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**Into**University works with universities to provide local learning centres where young people are inspired to achieve.

**Into**University North Liverpool  
Annual Report

Prepared for  
The University of Liverpool

2019/20

**Into**University 



# Chief Executive Introduction



Dr Rachel Carr OBE

I am very pleased to be able to thank the University of Liverpool and Liverpool Football Club Foundation 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 North Liverpool 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 Liverpool and Liverpool Football Club Foundation, which allows us together to raise young people's chances of progressing to university. We would particularly like to thank Gavin Brown, Ian Roberts and Matt Parish, without whom none of this would be possible.

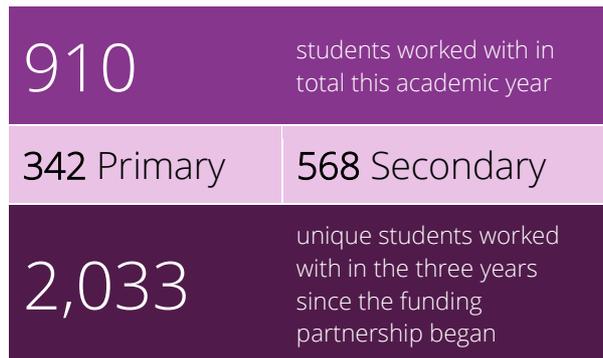
On behalf of the children and young people in Liverpool who benefit from our partnership, thank you.

Chief Executive and Co-Founder  
**Into**University

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# Executive Summary

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



North Liverpool H.E. progression rate

62% vs 23% 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)

142

students seen for Academic Support

57

students seen on the Buddy programme

285

students seen on the Primary FOCUS programme

481

students seen on the Secondary FOCUS programme

60

University of Liverpool volunteers have inspired at events, given campus tours and provided mentoring and Academic Support



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

# IntoUniversity and the University of Liverpool

Town / City of IntoUniversity Student	IntoUniversity students starting at the University of Liverpool in September 2020	IntoUniversity students starting at the University of Liverpool since partnership began (2017-2020)
Brighton	1	1
Bristol	/	1
Clacton	/	1
Leeds	1	4
Liverpool	8	24
London	13	21
Manchester	1	1
Nottingham	2	3
<b>Total</b>	<b>26*</b>	<b>56</b>

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



## A University of Liverpool volunteer's perspective

**Sarah, an English Literature student at the University of Liverpool, shared her experiences of volunteering with IntoUniversity.**

'Volunteering with IntoUniversity has been really lovely. Codie, who I mentor, is absolutely lovely and it has been a real joy to get to know her and work with the team. Being such a positive role model for somebody is really great and I look forward to it every week.

Working with the team and the students and seeing the

interactions with family members, it is clear that IntoUniversity is a community and support network for the local area and I know a lot of people, including myself, feel like it is almost like a home.

The best thing about working with the young people is that you know you are making a difference and helping them. During Academic Support last week, I supported one of the students with a creative writing task and it seemed to really make an impact. The opportunities that are given to the students

through the programme, and the general atmosphere in Academic Support, are absolutely incredible.

Being able to fully focus and dedicate time to help someone is invaluable. There are constant opportunities for you to develop your own skills and get involved wherever you can. I come from a low socio-economic background and I never had anywhere like this to support me, so knowing that there is this place to support people is absolutely wonderful.'

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# Academic Support

**Into**University 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].

**Into**University 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.’



Centre	Academic Support	Number of Students
North Liverpool	Primary	79
	Secondary	63
	Target number of students*	120
	Actual number of students*	142



**1,148** answered phone calls made to students during centre closure



**123** 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

**Programme Highlight**

**Into**University North Liverpool hosted a 'Teamwork Values Session', during which families joined students at the centre to design, engineer and build their own marble run rollercoaster. Students learnt about forces and the science behind how rollercoasters work. Then, putting their creative skills to the test, students added a variety of different design elements to their rollercoasters, such as jumps and corkscrew twists. Needless to say there was a very competitive atmosphere in the classroom throughout the session!

**Student Evaluations**

**82%**

of **Into**University North Liverpool students reported that they were working better at school as a result of Academic Support.

**70%**

of **Into**University North Liverpool students reported improved school grades as a result of Academic Support.



