

Impact Report

2018-19



Universify
Education



Foreword

Our universities should be engines of social mobility but, too often, our higher education system simply reinforces the class divisions that run through our society.

It is a moral duty to change this, and it will also benefit our universities and our society to have a broader mix of undergraduates.

This will create a more diverse and stimulating intellectual conversation and bring the confidence, creative opportunities, and financial benefits of a university degree to a wider cross-section of society.

I share Universify's vision for change, and I am pleased that we at Somerville have been able to work together with Universify to raise aspirations and attainment.

The Universify programme gives school pupils a taste of university life; here at Somerville pupils from non-selective state schools, coming from all parts of the country, have been introduced to some of the subjects we offer, and given a glimpse of the welcoming environment we provide for our undergraduates.

I was delighted to hear that many of the pupils we have hosted were impressed and inspired by Oxford's teaching and accommodation. I hope they will apply to Somerville when the time comes.

Oxford cannot, by itself, right all the wrongs in our society but what we do here sends out a powerful signal that everyone is welcome.

I want children from all walks of life to know that, as long as they are willing to study hard and make a contribution, our doors are wide open.



Baroness Jan Royall of Blaisdon, Somerville Principal.

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Executive summary

Who we are

Universify Education is a charity committed to educational equality.

In our vision universities are open to anyone with academic potential regardless of their background. Our work starts early in a student's journey to complement existing Year 12 programmes. By targeting students pre-GCSE we aim to alter the trajectory of those who either aren't considering university or who have high potential but are currently underachieving.

Universify was founded in 2016 by the Directors of Oxford Summer Courses, a BAC-accredited provider of short academic courses, who saw how transformative residential courses can be. We combined their expertise in running summer schools with the help of education charities to design our programme and Somerville College's desire to better serve their link regions and target schools to run our pilot course in 2016.

Since 2016 we have continuously sought to improve and grow our programme. This year we partnered with Dallaglio RugbyWorks to maximise the benefits of the coaching element of the course. In addition we have grown from 41 students in 2016 to 122 students across two Oxford colleges, St Hugh's and Somerville.

Our programme

Our year-long programme seeks to inspire students, maintain their motivation, and provide them with the best opportunity of achieving their potential at GCSE and of making a successful application to a highly-selective university, such as the University of Oxford.

Our programme consists of three key elements:

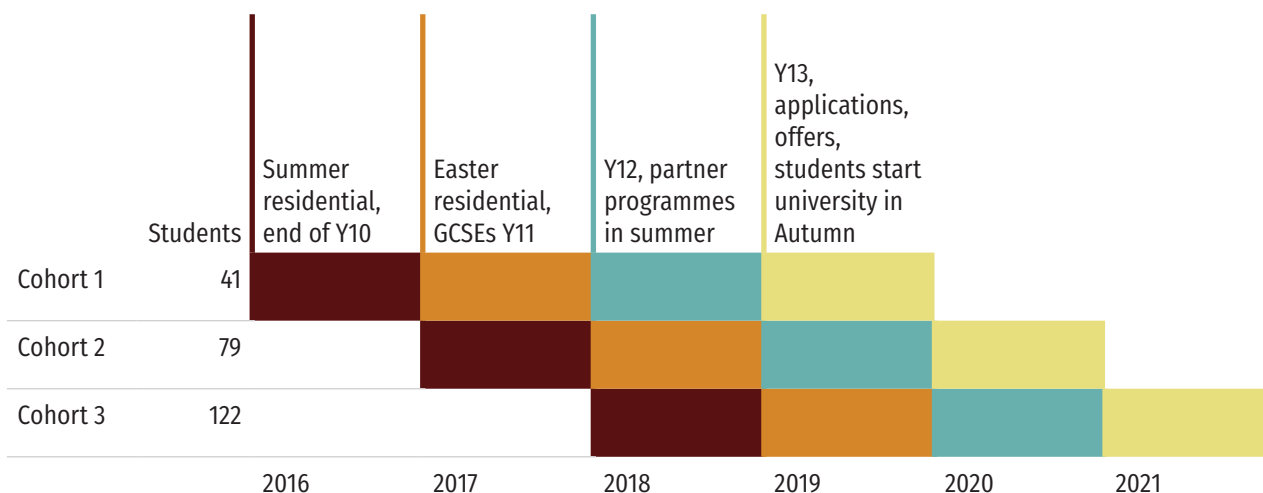
1. Six-day residential summer course in August.
2. Monthly academic coaching until students complete their GCSEs.
3. Three-day GCSE-focused Easter residential.

To provide a university experience, teaching sessions are delivered by academics and undergraduate and graduate volunteers provide student welfare support and ongoing coaching throughout the programme.

Our successes so far

This year we welcomed 122 students on our 2018-19 programme, and ran our first programme at St Hugh's College, Oxford. Again, we have seen significant success in our key outcomes:

Increasing student aspirations



- **Increased educational attainment — 92% of teachers have said that engaging in Universify's programme has benefited student attainment at GCSE.** Increased attainment means our students stand a better chance of making a successful application to highly-selective universities.
- **Increased educational aspirations —** student surveys showed a **13% point increase in students 'very likely' to apply to a highly-selective university.** We also found that students' increased aspirations from last summer were sustained, with 84% of students likely to apply to a highly-selective university.
- **Feeling at home in a university setting — 95% of students this summer said they felt comfortable in St Hugh's College and Somerville College and with the group of students.** This helps our students to picture themselves at a highly-selective university.
- We increased our student numbers while ensuring our course remained enjoyable and productive for our students: **93% of students on our 2018 Summer residential would recommend Universify to a friend.** We have been fortunate to work with over 40 volunteer coaches this year, nearly doubling our numbers from 2017-18 (26). Volunteers spoke positively of their experience working with Universify, with 100% of volunteers agreeing or strongly agreeing that they enjoyed working with Universify and would recommend volunteering to a friend.

Our future

In 2019 our aim is to continue expanding our student numbers across more Oxford colleges alongside establishing Universify's programme at the University of Cambridge. Expansion is set within our financial constraints and only pursued when we are confident of maintaining the quality of our programme delivery. Growing Universify will enable us to better achieve our mission by working with more students and gain a better understanding of our impact.

While we look to the future, we are proud of what we have already achieved. We have seen a 32% point increase in aspirations in the 241 students who have attended our summer residential over the past three years. 81% of our students have returned home reporting they were 'fairly likely' or 'very likely' to apply to a highly-selective university.

We can see that our programme provides a positive contribution to student aspirations, and we are also beginning to see the same contribution towards student attainment at GCSE. In August 2019 we will begin to gather results on how increased aspirations and attainment at GCSE translates into a successful application to a highly-selective university. We know our work does not stop after the programme and we aim to forge strong partnerships with evidence-based interventions for Year 11-12 students, with the purpose of developing a pipeline for our students towards highly-selective universities. These relationships will sustain our initial impact over the long term helping us to achieve our vision and enable our students to fulfil their potential in education.



13%

point increase in students 'very likely' to apply to a high-selective university



92%

of teachers say that engaging in the programme benefitted student attainment



95%

of students felt comfortable in the college and with the group

Introduction

This is an exciting time.

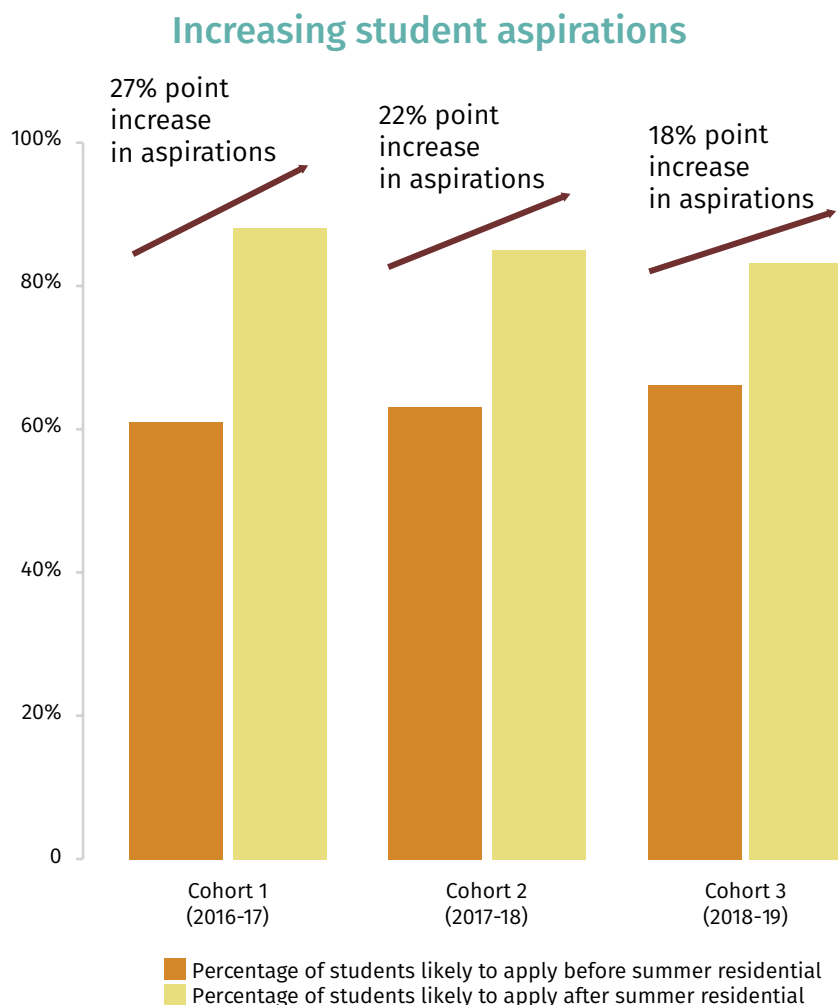
It's exciting for the first students we ever worked with — our pioneering group of 41 — who, right now, are completing their secondary education and deciding what comes next. Many are applying for university; some to highly-selective institutions such as Oxford, where we host our residential visits. We're confident the Universify experience will help more of them make successful applications, and we hope to prove the case when we report back next year.

It's exciting for the students currently on, or just beginning, their Universify journey. That number continues to grow, with 2018 bringing our largest cohort yet. We're delighted to see how many feel at home in Oxford after their time with us, and how many would recommend Universify to a friend.

It's exciting to note a steady and sustainable impact, even as we've tripled in size since 2016: in those likely to apply to the most selective universities after their summer with Universify, and in the improvement of their GCSE results.

Most of all, though, it's exciting to think about how much more we can do. We're committed to the best experiences and the most effective programmes, informed by rigorous data collection and analysis.

So, we present this report with total transparency and a genuine thirst for self-improvement. Having shown our students what can be achieved with a growth mindset, they'd expect nothing less.



Harry Hortyn, Universify Education Founder

Our aims and purpose

Our vision

We tackle under-representation of students from disadvantaged backgrounds in higher education, particularly at highly-selective universities.

