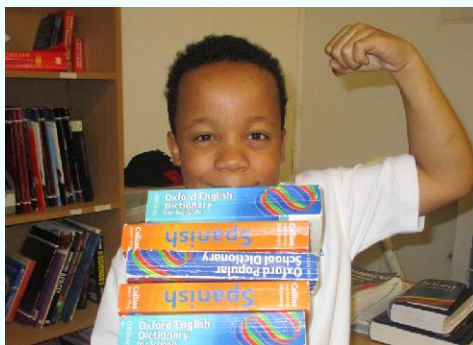
20 Years of IntoUniversity

The past 20 years has seen **IntoUniversity** grow from a homework club in North Kensington to a national charity with centres across England and Scotland, serving many of the most disadvantaged neighbourhoods in the UK. In the first year that **IntoUniversity** was launched, its aim was to provide opportunities for 75 young people to realise their talents and reach their undoubted potential to go to university or to achieve another chosen aspiration. Through the collaboration of hundreds of schools and universities, the resolute support of local families, the thoughtful commitment of corporate partners, the kind expertise of thousands of volunteers, the incredible generosity of funders, and the dedicated expertise of a wonderful staff team, **IntoUniversity** is now the leading provider of widening participation services in the UK. 20 years on, over 192,000 students have been supported through the **IntoUniversity** programme across our 39 centres, and we're continuing to grow, with more centres due to be launched in 2023/24.

Key highlights

▶ over
192,000

students have
been through the
IntoUniversity
programme



▶ 39
centres

and we're continuing
to grow, with more
centres due to be
launched in 2023/24

▶ 33,300

Academic
Support
sessions

▶ 30,000

workshops

▶ 4.4
million

contact
hours



20 Years of IntoUniversity

2002

The first **IntoUniversity** centre opened in North Kensington



2007

IntoUniversity opened its second centre in Lambeth



2010

IntoUniversity wins Charity of the Year for the first time



2011

First **IntoUniversity** centre opens outside of London in Nottingham

IntoUniversity's first Impact Report is published

IntoUniversity reaches **10,000** students supported

2012

IntoUniversity celebrates its 10th anniversary

2015

IntoUniversity wins charity of the year for the second time

IntoUniversity reaches 20 centres in 7 cities across England

2016

Big City Bright Future internship launches in partnership with corporate partner, BlackRock

2018

IntoUniversity reaches **100,000** students supported



2019

The Khadija Saye Arts at **IntoUniversity** programme was founded

2020

IntoUniversity pivots to remote support during the pandemic, closing centres for the first time

2021

IntoUniversity opened three centres in Scotland, becoming a bi-national charity

2022

IntoUniversity wins its third Charity of the Year award



2023

IntoUniversity reaches 39 centres in 22 towns and cities across England and Scotland

20 Years of IntoUniversity



Harlem

Harlem is a 22-year old Reception Teacher. Fifteen years ago, she walked into the **IntoUniversity** Lambeth centre (now Kennington) for the first time aged 7.

“**IntoUniversity** isn't just about getting into university, but about beating the odds and managing the unpredictable and often unequal circumstances so many of us find ourselves in.

The **IntoUniversity** centres can mean so much to so many and are spaces that meet with people at points of celebration and in more challenging times, but no matter what you are always met with a kind smile and the opportunity for a chat. The centres themselves become relationships, memories, dreams and aspirations - intangible things. Every **IntoUniversity** centre becomes a part of a community - a constant.’

Yafet

In 2015, Yafet was a student at our Leeds East centre, being supported with his ambitions by a mentor from the University of Leeds. Whilst at school, Yafet visited Edinburgh on a residential trip with **IntoUniversity**; now, in 2023, he is studying Artificial Intelligence and Computer Science at The University of Edinburgh and is a mentor to Lao, an S4 student who attends our Craigmillar centre.



“**IntoUniversity** exposed me to a whole heap of opportunities, including a scholarship to a boarding school and university trips, which exposed me to new ideas and perspectives, helping me identify and pursue my passion.

‘[Of the advice I'd give my younger self] I'd say make sure you use all the opportunities. Take them all because, down the road, you never know whether it will have a knock-on effect. Whatever you do today or tomorrow will affect your future, whether it's five years, ten years, or maybe even just a month later, just make sure you take every opportunity because it will have a domino effect.’