Before coming to **Into**University I had a lot of trouble with deadlines and prioritising my assignments. I've been to almost every session of Academic Support and each one has helped me towards my studies. The staff always check up on every student and are there to listen if you have any problems. There have been occasions where I have lost myself in conversations on Sociology, Criminology and political events. Doing my A-Levels is a big jump from GCSEs, and I have had support the whole time. I have improved greatly since the start of the year and I have **Into**University to thank for that.

**A Year 12 Academic Support student**  
**Into**University North Liverpool

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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.’



Centre	School	Number of activities delivered to schools	
		Year 5	Year 6
		'What is a University?' workshop	FOCUS Week theme
North Liverpool	All Saints Catholic Primary School	2	2 History - Victorians
	Anfield Road Primary School	/	3 History - Ancient Civilisations
	Four Oaks Primary School	/	2 Oceanography
	The Beacon Church of England Primary School	/	1 Oceanography
	Whitefield Primary School	1	1 Oceanography
	Target number of students	400	
Actual number of students	285		

<p><b>Trip Highlight</b></p> <p>National Oceanography Centre</p> <p>During an 'Oceanography' FOCUS Week, Four Oaks Primary School students visited the National Oceanography Centre to understand better local marine biology. Students were able to carry out experiments with scientific equipment used to identify and understand deep sea biodiversity. The opportunity to speak with scientists and see them at work brought Science to life for many of the students.</p>	<p><b>Student Evaluations</b></p> <p><b>86%</b> of IntoUniversity North Liverpool students reported that they knew more about university as a result of Primary FOCUS.</p> <p><b>81%</b> of IntoUniversity North Liverpool students reported improved teamwork as a result of Primary FOCUS.</p>	<p><b>“</b> The FOCUS Week has shown the children that they can access, and go to, university and it gives them confidence. I have seen a definite change in some of the students, some have become more confident and I don't see them like that in school. These children will remember this for a very long time and hopefully if they do go on to university, they will look back on this and see it might have inspired them to do something later on.' <b>”</b></p> <p><b>A Year 6 teacher Four Oaks Primary School</b></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.

## 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 **Into**University North Liverpool

Centre	School	Number of pre-16 workshops and trips	
		FOCUS on Success Years 7 - 9	FOCUS on Choices Years 10 - 11
North Liverpool	Alsop High School	3	2
	North Liverpool Academy	4	3
	Notre Dame Catholic College	6	1
	Target number of students	360	
	Actual number of students	327	

**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 8 students from Alsop High School learnt different techniques to help with their learning in and out of school in the 'Maximising Memory' workshop. Students were taught how to chunk information effectively before using the chaining technique to help them remember a sequence of events. Students then put this knowledge to the test in a high-stakes competitive quiz.

**Student Evaluations**

75%

of **Into**University North Liverpool students reported improved teamwork as a result of Secondary FOCUS.

75%

of **Into**University North Liverpool students reported that they knew more about university as a result of Secondary FOCUS.

“The **Into**University Secondary FOCUS workshops are an established part of our careers programme across the key stages. The delivery team have become familiar faces around school for some years now. In November we had a very successful day at the centre with our Year 7 cohort, where students enjoyed a range of fun and motivational activities. Some of these students had previously worked with the team whilst at Primary school. **Into**University really makes a difference to students' confidence and attainment.”

**Careers Coordinator  
Notre Dame Catholic College**

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# 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.'



Year 13 Insight Day

Centre	School	Number of activities delivered to schools		Number of students*	
		In-person	Virtual	In-person	Virtual
North Liverpool	Alsop High School	4	/	51	/
	North Liverpool Academy	5	/	50	/
	Notre Dame Catholic College	5	/	38	/
	Secondary FOCUS in-centre support (multiple schools)	n/a	n/a	4	/
	Secondary FOCUS trips and Student Enrichment (multiple schools)	n/a	n/a	19	15
	Target number of students*			140	
	Actual number of students*			154	

\* please note that the column total may add up to more than the actual number of students, as some students take part in both in-school and out-of-school activities