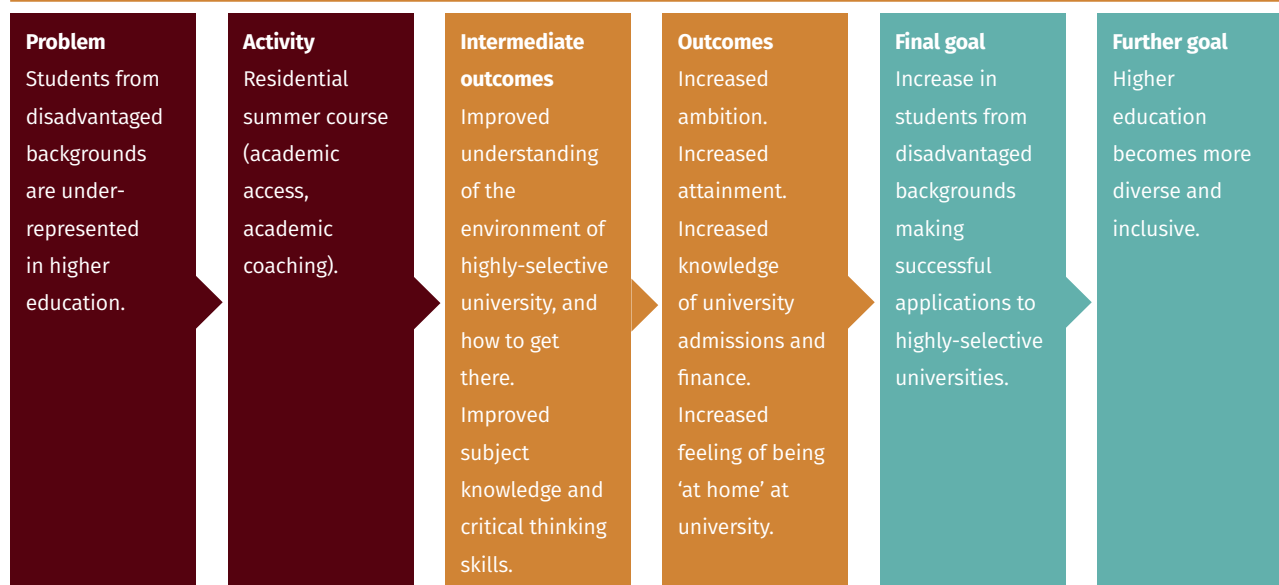
Fostering educational equality matches our vision of a higher-education system which is more diverse, inclusive, and open to anyone with academic potential, regardless of their background. A large body of research suggests that diversity within education institutions provides significant benefits, engendering a richer educational environment, and a greater breadth of ideas.¹

To achieve our vision, we help students from disadvantaged backgrounds by developing the skills and knowledge required to progress to a highly-selective university.² Students from certain geographical, ethnic, and financial backgrounds are less likely to apply successfully to highly-selective universities and courses with high demand. Barriers include low aspirations, limited attainment, and feeling out of place in a university environment.

While the student population as a whole is becoming more representative, the greatest disparity still is found at higher education institutions with high-entry requirements. The increase in entry rate for students from disadvantaged backgrounds is not only very slow,

Background

Students from certain geographical, ethnic, and class backgrounds are less likely to apply successfully to highly-selective universities and high-demand courses. Barriers include low aspirations, limited attainment, and feeling out of place in the university environment.



Enabling factors

Students form a supportive group and develop a positive mindset.

Students respond positively to the challenge of being 'out of their comfort zone' and in a new environment.

¹Gurin, Patricia, Eric L. Dey, Sylvia Hurtado, and Gerald Gurin. 'Diversity and Higher Education: Theory and Impact on Educational Outcomes.' Harvard Educational Review 72 (2002), p. 330; 'Benefits and Challenges of Diversity in Academic Settings', <http://wiseli.engr.wisc.edu/> (24 November 2018); Brief of General Motors Corporation as amicus curiae in support of defendants, Gratz v. Bollinger, et al., 122 F.Supp .2d 811 (2000).

²A benefit of addressing educational inequality is the impact on economic inequality. Universities UK policy and analysis report has revealed that eighteen-year-olds from the most advantaged groups are 2.4 times more likely to enter university than their disadvantaged peers, and 6.3 times more likely to attend one of the most selective institutions in the UK. Furthermore after graduating from university, students from disadvantaged backgrounds are less likely to go into professional jobs and, if they do, they are likely to be paid less. <http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2016/working-in-partnership-executive-summary.pdf>.

with growth at 0.4% in 2017, but most of this growth is at 'low-tariff' institutions rather than highly-selective universities.³ This shows that there is still a significant amount of work to do to close the gap.

Our intervention model

In order to address these barriers we designed our intervention model around three core elements:

1. A six-day group residential summer course.
2. Monthly academic coaching.
3. A three-day Easter residential.

Students are selected by lead school teachers and then applications are reviewed by Universify. We provide teachers with eligibility criteria asking them to recommend students who match as many of the following indicators as possible. Students...

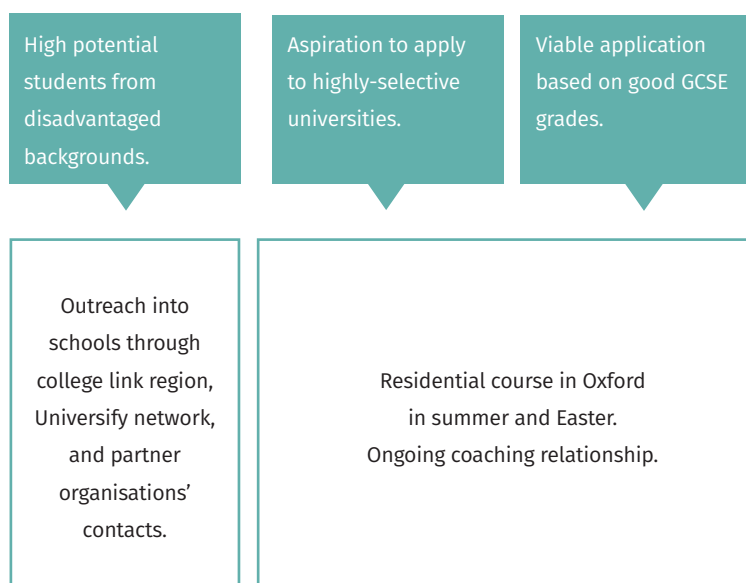
- ...are in Year 10 in the academic year of the programme.
- ...have the potential to do sufficiently well in their GCSEs to make a viable application to a high-demand university (six or more B grades

in the old system; six or more subjects at 6 points in the new system).

- ...are in danger of falling short of their potential — based on the teacher's assessment of student's potential and most-likely trajectory.
- ...are unsure of whether to apply to a highly-university or to courses with high demand — based on a conversation between the teacher and the student.
- ...show an interest in attending a six-day summer course in Oxford.
- ...face disadvantage — assessed in the first instance by school's knowledge of student's circumstances.

As students had to opt-in we expect students to have higher than average motivation — we controlled for this by using a pre/post survey to measure impact and control for factors that would distinguish our cohort from the general national cohort. Indeed, 66% of students said that they were 'fairly likely' or 'very likely' to apply to a highly-selective university at the beginning of the 2018 summer programme. In 2016 we formalised this model in a Theory of Change: a model of why our

Existing Universify intervention



Follow on support



³ The Guardian, 'Slow rise in university admissions from disadvantaged students' (December, 2018); <https://www.theguardian.com/education/2018/dec/06/slow-rise-in-university-admissions-from-disadvantaged-students-ucas> (accessed 10 December 2018).

activities should lead to the results we want to achieve.

The summer course

The summer course model allows the delivery of intensive, university-style academic content and enables students to gain an accurate understanding of what university life and study are like. We developed our programme through extensive consultations with sector experts and by evaluating current research on university access. In addition, we drew on the founders' experience in running Oxford Summer Courses, a successful private summer course provider accredited by the British Accreditation Council, which informed course design and delivery.

Monthly academic coaching

Coaching is a goal-oriented way of enabling students to achieve their academic ambitions more effectively than on their own. With a view to reaching the desirable outcomes identified in our Theory of Change we use coaching to focus on goal-setting and improving confidence. Students are paired with a trained volunteer coach during the summer residential, they then follow up by phone or video-link every month to set goals, check progress, provide support, and guidance.

Based on feedback from volunteer coach surveys and catch-up meetings we aimed to enhance the coaching experience and improve student engagement in coaching. This year we partnered with Dallaglio RugbyWorks, a charity targeting disadvantaged students outside of mainstream education across the UK. By using sports and coaching over a three-year programme, they strive for their students to be in sustained education, employment or training. Coaches from Dallaglio RugbyWorks trained our volunteers in coaching and were resident on our summer courses to deliver sports sessions to our students. These sessions were focused on building strong relations between

students and volunteer coaches with a view to improving engagement in the monthly coaching sessions and at boosting students' communication, leadership, and teamwork skills. The Dallaglio RugbyWorks coaches were also present to offer ongoing support to our volunteers as the latter worked to build rapport with their student coachees.

The Easter residential

Students return for the three-day residential Easter course, which focuses on exam and revision skills and aims to boost attainment in students' forthcoming GCSE exams through intensive revision sessions. The Easter residential also includes a session with follow-on widening participation programmes to direct students towards further resources and opportunities once they graduate from the programme. Additionally, students take part in an alternative careers fair, where they are able to learn and network with people from a range of professions, discovering the opportunities opened up by a university degree.

Our focus

We decided to focus on **increasing educational aspiration**, with research indicating that students from disadvantaged backgrounds apply for universities or courses that have lower demands (and lower quality) than the ones they are capable of attending given their attainment — this is known as 'undermatching'. This attitude leads to higher



Universify taught me that there are a lot more opportunities out there for me and just because I have not heard of them, does not mean they do not exist.

**Shehroze Akhtar, Cohort 1 student,
Manchester**



We have all been teenagers and know how important it is to have your say at that time. Discussing critical thinking with pre-university students in such an inspiring environment is one of the most rewarding experiences I've ever had as a teacher. I felt they are much more open to new ideas than college students since they still do not have real economic and professional pressure. In all honesty, I feel that I learnt throughout the lectures even more than they did, since I was able to deconstruct how the normalized practices of our economic system are installed in the individual as we grow up.

Pedro Teres, Critical Thinking Tutor.

drop-out rates, harming students and universities.⁴ The main reason for undermatching is that students do not apply to the university they were capable of attending, rather than that they applied but were not admitted.

We also focus on **attainment**, as there is a limited pool of students from disadvantaged backgrounds who achieve GCSE grades — enabling application to highly-selective universities.⁵

Universify also aims at **familiarising students with university**, since the idea of 'university' and the application processes can be intimidating to students who are first-generation applicants in their family. This is particularly pronounced for students from ethnic minority backgrounds and can lead to poor performance at interview or a decision not to apply at all.⁶

Additionally, we are committed to **rigorous impact measurement and reporting**. Every year we

measure students' ambition and soft skills using before-and-after questionnaires, and compare data recorded on GCSE predictions with attainment. We also compare our results with previous years, to see the impact of our work as we grow and identify areas where we can refine our model. In the long term, we will collect and report on university applications and progression to university among Universify students.

Our aims

2017-18 saw our second student cohort (2017-18) complete the programme and their GCSEs, and the delivery of the programme to an expanded third cohort of students in summer 2018 at two Oxford colleges, Somerville and St Hugh's College.

As a result, we collected data for our expanded second cohort to assess the outcomes of the Easter programme, ongoing coaching, and our contribution to GCSE attainment compared to cohort 1. In addition, we can now evaluate the impact of our Summer 2018 programme delivery to a cohort of 122 students, who attended across three weeks at two different sites. These data allow us to assess whether students and other stakeholders remained engaged and satisfied with our refined model.

In addition, this information will be used to improve our intervention model over time to further increase our impact and to forge links with complementary organisations and interventions for students in Year 11-12.



⁴ Paul Tough, 'Who Gets to Graduate?', New York Times Magazine, 15 May 2014.

⁵ Institute for Fiscal Studies, 'Widening Participation in Higher Education: Analysis using Linked Administrative Data' (2010).

⁶ <https://www.tes.com/news/school-news/breaking-news/black-and-ethnic-minority-students-miss-out-university-finds-report>. Article accessed 10 December 2017.

