IntoUniversity and the Geography of Need

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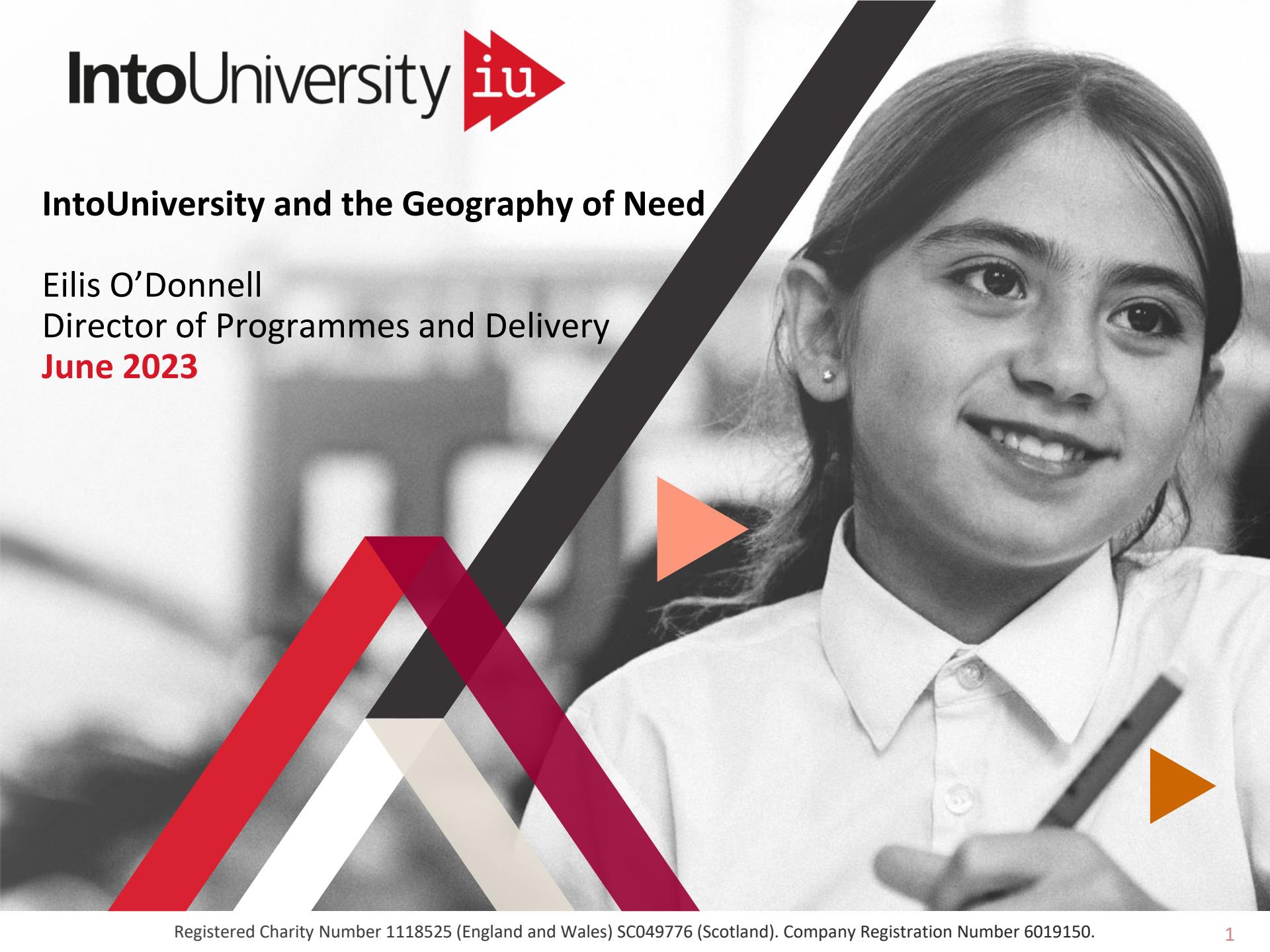
IntoUniversity

IntoUniversity provides local learning centres where young people are inspired to achieve.