<p><b>Programme Highlight</b></p> <p>Year 12 and 13 students from Alsop High School participated in an 'Insight Day' at the construction site of Liverpool Football Club's new training ground, hosted by McLaughlin &amp; Harvey Construction. Students participated in a careers workshop, enhancing their knowledge of degree apprenticeships and other routes into engineering and construction, as well as having an interactive tour of the building site. Students left having developed an understanding of what these competitive industries are looking for in prospective applicants.</p>	<p><b>Student Evaluations</b></p> <p><b>90%</b> of <b>Into</b>University North Liverpool students reported that they enjoyed taking part in Secondary FOCUS.</p> <p><b>64%</b> of <b>Into</b>University North Liverpool students reported that they were more likely to go to university as a result of Secondary FOCUS.</p>	<p><b>“</b> Over the past few years, <b>Into</b>University has put forward so many opportunities that have been extremely useful when making key life decisions. They have shown me the multitude of paths I can take and [the staff] answered every question that I had. When I applied for university, the support didn't stop there. They hosted 'Personal Statement' and 'Independent Learning' workshops at my school so I could study to the best of my ability. After I applied for university, they hosted CV sessions, which I believe have been an immense help when applying for jobs and internships.'</p> <p><b>A Year 13 student</b> <b>Into</b>University North Liverpool</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

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# 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	
North Liverpool	University Pairs	30	25	
	Corporate Pairs	n/a	2	
	Buddy	72	57	
	Combined target for Mentoring programmes		102	
	Combined total students on Mentoring programmes		84	

<p><b>Student Evaluations</b></p> <p><b>96%</b></p> <p>of <b>Into</b>University North Liverpool students reported that they knew more about university as a result of the Buddy programme.</p>	<p><b>Student Evaluations</b></p> <p><b>90%</b></p> <p>of <b>Into</b>University North Liverpool mentees reported increased knowledge of their future options as a result of the Mentoring programme.</p>	<p><b>Student Evaluations</b></p> <p><b>90%</b></p> <p>of <b>Into</b>University North Liverpool mentees reported that they were more likely to achieve their career goals as a result of the Mentoring programme.</p>	<p><b>Student Evaluations</b></p> <p><b>90%</b></p> <p>of <b>Into</b>University North Liverpool students reported that they were more likely to go to university as a result of the Buddy programme.</p>
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**Mentor Meeting Activities**

Azeema and her University of Liverpool mentor, Julia, have a shared interest in Morphe make-up and have explored this passion together during Mentoring meetings. Azeema was supported by Julia to conduct research into the Morphe make-up brand, its history and its marketing strategy. They then researched the science of creating and producing make-up together, which they summarised on a poster now on display in the North Liverpool mentoring room. Azeema developed her planning and research skills by completing each project to a high standard and has reflected on her learning with Julia along the way.

**“** In my Mentoring sessions, my mentor and I share common interests and talk about potential futures and academics. One of the most valuable things I have gained from mentoring is knowledge about what type of person I want to be and how I can achieve that. My mentor and I have talked about breaking down our goals into similar aims and targets to help us reach them; with determination and help along the way, you can achieve your goals.’

**A Year 8 mentee**  
**IntoUniversity North Liverpool**

**“** Mentoring has stressed to me the importance of teaching. You only truly understand something if you can teach it. After helping Wills with Future Readiness activities, I took the framework and have used it for goal setting – now my friends are using it too! Until I used it with Wills, it was hard for me to action goals. I can honestly say I've got as much out of Mentoring as Wills has.’

**University of Liverpool 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 **IntoUniversity**.

“Volunteering with **IntoUniversity** 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 **IntoUniversity**. 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 **IntoUniversity** 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
North Liverpool	Holiday FOCUS	60	36	Students from a range of partner schools and Academic Support
	Business in FOCUS	40	36	Notre Dame Catholic College; Alsop High School
	Combined target for additional programmes			140
	Combined total for additional programmes			72

**Holiday FOCUS Highlight**

As part of a 'Zoology' Holiday FOCUS Week, students visited the World Museum, where they explored the Bug House and the Aquarium, learning how the animals can be classified and the role they play in eco systems. The students put their learning into practise by creating nature documentaries in teams, which they then showcased at the graduation ceremony at the University of Liverpool. Parents and carers commented on how much they were able to learn from their children!