Our activities

2017-18 course completion

2018 marked the culmination and completion of our second year-long programme, with all our students completing their GCSEs and receiving their results in August 2018.

Easter 2018 programme

At the end of March 2018 we ran our three-day Easter residential welcoming our students, now in Year 11, back to Somerville College. As with the summer programme, the Easter course was completely free for students, including accommodation and meals on-site at Somerville, and all cultural and social events; we asked schools to cover travel costs.

The residential was designed as an intensive GCSE revision weekend where students could choose between Maths, English or Science, selecting topics in the GCSE specifications that they wanted to revise to help boost attainment in their upcoming GCSEs. In addition to revision, students received presentations about Year 12 follow-on programmes, including UNIQ, The Social Mobility Foundation, and In2Science. Students also attended an alternative careers fair with a host of professionals

from a range of careers including journalism, PR, advertising, biotechnology, the social sector, design, and many others to highlight the vast range of opportunities a university degree can offer. Students also received a session on how to stay calm and manage the exam period. Finally, the Easter residential was an opportunity for students to meet with their coaches face-to-face again and evaluate progress towards their goals in the wake of forthcoming exams.

Summer 2018 programme

2018 saw us launch our year-long programme for a new cohort of Year 10 students. Partnering with Somerville College for the third year and, for the first time, with St Hugh's College, we set the aim of working with 120 students. As in previous years the course was entirely free, with meals and accommodation provided at Somerville College and St Hugh's College.

We offered Universify places to 133 students, predicting around a 10% attrition rate — 122 students then attended the programme.



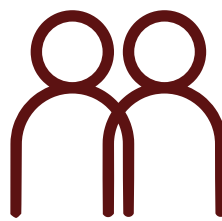
In summer,
for cohort 3,
we delivered

45

In Easter,
for cohort 2,
we delivered

18

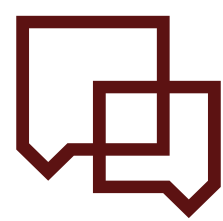
hours of academic
content



24

2

hours of group work



122

75

hours of 1-1
face-to-face academic
coaching

Our students

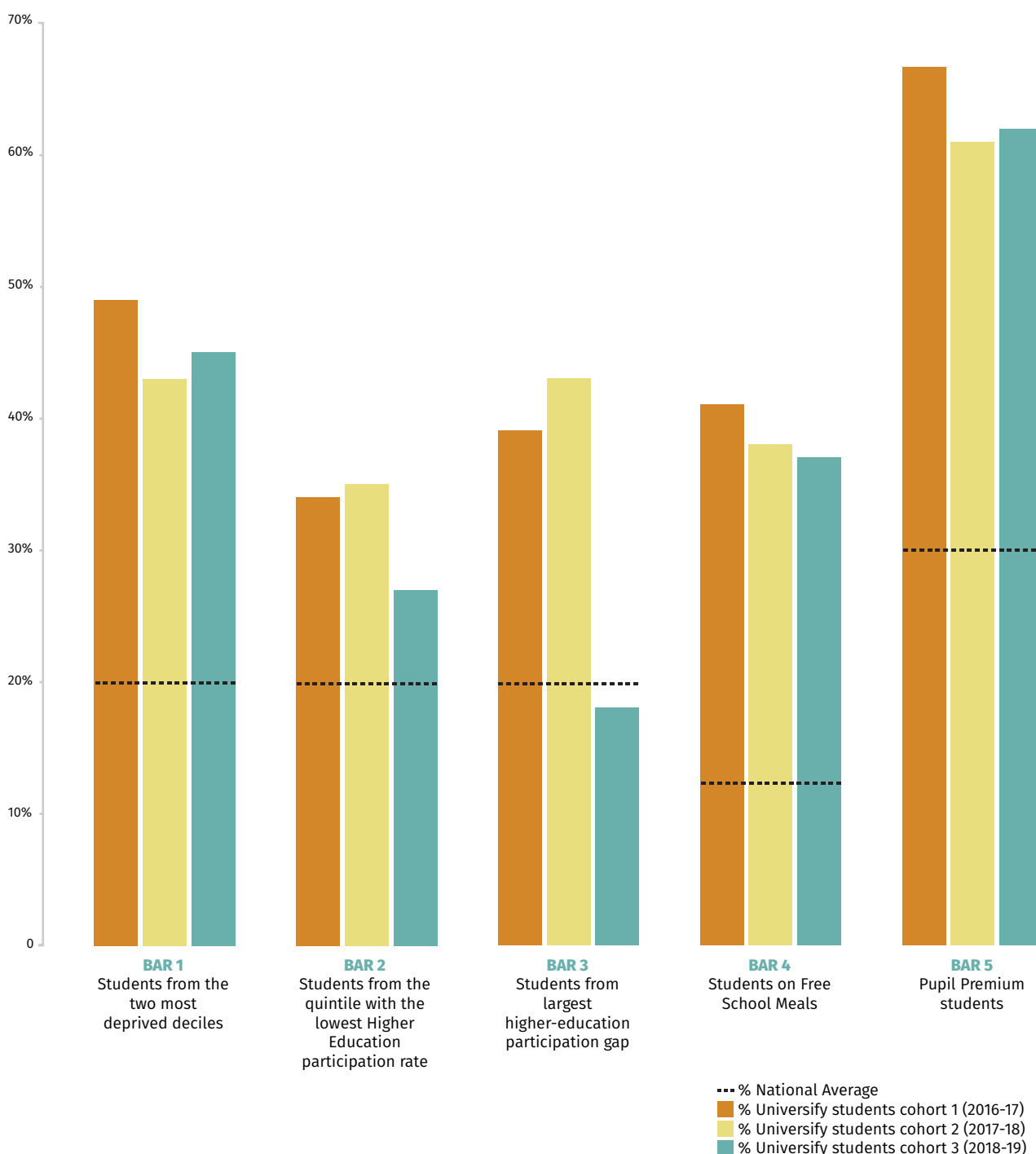
Our students this year were all aged 14 and 15, were shortly moving into Year 11, and all attended non-selective state schools.

35 students (29%) were boys and 86 (71%) were girls. This is similar to last year's cohort which

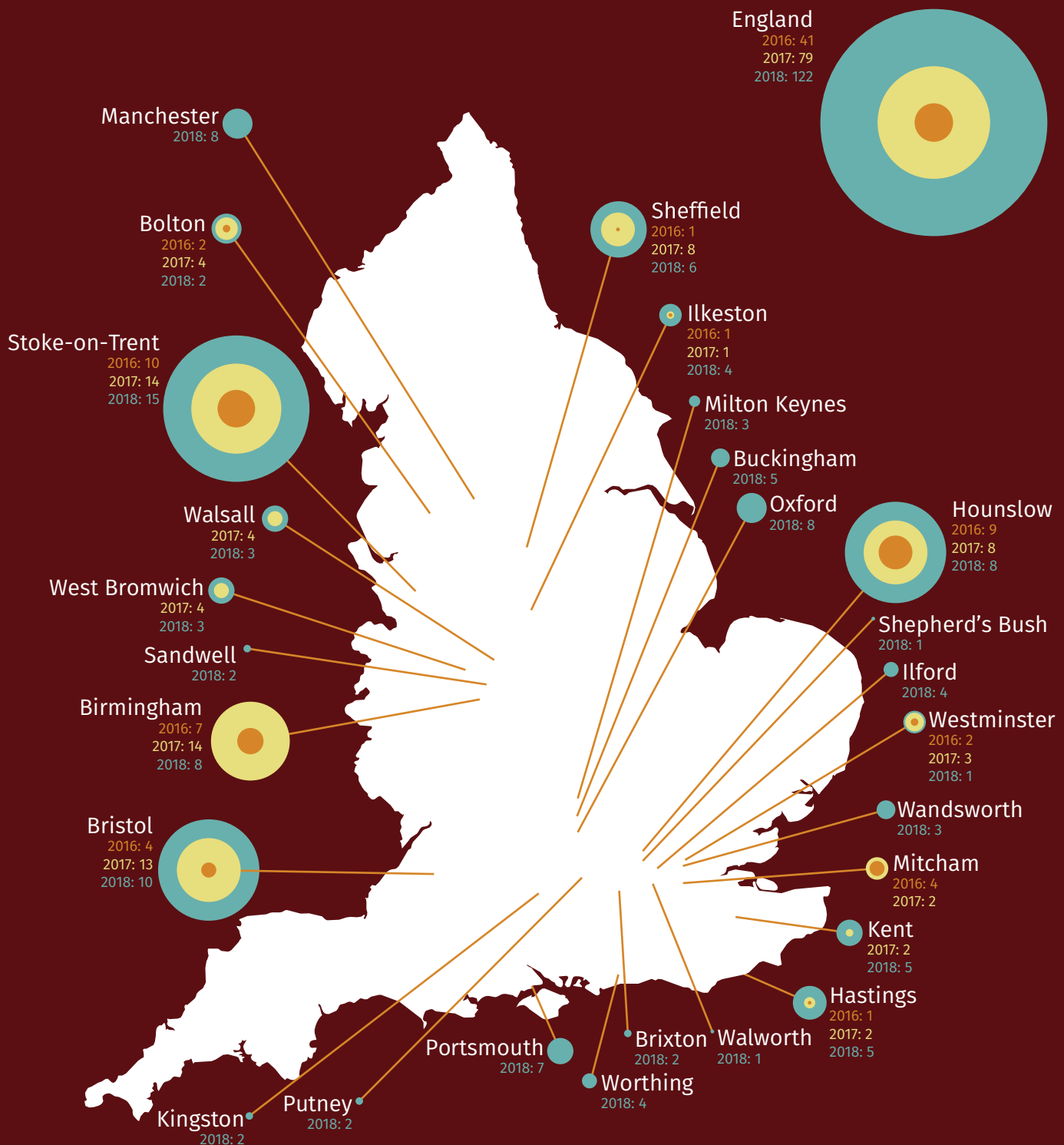
was composed of 28% boys and 72% girls but less balanced than our first cohort (46% boys and 54% girls). Like cohort 2, however, these numbers reflect the same proportion as in our applications, of which 29% were boys and 71% girls.

45% of our students attend schools with postcodes in the two most deprived deciles (as bar 1 shows

Our students belong to groups less likely to access higher education



Geographic breakdown of student cohorts



Initially, schools are selected from partner college's priority areas. For Somerville these are Hounslow, Buckinghamshire, the West Midlands, and Staffordshire; for St Hugh's, it is Kent. Other schools came through teachers who supported us in programme development, partner organisations (including Ark, Ormiston, and Franklin Scholars), word of mouth from lead teachers, school registrations of interest, and University outreach to ensure we work with a geographically diverse range of beneficiaries in the areas of greatest need.

on p. 12)⁷, according to the Index of Multiple Deprivation, with 52% coming from the three most deprived deciles, compared to 43% and 57% respectively for our 2017-18 cohort. In other words, nearly half our students came from the poorest 20% of neighbourhoods. This is important as it shows that, while expanding, we have continued to reach students from less well-off backgrounds at non-selective state schools — exactly the kind of students who are the least likely to reach highly-selective universities.

27% of our students came from the quintile of local authorities with the lowest higher-education participation rates of those aged 18 between 2009 and 2015 (POLAR4) (as bar 2 shows on p. 12), while 18% came from the quintile with the largest higher-education participation ‘gap’, where HEFCE calculates that higher-education participation is lower than expected (see bar 3 on p. 12).⁸ Again, this shows we are working with the students least likely to attend highly-selective universities.

