

Impact Report

2017–18



Universify
Education



Foreword



I'm delighted that Somerville has continued to play a vital role in the Universify Education Programme in 2017. 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. 2017 has seen major progress in a maturing programme. The College hosted the 2017 summer school, with nearly twice as many attendees as in 2016. We also welcomed back many of our 2016 summer school 'alumni' for a short Easter GCSE preparation session. Last year's impact report won praise for its thorough approach and this report allows us to go further still, since we can now celebrate the GCSE successes of our 2016 cohort. 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

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Executive summary

Our vision

Universify is a charity committed to educational equality.

Our vision is that universities become open to anyone with academic potential regardless of their background. Our work starts earlier in a student's journey. We inspire Year 10 students from non-selective state schools to strive for, apply to, and be accepted at highly-selective universities. We have a long-term commitment to experiment, measure what works and share our findings with the sector to build the case for earlier intervention.

Ultimately, we want universities to draw strength from greater diversity and more students from non-traditional university backgrounds to feel empowered and excited about their future education.

What is distinctive about our work

By targeting students pre-GCSEs we aim to alter the trajectory of those who either aren't considering university or who have high potential but are currently underachieving. There is growing evidence highlighting the importance of Year 10 as a crucial age suggesting more long-term, considered engagement can have a greater influence on students' trajectories.¹ We use a longer runway than typical outreach interventions to boost attainment at GCSE. This complements existing provision for Year 11-12 students which has improved application success rates.²

Our work aims to equip students with the grades, motivation and knowledge of the system to stand the best chance of making a successful application. We are committed to measuring our impact, and engaged an independent evaluator to design our impact measurement strategy as built into the delivery of our programme.

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 beyond, with a view to applying to a highly-selective university, such as the university of Oxford.

We run a year-long programme, with 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

Academic sessions are delivered by academics and undergraduate volunteers provide student welfare support and ongoing coaching throughout the programme.

Our successes so far

We have had significant success in the key outcomes we identified as crucial to helping more students aspire to and make successful applications to highly-selective universities.

- **Increased educational attainment** — Our research shows that **84% of teachers have said that engaging in Universify's programme has benefitted 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** — We transformed students' likelihood to apply to highly-selective universities, like Oxford. **Student surveys demonstrated that there was a 67% 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 89%

¹ For example careers' talks delivered to 14-15 year olds saw them receive a wage premium by the age of 26, suggesting that by 16-17 the high pressure of examinations limits the long-term career insights as their focus lies with their short-term academic demands: Elnaz T. Kashfipakdel & Christian Percy 'Career education that works: an economic analysis using the British Cohort Study', *Journal of Education and Work* (2016), p. 16.

² Both Oxford University's UNIQ summer school programme and the Sutton Trust summer school programme target Year 12 students and have shown improved application success rates. Oxford Thinking campaign website, <https://www.campaign.ox.ac.uk/ereport/uniq> [accessed 11 November 2016], 'The impact of the Sutton Trust's Summer Schools on subsequent higher education participation: a report to the Sutton Trust' <http://www.suttontrust.com/wp-content/uploads/2012/01/full-summer-school-report-final-draft.pdf> [accessed 11 November 2016].

of students likely to apply to a highly-selective university.

- **Feeling at home in a university setting — 91% of students this summer said they felt comfortable in Somerville College and with the student group.** Feeling comfortable at Somerville College — in large part due to the hospitality of our partner college — helps our students see themselves fitting in at a highly-selective university.

We doubled our student numbers whilst ensuring our course remained enjoyable and productive for our students: **97% of students on our 2017 Summer residential would recommend Universify to a friend.** We have been fortunate to work with 26 volunteer coaches this year, more than doubling our numbers from 2016-17 (10). 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 story so far

Universify was founded in 2016 by the Directors of Oxford Summer Courses, a BAC-accredited provider of short academic courses. With the help of education charities in designing our programme, we combined Oxford Summer Courses' eight

years of expertise in running summer schools with Somerville College's desire to better serve their link regions and target schools.