**Student Evaluations**

81%

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

“During the Business in FOCUS activities, the pupils were given jobs based on what they felt each other's strengths were. They took charge of their roles and showed a great responsibility of what they needed to do for their team. Many of the pupils had to present their cases to a panel - something that most of them will not have had to do before. Allowing pupils to step out of their comfort zones is a good way in which they can develop and mature - especially if they can do this within a workplace setting.”

**A teacher  
Alsop High 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:

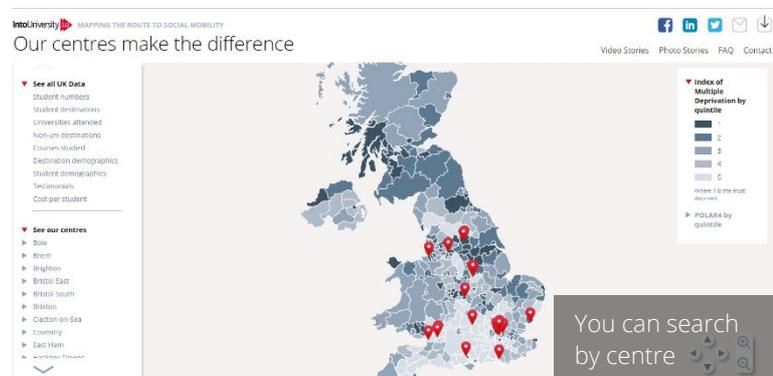
- Adding a new Data Officer to meet the growing needs of the charity and create capacity for the team to oversee the new project.
- The charity's data collection and calculation processes for the university progression rate were externally audited by PwC and given a limited assurance opinion, demonstrating 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

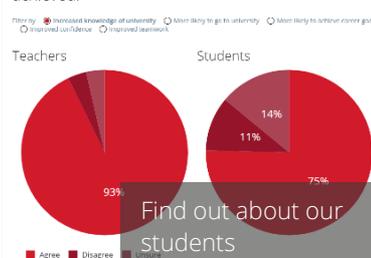
When **IntoUniversity** published its first Impact Report in 2013, it was an innovative concept that set us apart from other charities in the field. Through our combination of effective measurement and accessible, engaging communication we were able to cement our leading position in impact reporting, 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



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# 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

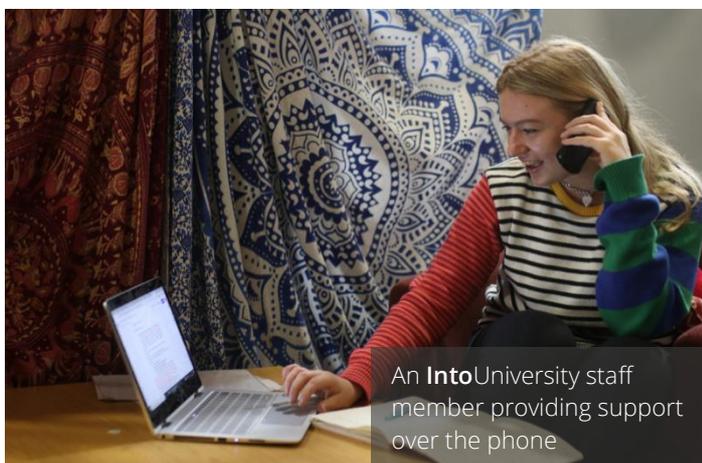
When the closure of schools and the national lockdown were announced in March, **Into**University immediately embarked on a response so that we could provide support to our Academic Support students and their families. We were acutely aware that our students were highly vulnerable to the adverse effects 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, **Into**University 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, **Into**University 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 **Into**University 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 **Into**University students reported that they looked forward to receiving their weekly Academic Support call from **Into**University.