The percentage of students from the quintile with the largest higher-education participation ‘gap’ is lower than previous years (43% in cohort 2 and 39% in cohort 1). We attribute this to the re-classification of quintiles for POLAR4 since the percentage of students from the lowest quintile for higher education participation rates is very similar to cohort 2 (28%) and deprivation data indicates we are still working with students from disadvantaged backgrounds who are the least likely to attend highly-selective universities. Nonetheless, we will aim to ensure our programme works with students in areas with the greatest participation gap.

We received information for 115 students out of 121: 75 (62%) are Pupil Premium (PP) students,⁹ having been eligible for free school meals at some point in the last six years, and 45 students (37%) currently qualify for free school meals (FSM). This indicates that we are working with those students most at risk of not fulfilling their potential in education.



I’m delighted that Somerville has continued to play a vital role in the Universify Education Programme in 2018. Hosting the first access summer school in 2016 was an exciting and promising new venture. Much has happened since then, as outlined in this report. 2018 has seen major progress in a maturing programme. For the third year the College hosted the summer programme. We also welcomed back many of our 2017 summer school ‘alumni’ for a short Easter GCSE preparation session.

Our aim, to stimulate and inspire young people who do not come from a background of privilege to aspire to the best academic performances they could achieve, is being met, although there is still so much more to do. It has been an absolute privilege to spend time with a fantastic group of young people, who impressed everyone with their abilities, energy and enthusiasm. I look forward to keeping in touch with our past summer school attendees and watching them continue to excel, including (but not limited to) maybe some of them applying to Oxford in due course.

Steve Rayner, Senior Tutor and Tutor for Admissions, Somerville College, Universify Trustee.

⁷ <http://imd-by-postcode.opendatacommunities.org>. Article accessed 4 December 2018.

⁸ <http://www.hefce.ac.uk/analysis/yp/POLAR/> (Article accessed 24 November 2018).

⁹ Pupil premium students are those who have been eligible for free school meals in the past six years. <https://www.gov.uk/government/publications/pupil-premium-2015-to-2016-allocations/pupil-premium-2015-to-2016-conditions-of-grant#eligibility> (Article accessed 24 November 2018).

Our impact

Aspirations to education

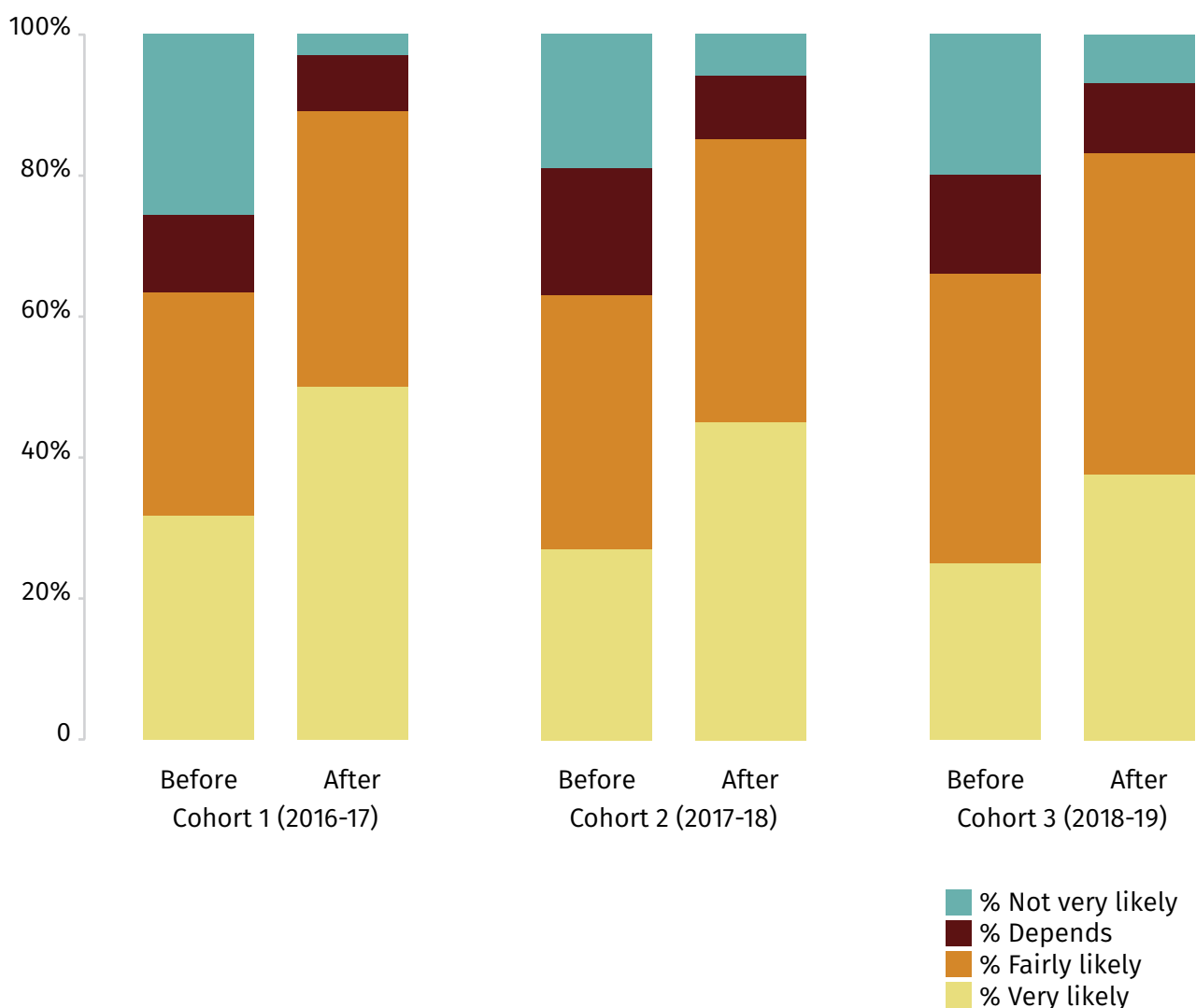
At the end of the 2018 summer course, 83% of our students reported that they were 'very likely' or 'fairly likely' to apply to a highly-selective university like Oxford compared to 66% at the start of summer 2018. As aspirations to education are a key outcome for Universify, it is positive to see this percentage increase, especially since these students have already indicated a motivation to apply to university as part of our eligibility criteria.

40 students reported that they were more likely to apply to a highly-selective university at the end of the summer course than at the start of the Universify programme. We saw a 13 percentage

point percent increase in those students 'very likely' to apply and only eight students at the end of the course said they were not likely to apply.

These results continue encouraging trends from 2016 and 2017. Although in the previous year a larger number of students became more likely to apply to a highly-selective university (87% in cohort 1 and 67% in cohort 2), the combined total percentage of students whose likelihood of applying to a highly-selective university moved in a positive direction or stayed the same was greater than in previous years (92% in 2018, 90% in 2017, and 76% in 2016).

How likely are you to apply to a highly-selective university?



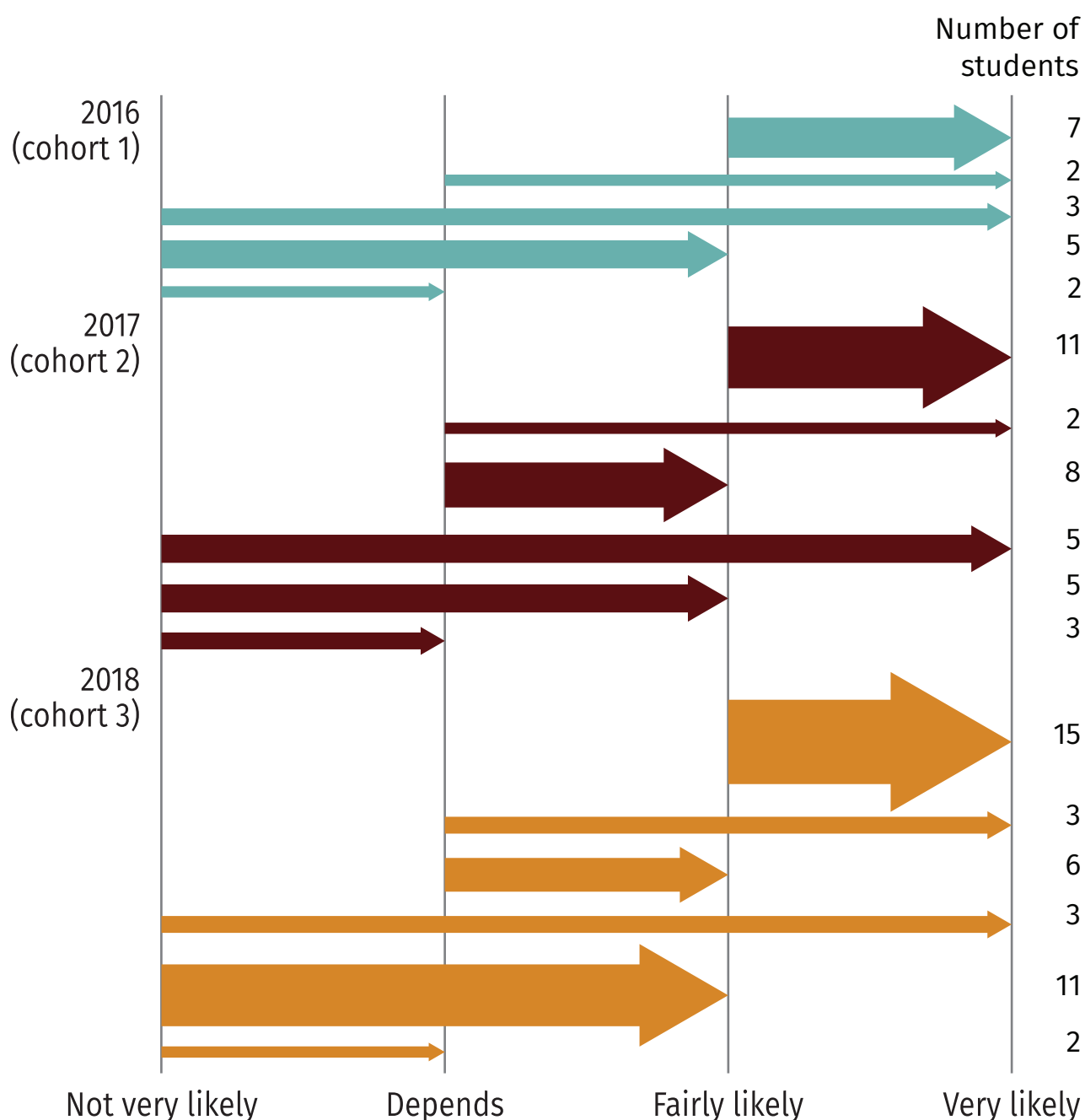
This summer we also saw a 13 percentage point reduction in students either not very likely or not at all likely to apply, which is the same percentage point decrease as in 2017.

We would like to break down the results further: of the 40 students who responded that they were more likely to apply to a highly-selective university in our survey, 23 students moved up one answer category, 14 students moved up two answer categories, and three students moved up three answer categories (in other words, there were three

students who arrived at the programme reporting that they were 'not very likely' to apply to a highly-selective university and left saying that they were 'very likely'). Promisingly, fewer students than recent years moved in a negative direction, with only 8% of students becoming less likely to apply compared to 10% in 2017 and 24% in 2016.

These increased aspirations show a continuous trend in raising student aspirations, which are particularly positive given the increased size of the programme.