After attending our first GCSE revision residential in Easter, our first cohort of 41 students graduated from our programme and took their GCSEs, with great results. This summer we doubled our student numbers to 79. We look forward to welcoming back our 2017-18 students at Easter.

Our future

We will continue to build partnerships with evidence-based interventions for Year 11-12 students, signposting our students to programmes such as the Sutton Trust, UNIQ and the Social Mobility Foundation who will showcase their programmes at our 2018 Easter residential. Linking our students to these follow-on programmes helps our initial impact continue over the long term.

In 2018 we aim to recruit 180 students across three Oxford colleges alongside establishing Universify 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's delivery. Expanding Universify will enable us to achieve our mission by working with more students.



Our aims and purpose

Our vision

Universify Education is a charity committed to countering educational inequality. We aim to increase access to universities for lower-income students.

The problem that we are ultimately trying to tackle is the under-representation of students from disadvantaged backgrounds in higher education, particularly at highly-selective universities. Our vision is a higher education system which is more diverse and inclusive. A large body of research suggests that diversity within education institutions provides significant benefits engendering a richer educational environment, with a greater breadth of ideas.³ Research has shown an increased level of critical analysis of decisions and alternatives among groups containing minority viewpoints, which were found

to provide multiple perspectives and unconsidered alternatives.⁴

In order to achieve our vision, we want students from disadvantaged backgrounds to develop an increased likelihood of progression to a highly-selective university.⁵

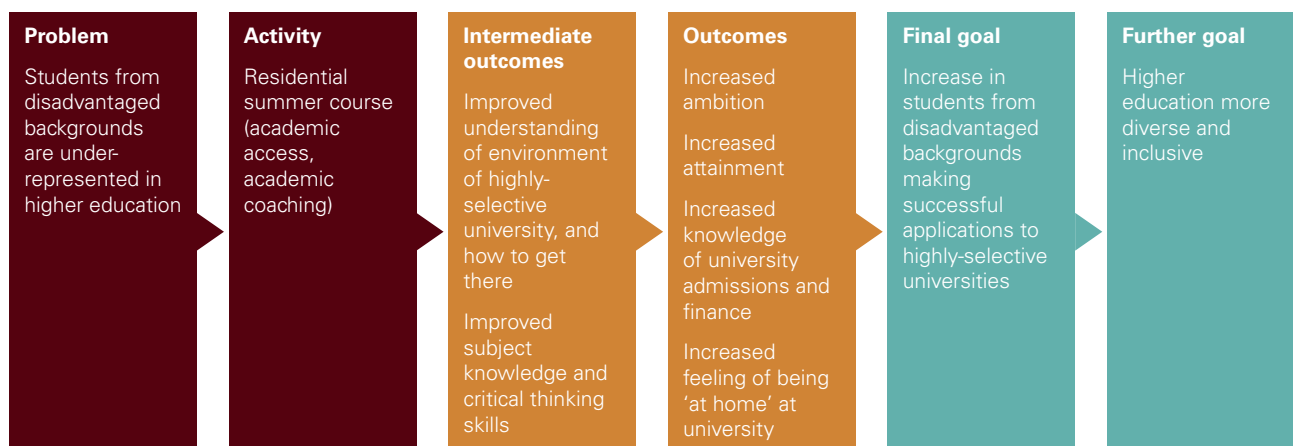
Students from certain geographical, ethnic and financial backgrounds are less likely to apply successfully to highly-selective universities and high-demand courses. Barriers include low aspirations, limited attainment, and feeling out of place in a university environment.⁶

While the student population as a whole is becoming more representative, the greatest disparity still exists at Higher Education Institutions with high entry requirements, such as highly-selective

Background



Students from certain geographical, ethnic, and class backgrounds 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 cohort expectations of progress
Students respond positively to challenge of being 'out of their comfort zone' and in new environment

³Gurin, 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/> (20 October 2016); Brief of General Motors Corporation as amicus curiae in support of defendants, Gratz v. Bollinger. et al., 122 F.Supp. 2d 811 (2000).