Programme Outputs

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

Summary programme outputs	Actual students	Target	Difference	% of target achieved
Academic Support	132	100	32	132%
Primary FOCUS	652	500	152	130%
Primary FOCUS Years 3-4	191			
Primary FOCUS Years 5-6	454			
Holiday FOCUS / Extending Horizons	19			
Lower Secondary FOCUS	392	280	112	140%
Secondary FOCUS Years 7-11	364			
Out-of-school support and additional programmes (students from multiple schools)	80			
Upper Secondary FOCUS	187	120	67	156%
Secondary FOCUS Years 12-13	182			
Out-of-school support and additional programmes (students from multiple schools)	13			
Mentoring: Buddy and 1:1 support	45	68	-23	66%
Buddy	27			
Mentoring	18			
Total unique* students = 1,283				

*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.

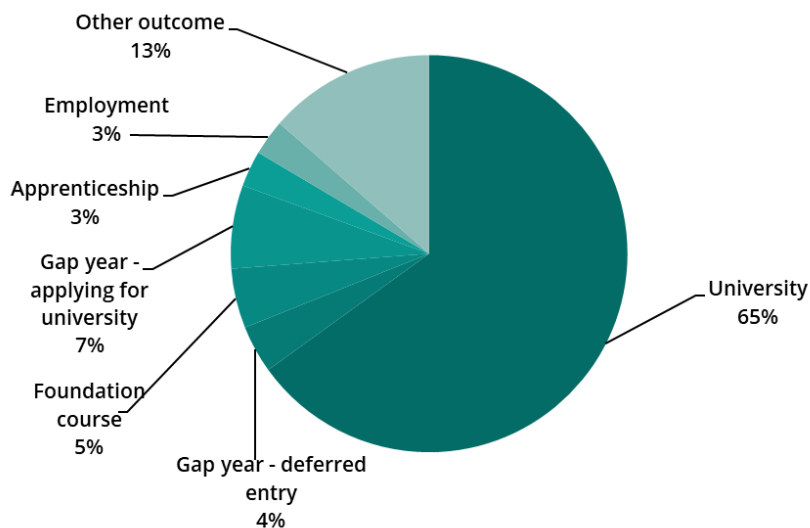
The Buddy workshops delivered had fewer students attending (for example due to sickness) and it was not practical for schools or the charity to schedule additional workshops for small numbers of students.

The centre team has been in discussion with Northumbria University about piloting a travel card scheme for university student mentors which we will explore in the coming academic year.

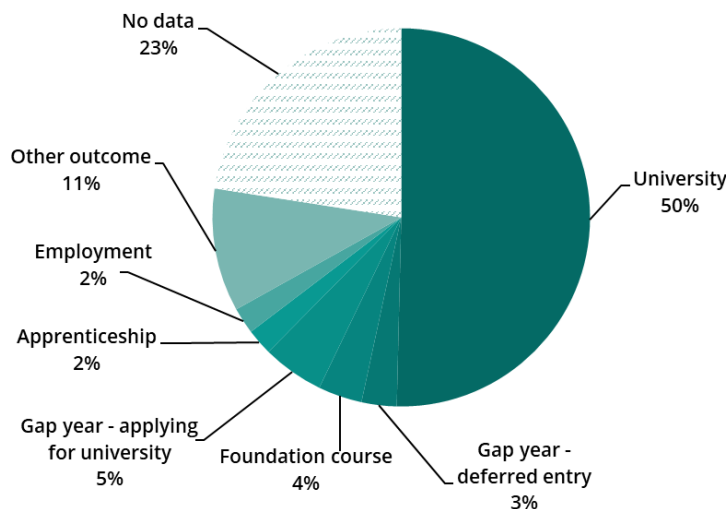
Higher Education Progression

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 133 **Into**University Newcastle East leavers and were able to obtain destination data for 103 of them. Of these, 76 (74%) gained a place at university (72 for entry this year, including five 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 Newcastle East 2023 school leavers responding to our survey



Destinations of all IntoUniversity Newcastle East 2023 school leavers (including non-respondents)



IntoUniversity Newcastle East's cohort of students outperformed a range of local and national benchmarks by between 25 and 62 percentage points.

		Area	H.E. progression rate	Percentage point difference for IntoUniversity students
Benchmark	IntoUniversity Newcastle East		74%	n/a
	Estimated % of all FSM maintained school pupils who entered H.E. by age 19	Newcastle upon Tyne	24%	50 pp
		England	28%	46 pp
	Estimated % of all maintained school pupils (FSM and non-FSM) who entered H.E. by age 19	Newcastle upon Tyne	42%	32 pp
		England	44%	30 pp
	Estimated % of all disadvantaged students studying A-Level or equivalent progressing to H.E.	Newcastle upon Tyne	42%	32 pp
		England	46%	28 pp
	Estimated % of all (disadvantaged and all other) students studying A-Level or equivalent progressing to H.E.	Newcastle upon Tyne	48%	26 pp
		England	49%	25 pp
	% 18 year olds who entered H.E. based on POLAR 4 (2009-2015)	U.K.	37%	37 pp
		Newcastle upon Tyne	35%	39 pp
		Local area ('MSOA')* around the Newcastle East centre	12%	62 pp

*Middle Layer Super Output Area

Please note, in 2023, grading was returned to pre-pandemic levels. The benchmarks above use data for 2019 school leavers, as this is the most recent dataset available with comparable grade boundaries.