How our students' aspirations increased during the summer



Aspirations to education after the Easter residential

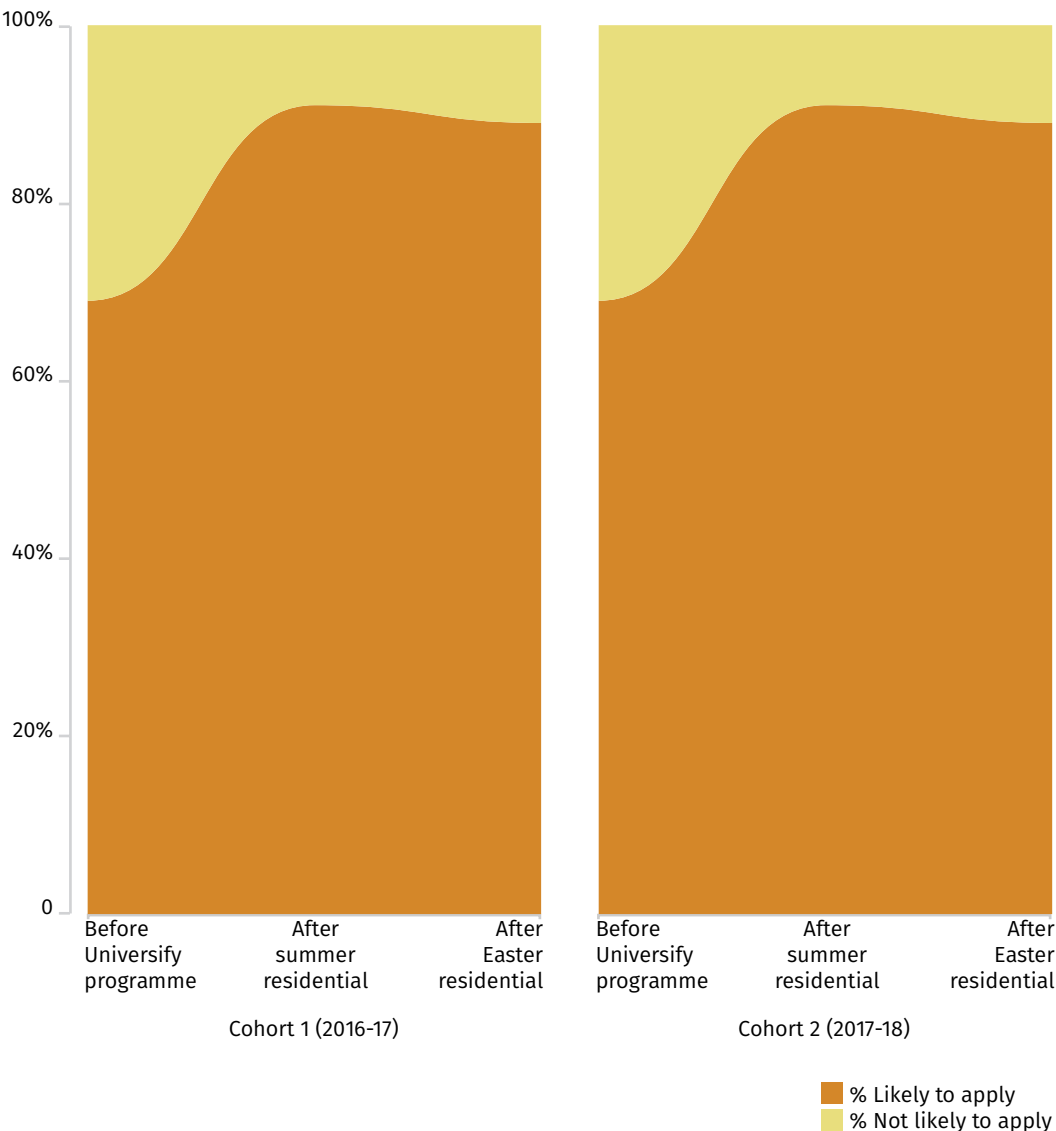
For our students attending the Easter programme, we again asked how likely they were to apply to a highly-selective university, and we found that the impact on aspirations to education at the end of the 2017 summer school had endured into Easter 2018. By the end of the summer programme, in August 2017, 88% of students said they were very or fairly likely to apply to a highly-selective university and by the end of the Easter residential, in March 2018, 84% remained very or fairly likely to apply. These results matched our 2016-17 cohort where 89% of students were very or fairly likely to apply after Easter, compared to 91% in the summer.



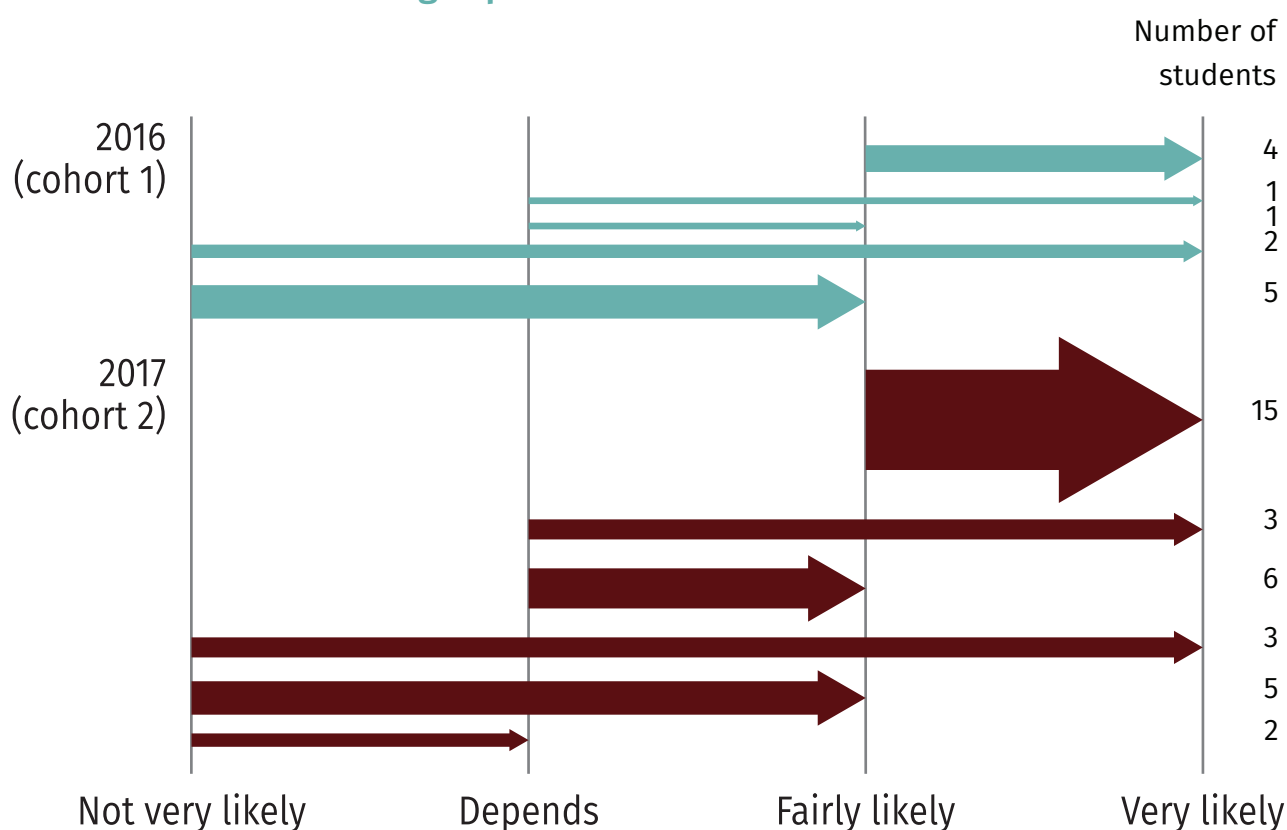
Universify has opened the door to students' aspiration of completing a university education which they had previously considered unavailable to them due to their background.

Emma Williams, Lead teacher, Priory School, Edgbaston.

Maintaining students' increased aspirations



Increasing aspirations from summer to Easter



In addition, of the teachers who responded to our survey about student GCSE attainment, 82% agreed or strongly agreed that engaging in the Universify programme meant their students are more likely to apply to a highly-selective university. Overall 53% of students moved in a positive direction throughout the year, with a continued increase in students 'very likely' to apply to a highly-selective university, namely a 25 percentage point increase in students 'very likely' to apply by Easter.

These aspirations can be qualitatively demonstrated too. At Easter we asked students 'What one action have you taken as a result of being involved with Universify?' In their responses many demonstrated increased aspirations, reporting that they had been researching universities, thinking more proactively about their future, and were generally more ambitious. There were also signs that students were acting on these aspirations with many saying they were working harder and revising more. These continuing high aspirations and efforts to fulfil these ambitions reflect the contribution of the monthly remote coaching received by the students between the two residential.

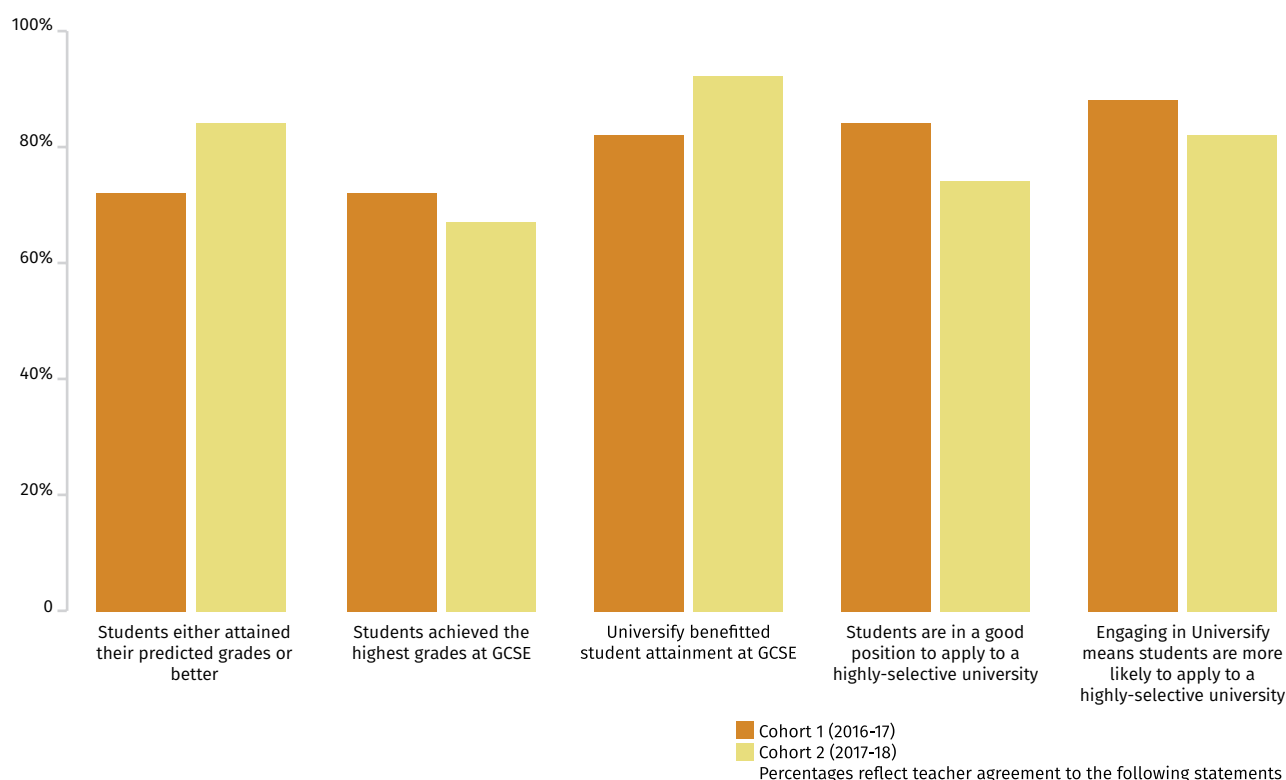
Student attainment

In summer 2018, our second student cohort completed their GCSEs. As increased educational attainment is a key outcome for Universify we asked teachers how their students performed in their GCSE exams. Of the 39 students we have data for (from 16 of our 33 schools in 2017-8), 92% of teachers agree or strongly agree that Universify's programme benefited student attainment at GCSE, compared to the 84% agreement in 2017.