### Student Evaluations

74%

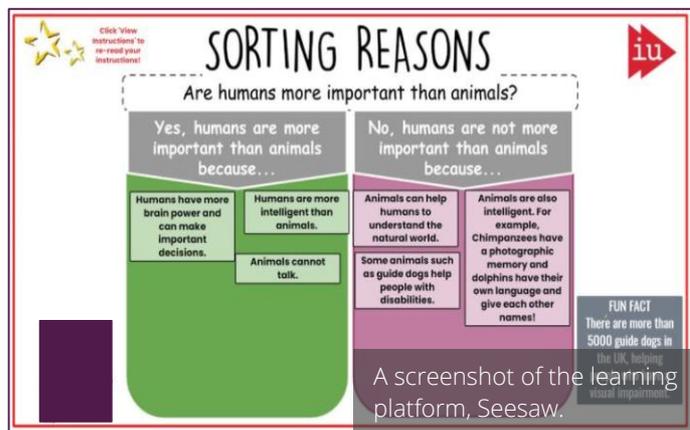
of **Into**University students reported that they felt more confident working independently on their school work as a result of receiving remote Academic Support during centre closure.

# 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.

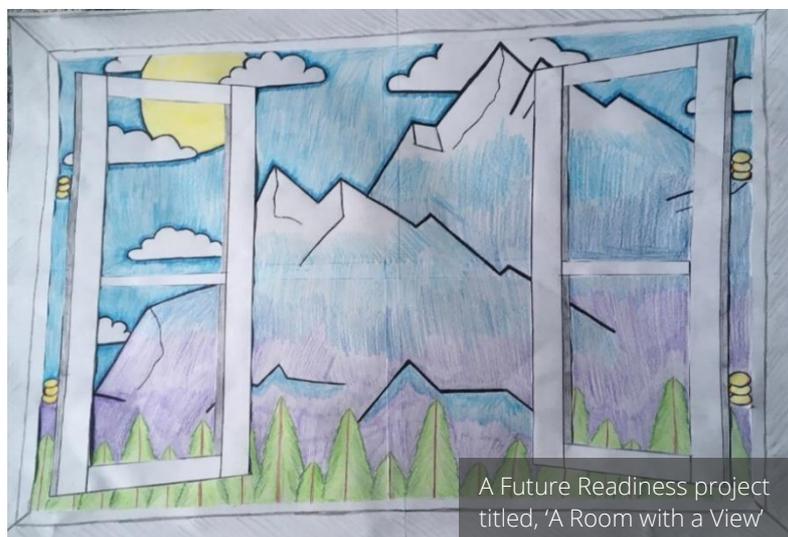
A number of Primary Academic Support students engaged with the curriculum through the online platform, Seesaw. Students took part in activities designed around their curriculum degree topic 'Politics, Philosophy and Economics'. The interactive features of the platform enabled students to record their 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.



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# Our Support During COVID-19

## Mentoring

**Into**University 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.

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



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“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**

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“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 North Liverpool's performance against targets.

Summary programme outputs	Actual students	Target	Difference	% of target achieved
Academic Support	142	120	22	118%
Primary FOCUS Years 3-4	0	n/a	n/a	n/a
Primary FOCUS Years 5-6	285	400	-115	71%
Secondary FOCUS Years 7-11	327	360	-33	91%
Secondary FOCUS Years 12-13	154	140	14	110%
Holiday FOCUS / Extending Horizons	36	60	-24	60%
Business in FOCUS	36	40	-4	90%
Careers in FOCUS	0	20	-20	0%
Leadership in FOCUS	0	20	-20	0%
Buddy	57	72	-15	79%
Mentoring	25	30	-5	83%
<b>Total unique* students = 910</b>				

\*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 North Liverpool.

 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					x11		
	Year 5 'What is a University?' workshop				x3	x8		
Primary FOCUS Years 5-6	Year 5 FOCUS Day				x11			
	Year 6 FOCUS Week	x9						
	Year 6 'Transition' workshop**						x9	
Secondary FOCUS Years 7-11		x19				x9		
Secondary FOCUS Years 12-13 (in-person)		x14						
Extending Horizons								x1 trip to Shrewsbury
Holiday FOCUS		x1		x1		x1		
Business in FOCUS			x1		x1	x1		
Careers in FOCUS						x1		
Leadership in FOCUS						x1		
Buddy programme			x2		x1			
Mentoring (in-person)***								

\* **Into**University North Liverpool 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.