⁴Nemeth, Charlan Jeanne. 'Dissent, Group Process, and Creativity: The Contribution of Minority Influence.' Advances in Group Process 2 (1985): 57-74; Schulz-Hardt, et al. 'Group Decision Making in Hidden Profile Situations: Dissent as a Facilitator for Decision Quality.' Journal of Personality and Social Psychology 91 (2006): 1080-1093; Sommers, Samuel R. 'On Racial Diversity and Group Decision Making: Identifying Multiple Effects of Racial Composition on Jury Deliberations.' Journal of Personality and Social Psychology 90 (2006): 597-612; Antonio, Anthony Lising et al. 'Effects of Racial Diversity on Complex Thinking in College Students.' Psychological Science 15 (2004): 507-510.

⁵A benefit of addressing educational inequality is the impact on economic inequality. Universities UK policy and analysis report has recently 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?utm_content=buffer7e9e1&utm_medium=social&utm_source=twitter.com&utm_campaign=UUK.

⁶<https://www.timeshighereducation.com/news/poor-parent-making-inroads-into-elite-universities/2011256>. Article accessed 25 October 2016.

universities. Here 41% of entrants in 2015-16 were from the local authorities with the highest higher education participation rates (POLAR3 quintile 5 areas), compared to 6.6% from the local authorities with the highest higher education participation rates (POLAR3 quintile 1 areas).⁷ This shows there is still a significant amount of work that needs doing to close this gap at highly-selective universities.

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.

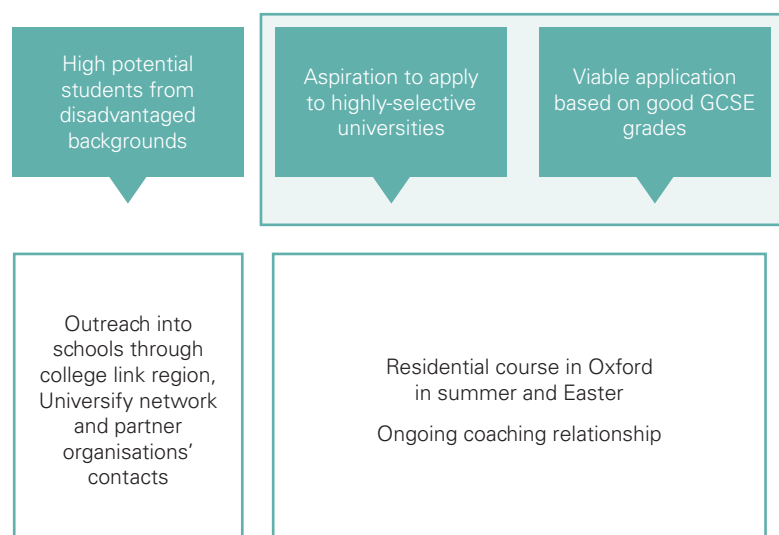
We developed this model by working in partnership with Somerville College, Oxford. We designed a pilot programme for two groups of 20 students at Somerville in summer 2016, when student rooms were standing vacant. Schools were targeted in areas with low uptake of higher education, and in Somerville College's link areas; Stoke-on-Trent, the West Midlands and Hounslow.

Students were selected by teachers and then applications were reviewed by Universify. We provided teachers with a student eligibility criteria asking them to find students who matched as many of the following student criteria as possible:

- In Year 10 in the academic year 2015-16.
- 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 likely trajectory.
- Are unsure of whether to apply to a high demand university — based on a conversation between the teacher and the student.
- Show an interest in attending a six-day summer course in Oxford or Cambridge in summer.
- Have faced disadvantage — assessed in the first instance by school's knowledge of student's circumstances.

As students had to opt-in we might expect students to have higher than average motivation — we controlled for this by using a pre/post survey to measure impact and control for these factors that would distinguish our cohort from the general national cohort.

Existing Universify intervention



Follow on support



⁷ HEFCE, 'Higher Education in England 2017: Key Facts' (September, 2017); http://www.hefce.ac.uk/media/HEFCE,2014/Content/Pubs/2017/201720/HEFCE2017_20.pdf (accessed 29 November 2017).