Exploring these results further, 84% of teachers said that students attained their predicted grades or did better than the predicted grades. 67% of teachers also agreed or strongly agreed that their students achieved the highest grades at GCSE.

As GCSE attainment is crucial to the likelihood of making a successful application to a highly-selective university, which is another of our key aims, we also asked teachers to assess the position of the students after sitting their GCSEs: 74% of teachers either agreed or strongly agreed that their students were in a good position to apply to a highly-selective university, which reflects the

Impact on GCSE attainment



positive attainment reported above. These results show a continuous positive contribution to student attainment and may imply a greater likelihood of making a successful application to a highly-selective university.

Self-efficacy and self-esteem

We have now measured students' feelings of self-efficacy for three cohorts. For cohort 3 we found a small statistical shift but with a zero effect size in these feelings of self-efficacy.

Interestingly, for cohort 1 and 2, we re-tested these feelings of self-efficacy at Easter and found that feelings of autonomy and control in both groups drop. There are multiple possibilities of what could be contributing to this decline, such as upcoming exams, and it would be interesting to ask whether this drop would be greater without the Easter residential. We will be able to report if this trend continues in cohort 3.

As per cohort 2, and unlike cohort 1, we saw a statistically significant increase in students' self-esteem at the end of the summer course. This could

be attributable to the larger cohort size and again it will be interesting to see if a trend develops as we continue to expand.

As student self-efficacy and self-esteem are both important enabling factors in making a successful application to a highly-selective university, we will continue to monitor these areas and see how we can develop our programme to impact positively these attributes. Once we have data for three completed cohorts it will be interesting to re-analyse self-efficacy with this larger sample, which will provide more accuracy.

Changing perceptions of university

Universify has changed students' perceptions of university, as measured by surveying students for a single word they most associated with 'university' at the start and end of the summer residential.

Crucially, students shifted their ways of describing and understanding the challenge that university offers. Students arriving at Universify thought university life would be 'tiring', 'hard' or 'stressful'; at the end of the course these ideas had

reduced dramatically and been replaced with an understanding that university is an ‘opportunity’ and requires ‘perseverance’ and ‘dedication’. These words and the overall change in perception is very similar to students’ perceptions in 2017; this highlights how the residential contributes towards perception change.

The single most common association at the start of the course was that university involves stress (twelve responses before, three after). The other significant associations were generally positive ideas (such as ‘exciting’ or ‘ambition’), the link between university and academic success (‘grades’ or ‘academic’), and the personal characteristics of university students (‘intellectual’ or ‘ambitious’).

At the end of the course, we found the most common student perceptions were generally positive associations (such as ‘exciting’, ‘aspiration’, and ‘success’). Additionally, ideas of ‘independence’ were far more prominent. There was also the emergence of a link between university study and future personal growth (‘development’, ‘enriching’, ‘important’).

A core set of associations was constant: students thought of university as, in the broadest terms, a generally positive concept but these associations were initially linked to stress and difficulty rather than an ‘enjoyable’ ‘ambition’. Connotations of their choices changed in important and promising ways. This change is most clearly apparent in the view that university is ‘hard work’ and ‘stressful’ at the beginning of the course and an ‘exciting’ ‘opportunity’ at the end of it.

Students changed their understanding of the personal characteristics needed to succeed in university education: ideas around ‘intelligence’, being ‘smart’ or ‘ambitious’ decreased and were replaced by an emphasis on university being ‘possible’, ‘attainable’ and ‘exciting’ — which was minimal at the start of the course.



Finally, there was a subtle but perhaps critical shift in the language students used to describe university learning. At the start of the course, students associated university study with ‘hard work’, but this notion was transformed into more positive perspectives such as ‘hard but fun work’, with university requiring a ‘strong work ethic’. These ideas of academia reflect the opportunity and benefit of ‘education’ more clearly than at the start of the programme. Students’ understanding of university developed as they saw it as an ‘enriching’, ‘inspiring’, and ‘fulfilling’ ‘experience’ (words which students had not brought with them to the course). Students also saw university as a place where ‘friendships’ were made, which highlights the success of the course in making students feel at home in a university setting.



These perception changes are broadly similar to those in cohorts 1 and 2 and suggest that the programme contributes to a shift in understanding of university, particularly references to stress, which greatly diminished after the summer programmes. This decrease could suggest students left the programme with a better understanding of university and, importantly, of how to get there. Coaching, with its focus on empowering individuals to achieve their goals, could also have contributed to decreasing references linking university to stress replacing them with a view that university is achievable.

Student engagement

To have a sustained impact on the lives of young people, our courses need to be engaging and enjoyable. Student feedback was again very positive in this regard, with 95% of students enjoying the course and reporting they would recommend it to a friend. Feedback on coaching was similarly positive, with 91% of students saying they found coaching useful and were looking forward to the next session. Finally, 95% of students said they felt comfortable with the group of students and in college, which is very encouraging, as it improves students perceptions that there is a place for them at highly-selective universities and it is testament to the hospitality of our partner colleges.



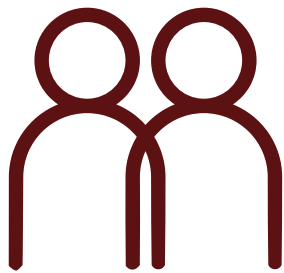
A great opportunity to meet new people, try new subjects, and know more about university and college.

I found people like me and that share the same interests and humour.

...it has been one of the best experiences of my life.

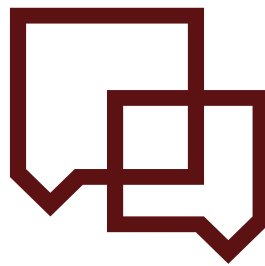
I got to learn about the life outside of academics not just in the university.

Universify students, Cohort 3.



95%

of students enjoyed the course and would recommend it to a friend



91%

of students found coaching useful and are looking forward to the next session



95%

of students felt comfortable in the college and with the group

Student case studies

Nadia Awad

COHORT 1 – HOUNSLOW



Nadia was our first ever student to arrive on our programme in August 2016 from Heston Community college in Hounslow. Having completed the Universify programme in March 2017, she is now the student representative on the Universify trustee board where she works with the student committee to put forward a student's perspective to the board of trustees to ensure the people most important to the programme have their say in how to make it better for them.



Before attending the programme I never would

have considered a Russell Group university, let alone Oxford, but now I'm applying to study History and Politics! It was a life changing experience that made me realise my love for academia, as well as meet people from all around the country. The coaching and academic sessions also helped me with my GCSE exams significantly. It was a worthwhile experience which should definitely be implemented in all Russell Group institutions.

Francis Adam

COHORT 1 – SHEFFIELD



Like Nadia, Francis, was part of our first cohort, travelling on his own from Sheffield to Oxford to begin his Universify journey. Francis is now part of our student committee, promoting the Universify programme among his old school, Notre Dame High School, as well as working with the rest of the committee to give a student perspective in trustee meetings.



I always knew I wanted to go to university.

What I wanted to do... not so much. I enjoyed science at school, liked helping and working with people and liked having titles so doctor seemed like the perfect profession for me. Both A-Levels and the Universify Education programme widened my horizons as well as tested my character and skill set. I discovered my love and interest for psychology and its study of the mind and human behaviour which has resulted in me making psychology both an A-level and a considered degree for university. Universify also showed me my strengths in philosophy and in the study of religion and great thinkers, this forms the basis for my second degree consideration at university. I thoroughly enjoyed the experience as it encouraged and inspired me to widen my horizons not only to Russell Group universities, but particularly to Oxford and Cambridge. I came to a new found understanding that my

hard work and interest could get me anywhere regardless of my background, skin colour or diversity quotas. The programme allowed me to branch out into subjects such as PPE and plant sciences and I found both fascinating. I also established great friendships and was supported by an amazing mentor; both relationships that I still carry to this day. Universify is a great programme in my opinion as it gives everyone a taste of what Oxford and Higher Education has to offer in a social as well as academic sense. It also significantly helped reinforce GCSE knowledge which I think helped me to focus and relax in the run up to my GCSEs and for all these reasons listed above, I am proud and honoured to be a member of the current student committee.

Aysha Ali

COHORT 3 – PORTSMOUTH



Aysha from Ark Charter Academy, Portsmouth, was part of our largest residential which ran this summer at Somerville College. She is now working towards the goals she set with her coach as she prepares to return this Easter before sitting her GCSEs.



I found the programme very exciting because you get to try out activities such as punting that are unique to Oxford while getting a taste of what lectures are like and what university life is like in general. I also liked how you were allowed to form your own judgement of university and while the purpose of the programme was to encourage young people to go to university, nobody forces any ideas onto you. You're given the chance to think more about your options after leaving school.

My favourite part of the programme was meeting people from all over the

country because you get to have totally new experiences with people that you've never met before, making them all the more thrilling.

Currently my aspirations are to go to college, hopefully go to an elite university and eventually work in software development, architecture or sustainable development. This course has grown my confidence in my ability to go onto university if I want to and having the regular support from a university student makes me feel less afraid of the future and less pressured to make all my choices now.

Jenny Taylor

COHORT 2 – BRISTOL



As part of our second cohort, Jenny graduated from the Universify programme in 2017, and has just completed her GCSEs. As a result of her newly discovered interest in Classics, Jenny has even taken up Latin GCSE in addition to her A-levels.



I think what I found most impactful with the Universify programme was how it truly opened my eyes to the opportunities that are available for me and that I do have the ability to access them. With the guidance of my mentor, Catherine, and the feelings of adventure and intrigue that came with staying at Somerville College and taking university-style lectures, I gained the much-needed confidence to help me go further in my GCSEs and even consider potentially applying to Oxbridge – something I had really wanted to do but not quite felt that I had the capability to do so.

I loved being able to meet others from across the country and explore Oxford, but I think most importantly I learnt

and developed skills that include critical thinking as well as teamwork skills when we developed an app in groups as a part of our enrichment work. In addition, my Maths skills definitely improved with the intensive revision sessions in the Easter visit, which meant that I exceeded my expectations of the grade I could achieve at GCSE.

I also really got to work on my time management with the help of my mentor. The opportunity to stay in contact with our mentors is something unique within the course that I found extremely helpful; I am still in contact with Catherine now and she has definitely inspired me to pursue Classical Civilisations further – at first to A levels and now I am considering studying it at university.

Our evidence

In order to collect robust impact data, we hired an experienced independent impact evaluator, Ellie Harries, to support in the design of our measurement framework and our data analysis.

Our main data collection was through:

- Two students questionnaires, one student questionnaire administered at the start and the end of the summer programme and one administered at the end of the Easter residential, to enable before and after comparison.
- A GCSE questionnaire for lead teachers at schools to measure student attainment against their predicted grades.

Wherever possible, we drew on independently-validated psychological scales to measure ‘soft’ outcomes, such as an increase in self-esteem or self-efficacy. In particular, we drew on Inspiring Impact’s JET Framework, which brings together a number of key measures of young people’s skills and personal traits.¹⁰

We had a good response rate to the student questionnaire: of the students on the 2017-18 programme 64 students (81%) completed all

questions in the Easter questionnaire, while 114 students (94%) on the 2018-19 programme answered all questions on the summer pre-and-post course questionnaire.