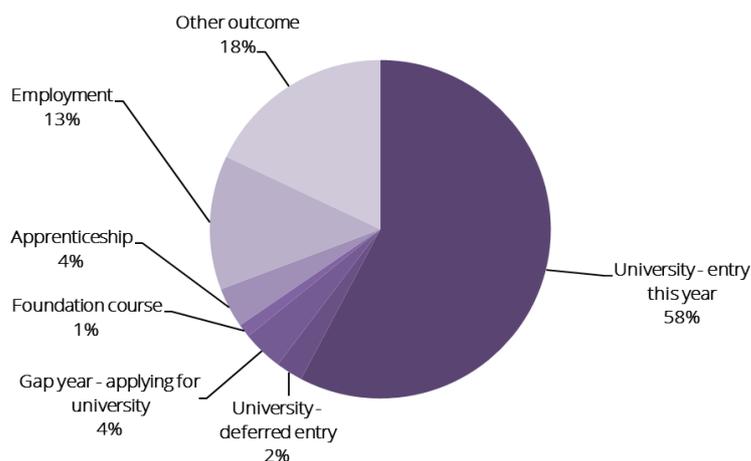
\*\* We provided post SATs 'Transition' workshop resources to all of our partner Primary schools and adapted them either to be delivered by teachers, uploaded to an online classroom or sent to parents by the schools.

\*\*\* 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.

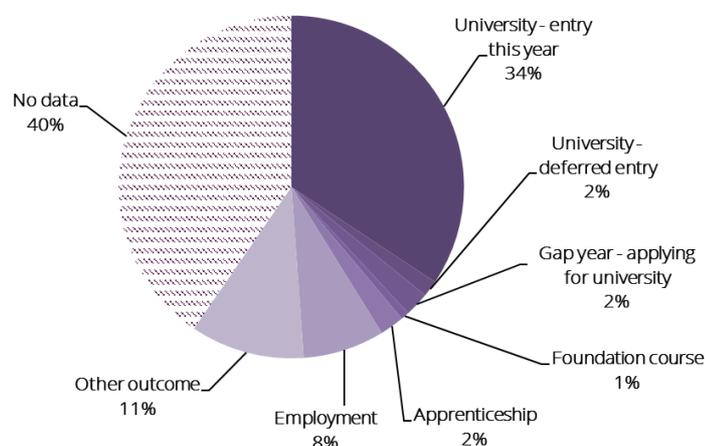
# Higher Education Progression

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 131 **Into**University North Liverpool leavers and were able to obtain destination data for 78 of them. Of these, 48 (62%) gained a place at university (46 for entry this year, including one on a foundation course, two for entry next year). A centre's H.E. progression rate is often higher in its first two years of opening. This is because all of the school leavers in the first two years joined the **Into**University programme while in post-16 education, at which point they are typically already on the pathway to university (i.e. studying for A-Levels or equivalent). As a centre gets older, the proportion of school leavers who joined the **Into**University programme before entering post-16 education increases. These students have a lower background chance of progressing to H.E. than those already studying A-Levels, and some may not have gone on to study the qualifications necessary to apply to university. 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 North Liverpool 2020 school leavers responding to our survey



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



IntoUniversity North Liverpool's cohort of students outperformed a range of local and national benchmarks by between 9 and 39 percentage points.

		Area	H.E. progression rate	Percentage point difference for IntoUniversity students
<b>Benchmark</b>	<b>IntoUniversity North Liverpool</b>		62%	n/a
	Estimated % of all FSM maintained school pupils who entered H.E. by age 19 (2018/19)*	Liverpool	27%	35 pp
		England	26%	36 pp
	Estimated % of all maintained school pupils (FSM and non-FSM) who entered H.E. by age 19 (2018/19)*	Liverpool	43%	18 pp
		England	43%	19 pp
	Estimated % of all disadvantaged students studying A-Level or equivalent progressing to H.E. (2017/18)*	Liverpool	45%	17pp
		England	46%	16pp
	Estimated % of all (disadvantaged and all other) students studying A-Level or equivalent progressing to H.E. (2017/18)*	Liverpool	53%	9pp
		England	49%	13pp
	% 18 year olds who entered H.E./F.E. based on POLAR 4 (2009-2015)*	U.K.	37%	24 pp
		Liverpool	30%	31 pp
		Local area ('MSOA') around the North Liverpool centre	23%	39 pp