2002

Piloted programmes in North Kensington.

2007

Launched as a registered charity, first scale-up plan to six centres.

2011

Secured first university partnerships, launching centres outside London.

2021

Launched in Scotland.

2023

Operating 39 local centres in 22 towns and cities.

39
centres and
extension projects

in

22
towns and cities
across the UK

Edinburgh 1
Glasgow 2
1 Newcastle
Leeds 3
1 Hull
Nottingham 3
Bradford 1
Liverpool 1
Salford 1
Manchester 1
Birmingham 1
Oxford 1
1 Coventry
1 Peterborough
1 Norwich
1 Great Yarmouth
1 Clacton-on-Sea
Bristol 2
London 12
Weston-super-Mare 1
Southampton 1
1 Brighton

TALENT | QUALITY | COMPASSION | ASPIRATION | TEAMWORK
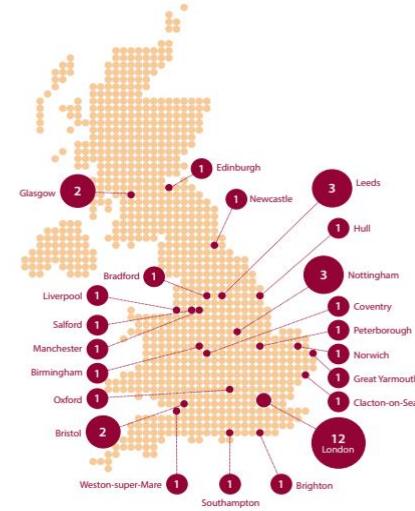
What makes us distinctive

▶ Neighbourhood-based centres at the heart of communities

▶ All talents, all abilities: achieving a progression to HE rate of 68%

▶ Scalable model to reach social mobility cold spots

▶ Rigorous impact measurement

▶ Early and sustained, long-term interventions; programmes for Primary and Secondary students

Who we support

To take part in our programmes, students must fit into one of the following criteria:

- Eligible for Free School Meals (FSM)

- Household income of £25,000 or less

- Eligible for Pupil Premium Grant

- A Care Experienced Young Person

- Living in social housing

- Receives Post-16 Bursary Support

Our referral criteria are good indicators of disadvantage and ensure we are working with students most in need of our support.

IntoUniversity's
Theory of Change
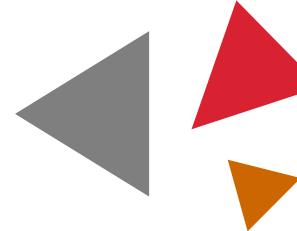
Model & Approach | Outcomes | Goals

Model & Approach

Home-from-home learning centres

Early intervention

Excellent delivery

Place-based

Evidence-based

Pastoral care

Long-term

Multi-stranded

Outcomes

Support improved attainment

Develop academic, social, emotional and employability skills

Belief in future success

Knowledge about HE and career options

Goals

Our young people are more likely to…

1. Make successful transitions
2. Succeed in public examinations
3. Have a positive post-school outcome
4. Enter Higher Education

✓ **Progression gap narrowed**
✓ **Young people use their talents to benefit society**

TALENT | QUALITY | COMPASSION | ASPIRATION | TEAMWORK

Setting up a new centre

Phase One: Feasibility

o Feasibility assessment of the location (analysis of measures of deprivation, Higher Education progression rates, density of potential partner schools, practical considerations)

o Desk-based site search

Phase Two: Set-up

o Location visits and site confirmation

o Liaising with community groups

o School meetings

o Site refurbishment and preparation

o Centre staff recruitment/training

o Operational meetings to plan delivery schedule

Phase Three: Operational

o Staff deployed to site

o Delivery begins

o Formal centre launch

o First oversight board meeting

Phase One: Feasibility

IntoUniversity conducts a rigorous feasibility assessment in order to identify where we will have the greatest impact. The assessment has three stages – viability, suitability and practicality.

Viability

Is there a sufficient density of prospective partner primary schools in the area?

Suitability

Is there both material and aspirational disadvantage in the area?