OMR

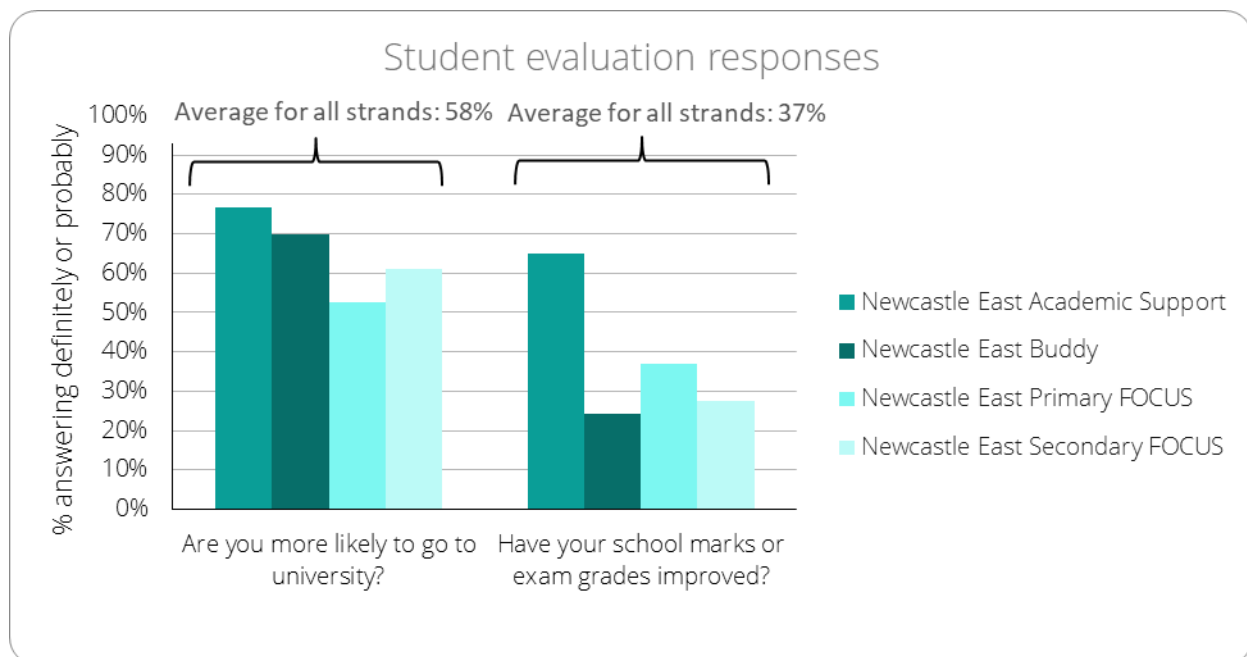
Evaluations

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 1,051 responses from **Into**University Newcastle East 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 58% of students on all programmes reported that they were more likely to go to university as a result of attending **Into**University. Where **Into**University Newcastle East is located, 12% of 18 year olds progress to university, compared to the national average of 44%. Therefore, these results are as we might expect as many students we supported had very limited knowledge of, and exposure to, Higher Education and professional careers. 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	82%	14%	4%
Academic Support	77%	18%	5%
Buddy	77%	17%	7%
Primary FOCUS	87%	10%	3%
Secondary FOCUS	70%	24%	7%

Are you working better at school?			
	Positive	Maybe	Negative
All programmes	55%	30%	16%
Academic Support	76%	13%	11%
Buddy	38%	45%	17%
Primary FOCUS	58%	29%	13%
Secondary FOCUS	41%	37%	22%

Are you more likely to go to university?			
	Positive	Maybe	Negative
All programmes	58%	27%	15%
Academic Support	77%	21%	2%
Buddy	70%	20%	10%
Primary FOCUS	52%	30%	17%
Secondary FOCUS	61%	22%	16%

Do you know more about university?			
	Positive	Maybe	Negative
All programmes	61%	22%	17%
Academic Support	48%	25%	28%
Buddy	80%	20%	0%
Primary FOCUS	61%	21%	17%
Secondary FOCUS	63%	23%	14%