We received 16 out of 33 teacher surveys, 14 of them also sent students on our 2018-19 programme.

Our impact measurement is designed to assess both where the model is working and areas to improve. The purpose is to keep our model functioning effectively, improve where possible, and gain insight on the key components of the programme. We are undertaking this measurement, analysis and reporting in the spirit of learning rather than performing a box-ticking exercise for future funders.

Aspirations to education

We used the Department for Education’s Longitudinal Study of Young People in England (LSYPE) survey’s five-question Educational Aspirations module and the one-question University and Higher Education module to measure students’ aspirations to education.¹¹ The results were not statistically significant. Although the scale was validated, it did not offer the

¹⁰ <http://www.thinknpc.org/publications/the-journey-to-employment/> (Article accessed 4 December 2018).

¹¹ <https://www.education.gov.uk/ilsype/workspaces/public/wiki/Questionnaires> (Article accessed December 2017).



specificity we needed as it focuses on educational aspirations prior to higher education, and does not ask about university choice. We therefore drafted an additional question, 'How likely do you think you are to apply to a highly-selective university, like the University of Oxford?', with responses on a five-point Likert scale from 'very likely' to 'not at all likely'. The answers to this question are reported above.

Self-efficacy and self-esteem

To measure students' self-efficacy we used the Individual Protective Factors index, Self-Efficacy sub-scale, which is a seven-item, four-point scale.¹² We also measured students' self-esteem using the Single Item Self-Esteem Scale (a shorter version of the widely-used Rosenberg Self-Esteem Scale).¹³

GCSE attainment

Universify seeks to contribute and measure two key outcomes:

1. Increased attainment.
2. Increased likelihood of making a successful application to a highly-selective university.

To assess both aspects, our independent evaluator and Universify's trustees for impact measurement devised a single survey to send to lead teachers at schools. The survey presented teachers with the following statements for each student:

1. This student attained their predicted grades.
2. This student achieved the highest grades at GCSE.
3. Engaging in Universify's programme benefited the student's GCSE attainment.
4. This student is in a good position to apply to a highly-selective university.



Universify has engaged students in challenging conversations and platforms to build resilience and aspirations.

Collette Iglinski, Lead teacher, Ark William Parker, Hastings.

5. Engaging in Universify's programme means this student is more likely to apply to a highly-selective university.

All questions were measured on a scale of agreement ('strongly agree' to 'strongly disagree'), except for Question 1 where teachers could submit either ('Yes', 'No — the student's grades were worse than their predicted grades', or 'No — the student's grades were better than their predicted grades').

We chose this method to measure attainment rather than the initial proposal of comparing predicted grades against actual attainment compared to a control group. The decision to use the single survey was favoured because it eases the teachers' task, as the teachers are not required to access to all student grades (this may be harder to procure), and to make data analysis more straightforward. In addition, the questions explore whether student's engagement with Universify contributes to any of our key outcomes.

This year we chose to utilise the same GCSE attainment measurement method due to limited resources and the demand on teachers' time for providing year group data. Nonetheless, we are in discussions with a partner academy chain about using the data from their partner schools to compare predicted and attained student grades to create a more in-depth view of a sample of our cohort. This research would still be done alongside the surveying of teachers in order to continue

¹² Dahlberg LL, Toal SB, Swahn M, Behrens CB. *Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools*, 2nd ed., Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control, 2005.

¹³ Robins, R. W., Hendin, H. M., & Trzesniewski, K. H. (2001). 'Measuring Global Self-Esteem: Construct Validation of a Single-Item Measure and the Rosenberg Self-Esteem Scale'. *Personality and Social Psychology Bulletin*, 27, 151-161: http://jeter.org/sites/default/files/images/stories/pdf/selfmeasures/Self_Measures_for_Self-Esteem_SINGLE-ITEM_SELF-ESTEEM.pdf (Article December 2017).



I've had incredibly positive experiences working with Universify as a tutor. Educational inequality is a huge issue in our country and we need charities like Universify to give disadvantaged students equal access to the higher-tier universities. It is a challenge to coach students into achieving top grades at GCSE, but Universify goes one step further and helps students feel like university is well within their reach. As a tutor I have enjoyed the opportunity to share my passion for university level mathematics in a way that I would not be able to do as a classroom teacher.

Beth Slater, Maths Tutor.

measuring the impact of attainment on aspirations and the likelihood of making a successful application to a highly-selective university. It is also important to note that any method we use to measure attainment against predicted grades will be affected by schools' differing approaches to grade predictions.

We will also continue to seek guidance from experts in the sector on how to guarantee our measurement of student attainment is as robust as possible — ensuring the programme provides the greatest possible impact.

Perceptions of university

To measure students' perceptions of university, we included on the student survey the question 'What one word do you most associate with the idea of studying at university?'

We then collated the responses and analysed data with respect to three key questions:

- What associations did students gain?
- What associations did students lose?
- What were the four most common types of association before and after the course?



What we have learnt



At the core of Universify's mission is the desire to learn from what we do, and to improve by gathering feedback from students and other stakeholders. To this end, we collected student feedback on:

- The course in general, including facilities, logistics, staff, and coaching sessions.
- The academic content of the course.
- The group work.
- Individual activities.

In addition, we collected staff feedback, particularly around workload, opportunities for improvement, and course logistics. We also surveyed teachers to allow them to feed back on the selection process and the logistics prior to the course, as well as the impact on students once they had returned to school. Finally, we conducted a rigorous internal post-course review, a practice we will continue each year and which will enable us to improve our programme in the future. We are committed to continuous improvement — learning how to adapt and improve our model.

Our activities

In general, student and staff feedback was very positive, particularly around enjoyment and coaching. The most commented-upon highlights were the new experiences — academic and activities, coaching, and meeting new people — and staff on the whole were rated by students as 'excellent'. However, the feedback did point to ways in which we could adjust and improve the summer course.

The academic feedback suggested that the courses were appropriately pitched, 48% of students reporting the level of work as 'just right'. Physics, Critical Thinking, and Maths sessions were rated largely 'quite difficult' and 'too difficult' by some students, so more work still needs to be done to help tutors pitch the material to the correct level. For the most part, academic feedback needs to be treated with more caution, since the course was intended to academically challenge students. In future we will review new tutors' lesson plans, provide advice and guidance on them, and set expectations of students' abilities.

Overall feedback on the intensive GCSE revision sessions in Easter was positive. Areas for improvement included changing the alternative careers fair so students had more opportunity to talk to professionals in small groups and to hear about their path from school through university and into their profession.

The activities were highly rated, with punting and the Dallaglio RugbyWorks sports sessions the most popular among them. Like last year the least popular activity was debating and we will work to develop a session that is more accessible and enjoyable.

Following previous staff feedback we created a volunteer handbook to help set expectations and outline the role in more detail. 100% of the coaches said they enjoyed volunteering and would recommend volunteering to a friend. For volunteers, coaching was the most popular element of the programme, however this is still an area

where we can improve. We received feedback from coaches that there should be more 1-to-1 coaching opportunities with students on the course. Feedback also suggested further guidance could have been provided on the coaching element of the programme, including scenarios and additional on-course support. This year we partnered with Dallaglio RugbyWorks, who delivered our coaching training and offered on-course support to volunteers. They received largely positive feedback for their training, nevertheless volunteers indicated that they would have liked Universify to provide more context about their role. Next year we will look to further develop our volunteer training so that the coaching element does not feel rushed and is set within the context of Universify, maximising the benefits the Dallaglio RugbyWorks' training brings.

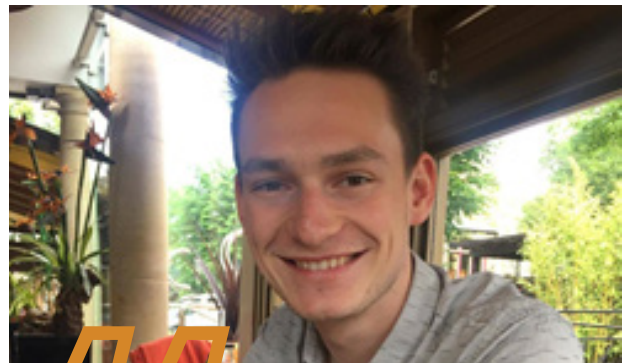
In operational terms, recruiting volunteers and tutors to deliver our programme was a significant challenge, which meant that we were unable to devote more time into preparing and delivering training. This year we will develop a recruitment strategy that allows us to staff and further develop our training in tandem, as well as create ways to better guide and support volunteers in their coaching during the course.

Our impact

While our initial results are promising, the change that Universify wants to bring about will be most impactful if our students go on to make successful applications to highly-selective universities. Therefore, our learning in the first three years has been centred around operational and programme improvements.

However, in order to improve our impact in future years, we will seek answers to the following:

- Can we offer students a clearer post-course pathway, through partnerships with post-Year 11 programmes?
- Can we enhance the volunteering opportunity to maximise a coach's impact on the programme?



Volunteering with Universify is a truly enjoyable and fun experience. Universify is a charity with a very clear purpose, namely to increase the representation of students from lower-income backgrounds at highly selective universities. Anyone involved with Universify can see how the programme is directly linked to this aim by helping to boost student aspirations, attainment and confidence.

It was so rewarding to be part of something that helps students develop so much in such a short period of time. For me, the coaching sessions are the most fulfilling parts of working with Universify as you have the opportunity to really get to know a few students and pass on your own knowledge to help them through the challenges of their GCSEs.

Kees Luteijn, Universify Volunteer.

- Can we make coaching more effective at empowering students?
- What can we offer to students who realise through the programme that university is not for them?

Universify has the potential to grow, and our plan is to expand in 2019 to two more colleges at the University of Oxford, and one college at the University of Cambridge.

Costs of providing Universify

Alongside collecting the data to show Universify is achieving impact we want to ensure that the cost of providing our intervention represents a good use of our resources and those of our partners. Piloting our year-long programme was a joint effort and we were grateful for the support to Somerville College, who provided the infrastructure, and to Oxford Summer Courses, who contributed staff time, expertise in looking after young people, and funding. As a result, we were able to keep the cost of Universify low — £24,800 for the full intervention across 79 students.

We have leveraged benefits in kind of much greater value than the out-of-pocket expenses borne by Universify. We are grateful to schools, who cover students' transport costs, helping us to maintain a low cost per student. Our partners are committed to continue supporting Universify, providing

confidence that we will consistently be able to further utilise partners' benefits to generate social value.

Cost benchmarking

To understand whether this represents good value for money, we would ideally compare our cost per outcome achieved to a benchmark figure for similar interventions. As this is still only our third year, we do not have information on progression rates to university for Universify students. Instead, we can calculate what progression rates would be required to make Universify a good value for money intervention based on cohort 2 in comparison with existing programmes.

Course costs (Summer & Easter)	Contributed by	Amount*
Accommodation and meals for students and staff during course, teaching rooms	Somerville College	Benefit in kind estimated at £57,700
Intellectual Property, policy creation (safeguarding children) and expertise	Oxford Summer Courses	Benefit in kind estimated at £5,000
Staff time — course design and Director oversight	Oxford Summer Courses** and supporting charities	Benefit in kind estimated at £11,000
Total benefits in kind		£73,700
Charity overheads — website, staff time in organisation***	Universify	£13,500
Delivery costs (staff recruitment, training, tutors, activities, travel)	Universify	£11,300
Total Universify expenditure		£24,800
Universify's cost per student****		c.£310

*These costs are rounded figures and based on actual figures for the cost of providing the programme to 79 students in our second cohort in 2017-18.

**Oxford Summer Courses is committed to providing Universify with the resources needed to make it an independent and sustainable entity in three years. For a more detailed breakdown of our plans to become a sustainable charity please see our 'Funding' section.