Practicality

Is the area safe and practical to operate in?
Are there critical on-the-ground insights that desk-based data won't reveal?

The need for **Into**University in coastal areas

A large number of social mobility coldspots are formerly prosperous seaside resorts, built on a booming tourist trade, which has seen a decline in the last few decades.

Many of these areas perform badly on both educational measures and adulthood outcomes, giving young people from disadvantaged backgrounds limited post-16 opportunities, particularly once combined with weak labour markets.

Young people entering the job market in these areas are faced with a greater share of low-skilled, low-paid employment than elsewhere in the UK. Moreover, almost all of the neighbourhoods with the lowest rates of participation in Higher Education across England are in formerly industrial towns and cities across the north and midlands, or coastal towns.

These issues are compounded by poor connectivity by transport to England's main urban centres, which restricts access to employment or education opportunities.

An overview of the UK looking at schools in the highest need segments reveals that although Norfolk does not have any of the 100 highest need schools, there are very significant concentrations of high need schools in Norwich, Great Yarmouth and Lowestoft.

100 Priority Schools
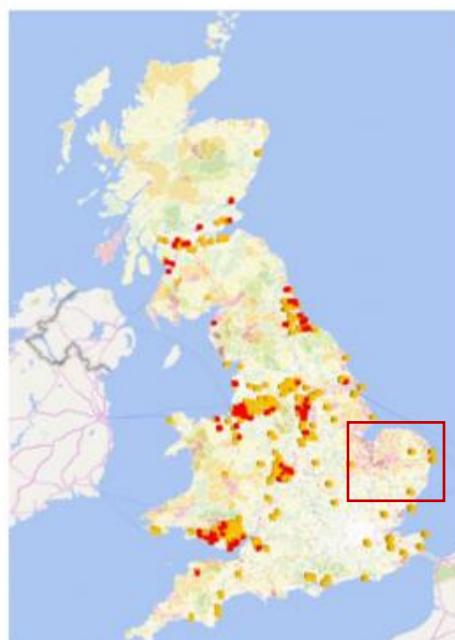
100 Priority +
Need Tier1 schools
561 schools
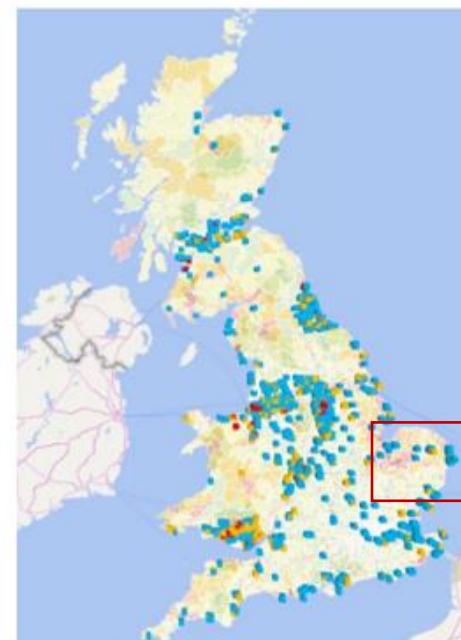
100 Priority +
Needs Tiers 1 & 2 schools
1726 schools

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

Almost a quarter of Great Yarmouth's wards are within the most deprived 10% of the country.

The majority of Great Yarmouth's neighbourhoods are in the bottom two deciles on the 2019 Index of Multiple Deprivation including neighbourhoods containing thirteen potential partner schools.

● Primary school meeting **Into**University criteria.

● Criteria primary school with at least 40% FSM.

● Indicates a secondary school

The Index of Multiple Deprivation (IMD) is the official measure of relative deprivation for small areas (or neighbourhoods) in England. These are referred to as Lower Super Output Areas, or LSOAs. IMD uses the same data sources combined in the same way for every LSOA allowing direct comparison.

Great Yarmouth's Nelson ward, where several of the high-need schools are located is the most deprived ward in Norfolk.