1. The summer course

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

2. Monthly academic coaching

Coaching is a goal-oriented way of enabling students to achieve their academic ambitions more effectively than if they were doing so alone. With a view to raising aspirations, goal setting and improving confidence, students are paired up with a trained volunteer coach during the summer residential, before catching up via phone or video-link up every month to check in on progress and provide support and guidance. We engaged an external life-coaching organisation, Coachbright, to help deliver the training for Universify volunteers, who staffed the course.

3. 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.

Our focus

We decided to focus on **increasing educational aspirations**, as research suggests that students from disadvantaged backgrounds apply for universities or courses that are lower demand (and lower quality) than they are capable of attending given their attainment, known as 'undermatching'. This leads to higher drop-out rates, harming students

and universities.⁸ The main reason for undermatching is that students did not apply to the university they were capable of attending, rather than that they applied but were not admitted.⁹

We also focused on **attainment**, as there is a limited pool of students from disadvantaged backgrounds who achieve GCSE grades which enable application to highly-selective universities, such as the University of Oxford.¹⁰

Universify also aimed to **familiarise students with university**, since the idea of 'university' and associated application processes can be intimidating to students who are first-generation applicants. 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.¹¹



⁸ Paul Tough, 'Who Gets to Graduate?', New York Times Magazine, 15 May 2014.

⁹ College Board Advocacy and Policy Centre, Overview of Undermatch Analyses and Research, the three main reasons students undermatched were: (i) did not apply (61%); (ii) apply but not admitted (8%); (iii) admitted but did not enrol (31%). Source <http://www.edpartnerships.org/sites/default/files/events/2013/07/%23106%20Student%20Undermatching.pdf>

¹⁰ Institute for Fiscal Studies, 'Widening Participation in Higher Education: Analysis using Linked Administrative Data' (2010).

¹¹ <https://www.tes.com/news/school-news/breaking-news/black-and-ethnic-minority-students-miss-out-university-finds-report>. Article accessed 10 December 2017.



We are also committed to **rigorous impact measurement and reporting**. We measured students' ambition and soft skills using before-and-after questionnaires, and compared data recorded on GCSE predictions with attainment in August 2017. In the long term, we will collect and report on university applications and progression to university among Universify students. We formalised our model in a theory of change: a model of why our activities should lead to the results we want to achieve.

Our aims

2016/17 saw our 2016-17 student cohort complete the programme and their GCSEs, and the delivery of the programme to an expanded second cohort of students in summer 2017. As a result we wanted to gather further impact data to evaluate the programme in its entirety, assessing the outcomes of the Easter programme, the ongoing coaching, and our contribution to GCSE attainment for our first cohort of students. In addition, we sought robust impact data to compare our Summer 2017 programme delivery to an expanded cohort with that in Summer 2016; this data will allow us to assess whether students and other stakeholders on an enlarged course remained engaged and satisfied with our model.

In addition, this information will be used to update our intervention model over time so that it improves its impact; and also to forge links with other complementary interventions for students in Year 11-12.

'The Universify experience enabled our students to experience university first hand and this transferred into school life, by understanding the importance of independent learning and taking risks in order to succeed. Being pushed out of her comfort zone and interacting with students she had never met before enabled her to develop invaluable skills in communication and collaboration.'

Nina McNelis, Lead Teacher, Ormiston Ilkeston Academy

'Tutoring for Universify has been very rewarding — particularly when a student follows up with further questions at the end of a seminar. I think it's a fantastic ambition to try to raise aspirations at an early age, and I very much hope that many of the students will consider applying to competitive universities in a few years' time.'

Tim Middleton, Earth Sciences tutor



Our activities

2016-17 course completion

2017 marked the culmination and completion of our pilot year-long programme, with all our students completing their GCSEs and receiving their results in August 2017.

Easter 2017 programme

At the end of March 2017 we ran our first three-day Easter residential at Somerville College as part of our pilot programme. As with the summer programme, the Easter course was completely free for students, including accommodation and meals on-site at Somerville, all cultural and social events, and 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 the Sutton Trust. 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 on-top of the exam period, delivered by national mental health charity, Student Minds. Finally, the Easter residential was an opportunity for students to catch up with their coaches face-to-face again and evaluate progress towards their goals in the wake of forthcoming exams.

