

Partnering for Progress: IntoUniversity and the University of Leeds

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Our Partnership



We began our partnership with IntoUniversity in 2014 by establishing two community learning centres in east Leeds (Harehills) and south Leeds (Beeston). In 2018 these centres introduced an extension team to expand the work already being provided to a larger audience.

We work alongside IntoUniversity with more than 2,500 young people each year – between the ages of seven and 18 – providing a programme of academic support, motivation and encouragement through:

- after school assistance with homework, coursework, literacy and numeracy
- mentoring programmes, in which young learners are paired with a university student
- specifically designed study weeks
- campus visits to gain an insight into student life and subjects



National Pupil Database enquiry

Evaluation of the impact of IntoUniversity's Academic Support
on Key Stage 2 attainment 2021



The Project

- Used data from the National Pupil Database (NPD) to compare the performance of IntoUniversity pupils to the performance of those in a matched comparison group.
- Considered how the impact of the programme varied with respect to dosage.

Findings

- A significant positive effect for high dosage pupils of three months' additional progress in Maths.
- No significant positive effect linked to length of engagement.
- Sample sizes too small to identify significant effects in some cohorts

Understanding IntoUniversity's impact on attainment

A qualitative research study 2019



The issue

We know that the students with whom we work are more likely to progress to university than their similarly disadvantaged peers, but it is harder to establish to what extent these improved progression rates are the result of an impact on attainment.

The Project

IntoUniversity commissioned Renaisi to undertake a research project to:

- Understand the impact that IntoUniversity's work has on students' attainment
- Develop a theoretical model to underpin this and the work of the charity more generally

The approach

- An evidence review
- Qualitative fieldwork with 300 stakeholders across eight IntoUniversity centres



<https://intouniversity.org/wp-content/uploads/2022/01/Renaisi-report-exec-summary.pdf>

IntoUniversity: Attainment-raising approaches



Essential outcomes

These are vital for academic success. IntoUniversity supports development of metacognitive skills, literacy and numeracy skills, and confidence in academic abilities.

Motivational support

This enables young people to link learning to future success, increases their expectations of what can be achieved in the future, and bolsters enjoyment of learning

Foundational outcomes

These play an important role in attainment but are also key outcomes for young people more generally. These require ongoing reinforcement, especially for those from disadvantaged backgrounds. These outcomes include confidence and wellbeing, and resilience to persevere and cope with difficult circumstances



<https://intouniversity.org/wp-content/uploads/2022/01/Renaisi-report-exec-summary.pdf>

The future of our partnership



By continuing to work collaboratively, the University of Leeds and IntoUniversity hope to:

- Provide **high-quality academic sessions**, including collaboration with academic staff and PhD students
- **Capitalise on areas that support the objectives of both organisations.** For example, a key area of focus for IU is oracy - this will become more explicit within the sessions developed by the university
- Increase **focus on evaluation**, considering what has been effective and what can we build on.



Any questions?



For more information about IntoUniversity and/or Educational Engagement at the University of Leeds please get in touch:

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