\*Most recent data available

\*\*Middle Layer Super Output Area

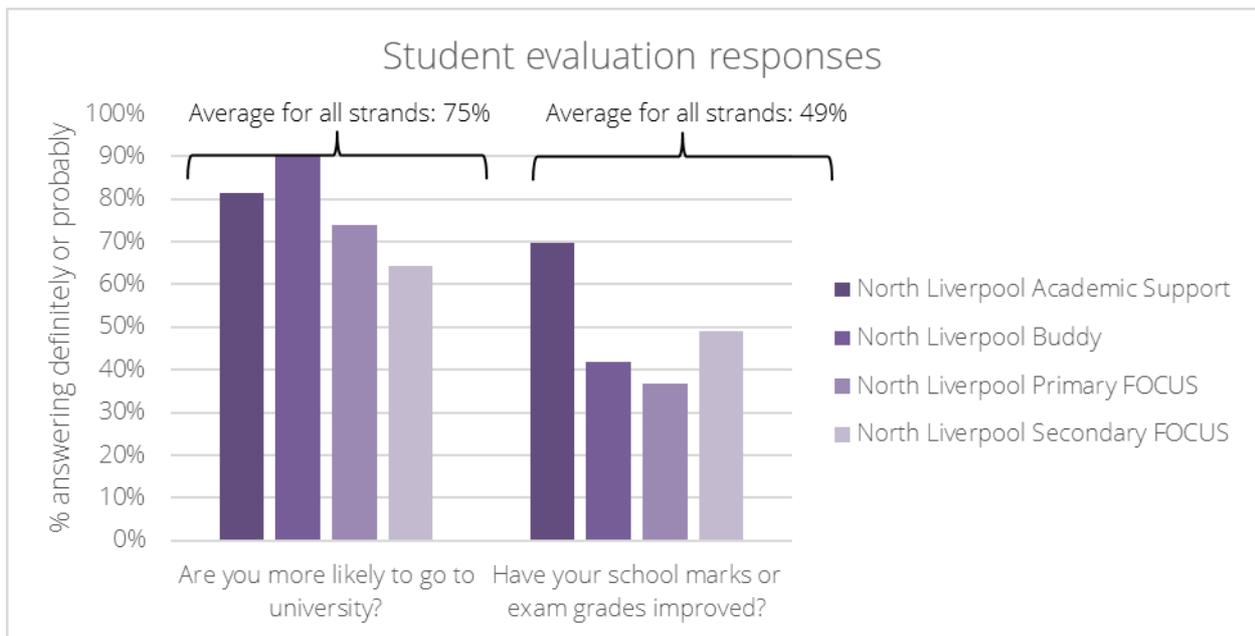
# OMR Evaluations

**Into**University 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 703 responses from **Into**University North Liverpool 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 75% 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	94%	5%	1%
Academic Support	92%	7%	1%
Buddy	94%	6%	0%
Primary FOCUS	97%	2%	0%
Secondary FOCUS	90%	9%	1%

Are you working better at school?			
	Positive	Maybe	Negative
All programmes	66%	25%	8%
Academic Support	82%	15%	2%
Buddy	54%	37%	10%
Primary FOCUS	66%	25%	9%
Secondary FOCUS	60%	29%	11%

Are you more likely to go to university?			
	Positive	Maybe	Negative
All programmes	75%	20%	5%
Academic Support	81%	17%	2%
Buddy	90%	6%	4%
Primary FOCUS	74%	22%	4%
Secondary FOCUS	64%	25%	10%

Do you know more about university?			
	Positive	Maybe	Negative
All programmes	78%	14%	8%
Academic Support	71%	19%	10%
Buddy	96%	2%	2%
Primary FOCUS	86%	10%	5%
Secondary FOCUS	75%	18%	7%

Has your confidence improved?			
	Positive	Maybe	Negative
All programmes	70%	18%	12%
Academic Support	77%	15%	8%
Buddy	67%	13%	19%
Primary FOCUS	69%	21%	10%
Secondary FOCUS	61%	24%	15%

Have your school marks or exam grades improved?			
	Positive	Maybe	Negative
All programmes	49%	34%	18%
Academic Support	70%	24%	6%
Buddy	42%	38%	20%
Primary FOCUS	37%	39%	24%
Secondary FOCUS	49%	31%	20%