***We expect charity overheads to grow roughly in line with the number of students served by Universify. Whilst the overall percentage of costs (c.50%) is high, the figure itself is low; the high percentage is a result of being able to leverage resources of other organisations as benefits in kind.

****Universify's cost per student calculated by dividing total Universify expenditure by number of students (79) on our 2017-18 programme.

University or group	Increase in Access Activity Expenditure (2014-15 to 2015-16)	Increase student intake from Polar Quintile 1 (2014-15 to 2015-16)	Unit cost
University of Oxford	£287,000	5	£57,500*
Russell Group Universities in England	£8,368,000	535	£15,600
Universities in the UK	£13,593,000	1,340	£10,100
Source	OFFA**	HESA***	Calculation****

*It is important to note that while expenditure has increased for little return. This doesn't take into account investment in earlier interventions, which will bear fruition in future years.

** <https://www.offa.org.uk/publications/analysis-data-and-progress-reports/> — Annex B Data tables.

*** <https://www.hesa.ac.uk/data-and-analysis/students/overviews?keyword=588&year=2> Table T1a.

**** All figures are rounded to the nearest hundred and based on OFFA data from 2018 before they closed in March.

Our methodology is to benchmark against the current effectiveness of access activity¹⁴ spending at the University of Oxford, Russell Group Universities in England, and for the UK as a whole to provide a comparison. Effectiveness of access activity spending can be calculated by taking the increase in access expenditure and dividing it by the increase in the intake of students¹⁵ who are from the lowest progression areas of the country (POLAR3 quintile 1), and who start their first degree as a young person at that university.

The unit cost figures in the table above provide a range of estimated costs that universities spent in 2015-16 in order to get students from the lowest progression areas for Higher Education to successfully take up an undergraduate degree.¹⁶ We should interpret these figures as a range of what might be expected for similar interventions in terms of helping students from low access areas into highly-selective universities. Costs range from c.£10k per student up to c.£57k per student at highly-selective universities. Furthermore, recent sources suggest the cost could be as high as £108k for a student from a disadvantaged background to reach the University of Oxford.¹⁷

To make this comparable for University in terms of value for money, we would require that at least one student from POLAR3 quintile 1 who wouldn't have done so otherwise attends university because of our intervention. If University resulted in an additional student from POLAR3 quintile 1 from the last year attending the University of Oxford then this could represent a cost saving ranging from c.£32k to c.£83k.¹⁸

We are cautiously optimistic that we can achieve this, given the increase in students' likelihood to apply (84% of students remained likely to apply at Easter, while 40 students became more likely to apply after our 2018 summer course, and given that 42 of our students from cohort 1 and 2 were from POLAR3 quintile 1, and 32 students from cohort 3 are from POLAR4 quintile 1). Moreover, our first cohort will be applying to university this year, meaning we will know the possible outcome cost by August 2019.

However, we are aware that while University contributes to the successful application of a student to a highly-selective university it will be crucial that University acts as part of a pipeline, supporting disadvantaged students in their journey towards higher education. This pipeline requires

¹⁴ Access activity is defined by the Office for Fair Access (OFFA) as 'Any activity that involves raising aspirations and attainment among potential applicants from under-represented groups and encouraging them to apply to higher education. This includes outreach directed at young or mature students aspiring to full- or part-time study.' Sources: <https://www.offa.org.uk/publications/analysis-data-and-progress-reports/> - Annex B Data tables (Article accessed December 2017).

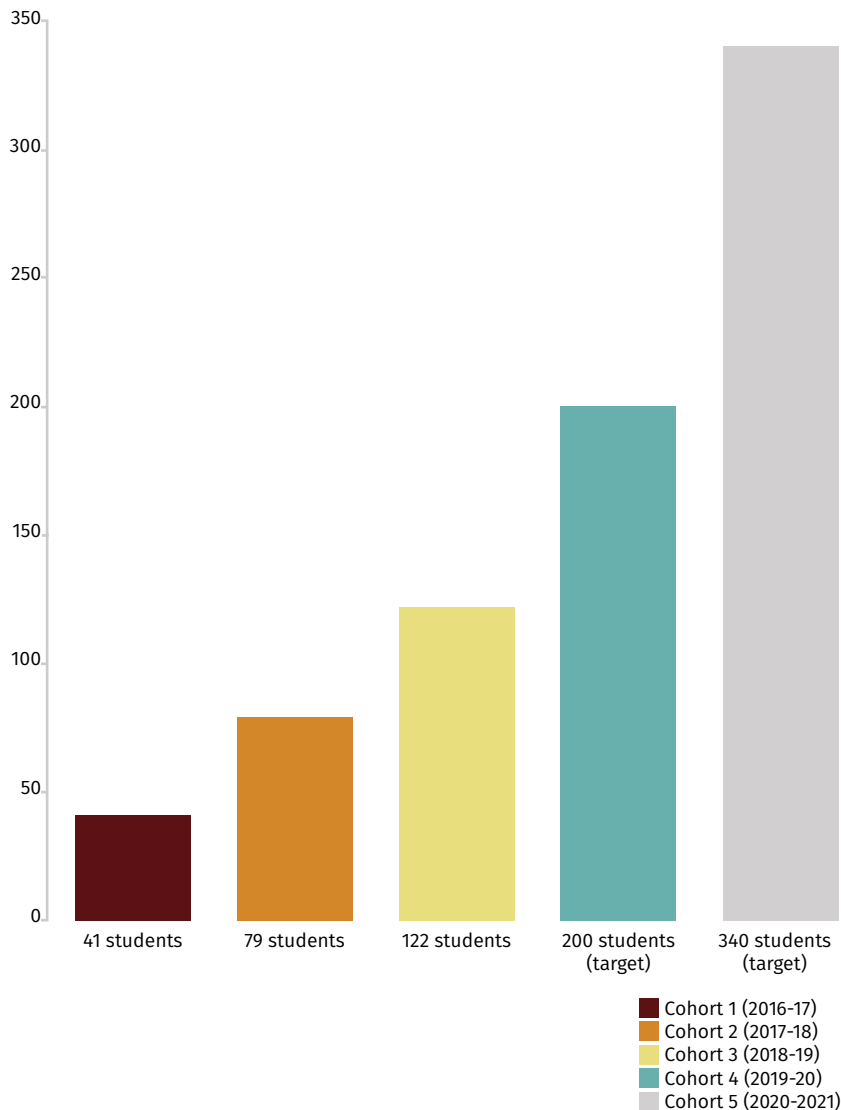
¹⁵ Number of young people who are first full-time degree entrants.

¹⁶ As a young person who is a first full-time degree entrant.

¹⁷ Alan Rusbridger, 'If Oxford shrugs', in *Prospect Magazine*, 18 September 2018, <https://www.prospectmagazine.co.uk/magazine/if-oxford-shrugs-alan-rusbridger-admissions-lmh>, (article accessed December 2018).

¹⁸ Or the potential to help reduce the unit cost given that University intends to link into existing provision from the University of Oxford's Widening Access and Participation Team.

Predicted student growth



collaboration and partnership with existing Year 12 intervention providers to help direct our students towards follow-on programmes.

Funding Universify

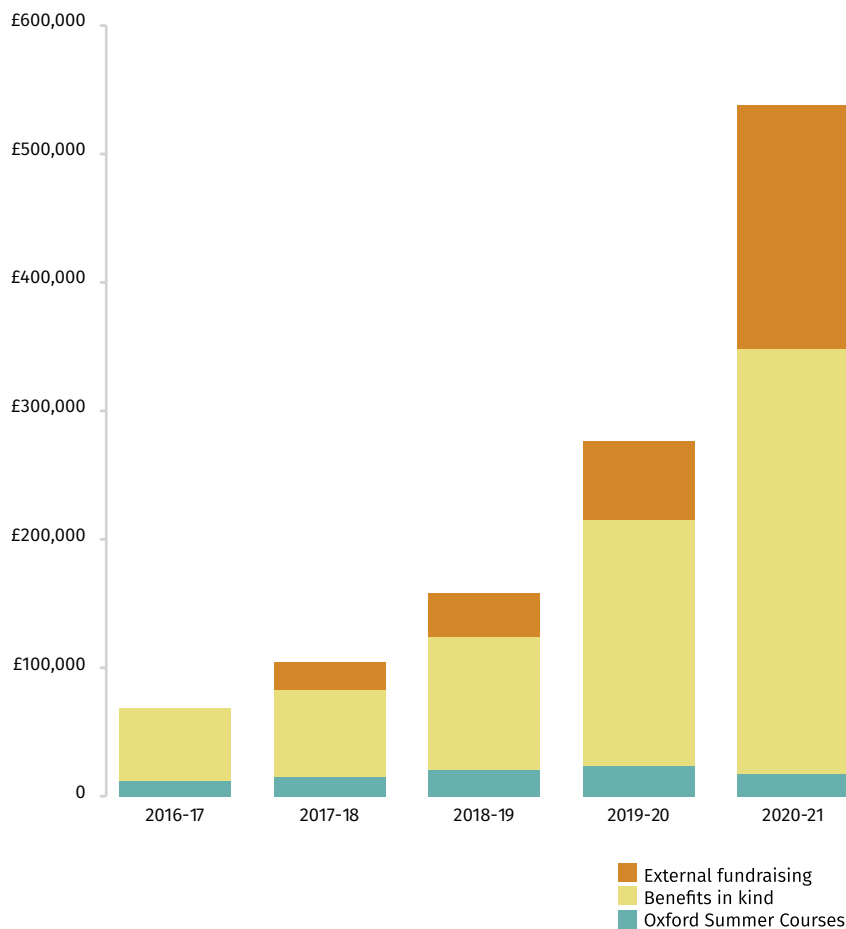
Our goal is to achieve financial sustainability in 2020 through Widening Participation offices contributing to programme costs. In the meantime we are targeting sustainable growth. It currently costs c.£310 per student (not considering benefits in kind) to provide Universify's programme to students for free. Although we have mapped out our strategy for future student growth, we understand that expansion is predicated on our ability to raise the funds to deliver our programme.



I'm loving volunteering as a coach for Universify Education — the summer programme was a great opportunity to develop skills working with young people and leading group sessions, and most importantly to meet some fabulous young people! It's great seeing that I'm making a difference to the coachees' GCSE experience as I continue coaching sessions over the year.

Robin Holmes, Universify Volunteer.

Our fundraising plan



Oxford Summer Courses has committed to covering 100% of the costs of Universify in Year 1, 66% of the costs in Year 2, and 50% of the costs in Year 3. In total, Oxford Summer Courses has currently committed to support Universify financially throughout the first five years of operations. The aim is that Universify develops as an independent charity, with support from, but not reliant upon, Oxford Summer Courses.

For 2018-19 we have a fundraising target of £33,130. By December 2018 we have managed to raise £5,000 through the support of foundations, corporates, and the generosity of private donors. This target is a significant challenge; however, we are confident, as our impact continues to grow and reach more young people, that we will be able to build a strong and compelling case for support.

In 2019 we hope to engage past students, volunteers, and public supporters with a view to raising Universify's profile and finances to enable us to continue working to fulfil our vision of universities which are inclusive, diverse, and open

to anyone with the academic potential regardless of their background.

We are grateful for the ongoing support of our partners in enabling us to deliver our programme to an expanded cohort in 2018-19. To allow us to continue to grow, work with more students, and become sustainable as a charity, it is vital that we continue to raise the necessary funds and leverage the large benefits in kind to deliver our programme. To meet our fundraising goals we intend to work with corporates, major donors, trusts and foundations, and through public fundraising so that we can support our proposed student expansion and achieve our mission.

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