1km

IMD

Decile 1	Decile 2	Decile 3	Decile 4	Decile 5	Deciles 6-10
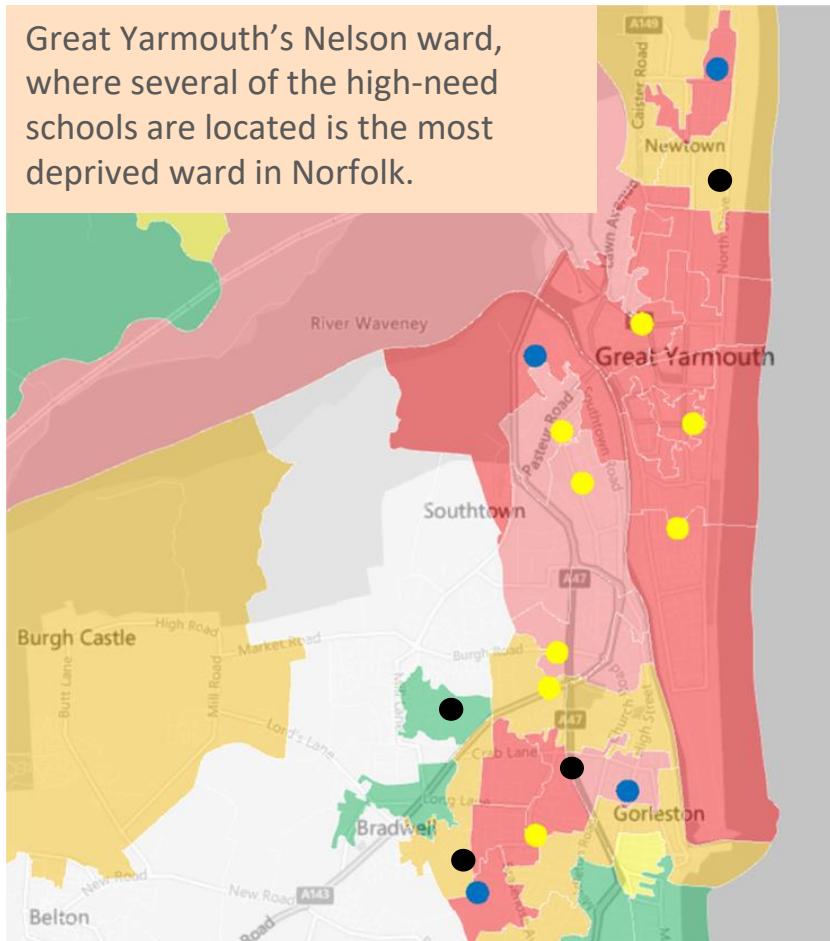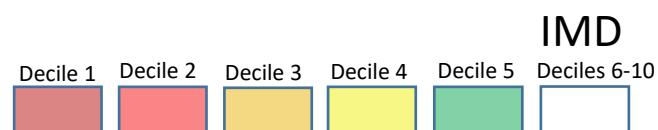
Great Yarmouth

To understand the need in the area, we considered:

- Context of the local area: capital developments, migration patterns, age profile, car ownership
- Deprivation - overall and localised (IMD)
- Housing quality and distribution
- Social mobility
- School-aged demographics - English as an Additional Language, Free School Meals, ethnicity data and related educational attainment
- Average level of qualifications achieved in different wards
- Higher Education progression (POLAR4, now TUNDRA)
- Attitudes to Higher Education
- Schools mapping

Great Yarmouth

Insights that shaped where and how we set up:

- Position of IU centre
  - Located in the town centre
  - Proximity to new university facility (The Place due to open in Sept)
- Many languages spoken
  - Ensure team are aware and trained
  - Make use of local resource to translate
- 2 University partners (UEA and Trinity, Cambridge)
  - Include both partners in student experience

TALENT | QUALITY | COMPASSION | ASPIRATION | TEAMWORK

Working in coastal communities

▶ Building relationships and trust are crucial - long-term commitment and funding help

▶ Transfer the knowledge from feasibility and set-up to the delivery team on the ground

▶ There is strength in clustering centres, though transport links can be a challenge in coastal areas

▶ Operational considerations apply in coastal areas, e.g., transport, trips

▶ Centrally-designed programmes need to be adapted locally

Any questions?

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