Are you more likely to achieve your career goals?			
	Positive	Maybe	Negative
All programmes	71%	23%	6%
Academic Support	78%	16%	5%
Buddy	75%	19%	6%
Primary FOCUS	71%	22%	7%
Secondary FOCUS	67%	29%	4%

Are you more confident communicating with others, including adults?			
	Positive	Maybe	Negative
All programmes	72%	16%	12%
Academic Support	73%	19%	8%
Buddy	75%	13%	12%
Primary FOCUS	70%	16%	13%
Secondary FOCUS	66%	16%	18%

Can you work better in a team?			
	Positive	Maybe	Negative
All programmes	77%	16%	7%
Academic Support	68%	23%	9%
Buddy	85%	10%	6%
Primary FOCUS	81%	14%	5%
Secondary FOCUS	75%	18%	7%

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 North Liverpool collected fewer Secondary FOCUS OMRs than usual.

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# Case Study

## James, Year 8, IntoUniversity North Liverpool

James first became involved with **IntoUniversity** North Liverpool in November 2017 when he participated in a 'World War II' themed Primary FOCUS Week with his school. Soon after his first experience with **IntoUniversity**, he registered to attend Primary Academic Support as well as SATS Revision sessions. Since then James has been a regular attendee at Secondary Academic Support and has participated in additional programmes including Holiday FOCUS programmes and Extending Horizons, alongside benefitting from one-to-one support from his University of Liverpool mentor. His mum has commented: 'His general self-confidence and believing in himself has improved and I think it has helped going to **IntoUniversity**. He is happier to do his homework on his own now having had encouragement from staff at **IntoUniversity**. I think he has learnt to be more confident being independent.'

### Why do you enjoy coming to IntoUniversity?

'I enjoy coming to **IntoUniversity** to make new friends and enjoy myself, plus learning new skills. I have found that learning new skills helps me in my school life and it will help me in my future. When doing a story for Future Readiness, I planned it all out and I am on my eighth page of evidence; I have found it a lot easier to plan my story.'

### What do you hope to achieve by coming to IntoUniversity?

'I hope to achieve my future goals to become a part-time writer and a photographer when I grow up. **IntoUniversity** has helped me because I have improved my confidence which I will need in future life and I feel that I can talk to other children and adults who I don't know.'

### What is your best memory of IntoUniversity? Why?

'My favourite memories would have to be how kind everyone was when I first came to **IntoUniversity** and how welcoming the team are. At **IntoUniversity** you can find out a bit more about university and what there is to do there when you go to university. If you get stuck on any homework or any tricky questions you can ask the volunteers for help. What I like the most about **IntoUniversity** is that you can express yourself and that I can write as many stories and poems as I want.'

### How has IntoUniversity supported you to think about your future?

'**IntoUniversity** has helped me to think about my future by helping me to see what there is out there in the world for me when I leave school. Academic Support has helped me because I have mixed with other children around about my age and older and I have been able to talk to them. It has improved my confidence and I have learnt more about different religions and different backgrounds. I just like the format that the staff put together and I'd like to thank **IntoUniversity**.'

### How is IntoUniversity helping you in the current circumstances while schools are closed?

'The calls from **IntoUniversity** made me feel happy because it was a familiar voice. They were there for me and could help me with school work. It will make it easier to come back when you are open because I've been able to talk to you about any worries I've had. **IntoUniversity** has helped by giving me exciting projects like the Black Lives Matter project. The projects kept me busy when I was bored and I learnt new things – even skills like how to cook. Mentoring was fun and exciting because we still got to meet each other [virtually] and work on projects. It kept things normal – it was like I was in the centre. This was important because then I knew there was still normal things going on and it wasn't all change.'



# Photo Gallery



## Clockwise from top left:

Students working during a Primary FOCUS Week; 'Computer Science' Buddy workshop at the University of Liverpool; students working during a Primary FOCUS Week; Year 13 students at a Big City Bright Future preparation session; staff and student working during an 'Oceanography' Primary FOCUS Week; Academic Support students at the fundraising campaign event, held at Anfield



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