Summer 2017 programme

This year we launched our year-long programme for a new cohort of Year 10 students. Partnering with Somerville for the second year we set the aim of doubling in student numbers to 80. This year the course was entirely free, with meals and accommodation provided at Somerville, however we asked schools to cover the travel costs of their students, which did not prevent schools from putting forward their students to take part.

We offered 88 students a place on Universify, predicting around a 10% attrition rate. 79 students attended the programme, and we had a 100% attendance rate at all classes and activities.

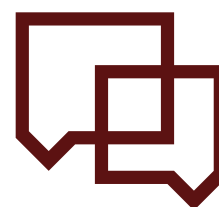
In summer 2017 we delivered



1185
hours of
academic content

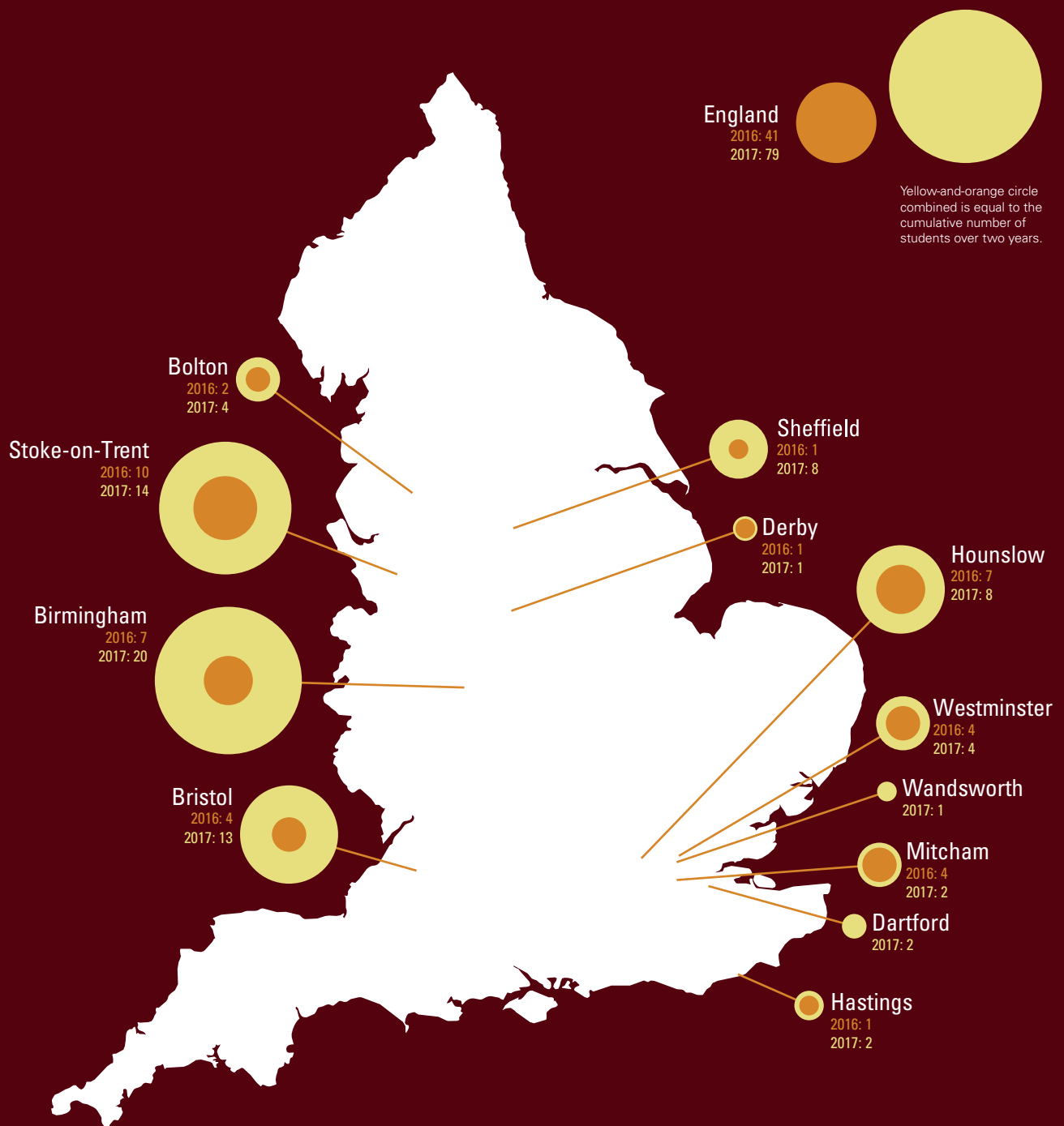


632
hours of
group work



79
hours of
1-1 face-to-face
academic coaching

Where our students come from



Our students

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

22 students (28%) were boys and 57 (72%) were girls. This is less balanced than last year's cohort which was 46% boys and 54% girls, however 34% of 2017-18 applicants were boys and 66% girls.

55 of 79 students came from Somerville College's link regions¹² or target areas: the West Midlands, Stoke-on-Trent and Hounslow.

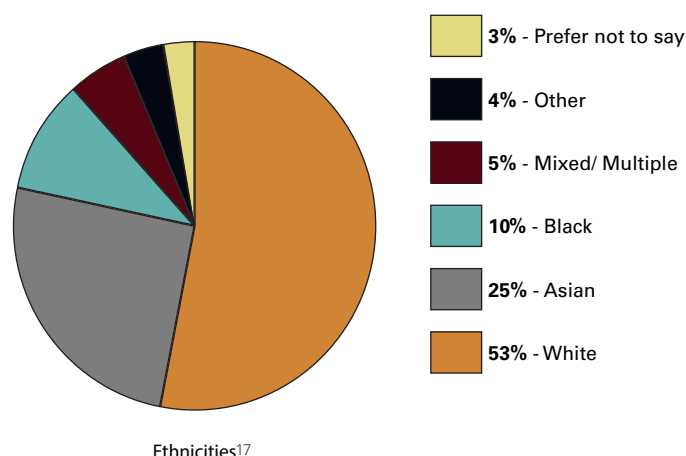
43% of our students come from postcodes in the two most deprived deciles (as bar 1 shows on p.14), according to the Index of Multiple Deprivation, with 57% coming from the three most deprived deciles, compared to 50% and 60% respectively for our 2016-17 cohort. In other words, nearly half our students came from the poorest 20% of neighbourhoods. This is important as it shows that even though we have expanded we have continued to reach students from less well-off backgrounds at non-selective state schools — exactly the kind of students who are least likely to reach highly-selective universities.