Has your confidence improved?			
	Positive	Maybe	Negative
All programmes	52%	21%	27%
Academic Support	71%	15%	15%
Buddy	27%	37%	37%
Primary FOCUS	57%	19%	24%
Secondary FOCUS	34%	24%	42%

Have your school marks or exam grades improved?			
	Positive	Maybe	Negative
All programmes	37%	35%	28%
Academic Support	65%	25%	10%
Buddy	24%	41%	34%
Primary FOCUS	37%	35%	28%
Secondary FOCUS	28%	39%	34%

Are you more likely to achieve your career goals?			
	Positive	Maybe	Negative
All programmes	58%	30%	11%
Academic Support	68%	28%	4%
Buddy	53%	33%	13%
Primary FOCUS	60%	29%	12%
Secondary FOCUS	49%	38%	13%

Are you more confident communicating with others, including adults?			
	Positive	Maybe	Negative
All programmes	56%	22%	22%
Academic Support	70%	22%	9%
Buddy	50%	20%	30%
Primary FOCUS	55%	21%	24%
Secondary FOCUS	49%	26%	25%

Can you work better in a team?			
	Positive	Maybe	Negative
All programmes	67%	20%	13%
Academic Support	74%	18%	9%
Buddy	59%	28%	14%
Primary FOCUS	70%	17%	13%
Secondary FOCUS	55%	29%	16%

Case Study

Daniel – Year 7, IntoUniversity Newcastle East

Daniel first attended **Into**University Newcastle East as part of an ‘Engineering’ Primary FOCUS Week when he was in Year 6; he signed up for Academic Support shortly after and has been a regular attendee ever since. Daniel is a valuable member of the centre’s student council, where he works collaboratively with other students to contribute and implement ideas to improve the student experience at the centre. Over the past year, Daniel has also benefited from one-to-one support provided through the Mentoring programme, working with his Newcastle University student mentor, James, on setting and achieving SMART goals in areas of academic, social and future development. As Daniel attended one of the centre’s partner Primary schools, he has also taken part in further Primary FOCUS workshops, including a ‘Transition’ workshop to support his move to Secondary school. Daniel has utilised the **Into**University centre in the school holidays as well, attending SATs revision sessions and taking part in a ‘STEM’ Holiday FOCUS programme and an Extending Horizons trip to Glasgow.

Since attending **Into**University, the centre team has seen a huge improvement in Daniel’s focus. Academic Support has provided Daniel with new opportunities to challenge himself, and he has become much more comfortable asking for help from centre staff if he needs it. The Future Readiness Award projects have proved particularly beneficial for Daniel as he enjoys the opportunity to work independently to plan and create his own projects.

*‘What I enjoy most about **Into**University is Academic Support. The centre is a good place to be!’*

The Extending Horizons residential trip to Glasgow is Daniel’s favourite memory of his time at **Into**University so far. The joint trip, with students from **Into**University Craigmillar, gave him the opportunity to meet students from another city, ask lots of questions about university life and find out more about the experience of being a university student. During the trip, Daniel and his peers stayed in University of Glasgow halls of residence, toured the campus, and took part in a range of exciting activities delivered by university staff, including workshops about theatre studies and exploring the on-campus Hunterian museums. Students also had the chance to visit various museums and cultural attractions in the city, including a trip to the Riverside Museum, to learn about Glasgow’s important contributions to industries such as shipbuilding and engineering, and a visit to Kelvingrove Art Gallery and Glasgow Science Museum.

Daniel believes that the Mentoring programme has been particularly beneficial for him as it has encouraged him to develop his social skills, improve his academic work, and increase his knowledge of his future options. Together, Daniel and his mentor James have worked on a range of targets, including developing Daniel’s public-speaking skills and researching humanities courses at university. Daniel really enjoys building a relationship with a university student and said that the programme has reminded him of ‘the importance of working together’. They particularly enjoyed visiting Northumbria University for the mentoring celebration, where they met other mentoring pairs, took part in activities and reflected on their achievements of the year.

Daniel appreciates the support **Into**University offers him when thinking about his future, by ‘encouraging [him] to look at universities and future job opportunities’. His confidence has grown significantly, and the centre team is excited to see him continue to thrive at the centre over the coming years.



Photo Gallery



Clockwise from top left:

Business in FOCUS workshop hosted by Accenture; 'STEM' Holiday FOCUS workshop delivered by academics from Northumbria University; 'Engineering' Primary FOCUS Week trip to the Life Science Centre; 'Sports Science' Extending Horizons trip to Newcastle United Foundation; Primary FOCUS Week graduation ceremony at Newcastle University; mentoring celebration at Northumbria University

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