35% of our students came from the quintile of local authorities with the lowest higher education participation rates of those aged 18 between 2005 and 2009 (POLAR3) (as bar 2 shows on p. 14), while 43% 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. 14).¹³ Again this shows we are working with the kind of students least likely to attend highly-selective universities, and is a slight increase on last year (see graph on p. 14).

Of the 69 students for whom we have information (out of 79), 48 (70%) have been eligible for free school meals at some point in the last six years (pupil premium students¹⁴) and 30 students (43%) currently qualify for Free School meals.

This year we also surveyed student ethnicity to ensure we remain true to our vision of a more diverse higher education system. The 2011 Census concluded that 86% of people identified as belonging to a White ethnic group.¹⁵ This year 53% of our students identified with White ethnic groups, as outlined by the Office for National Statistics, and so compared to the census this suggests we managed to work with a diverse range of students. This diversity is also likely to be greater than at the universities of Oxford and Cambridge, where only 475 black students applied in 2016.¹⁶

We welcomed a diverse cohort of students in 2017



Ethnicities¹⁷

¹² Each college at the University of Oxford has specific parts of the country with which it attempts to develop relationships and open access to the university, 'known as link regions'.

¹³ <http://www.hefce.ac.uk/analysis/yp/POLAR/>, (last viewed 8 January 2018).

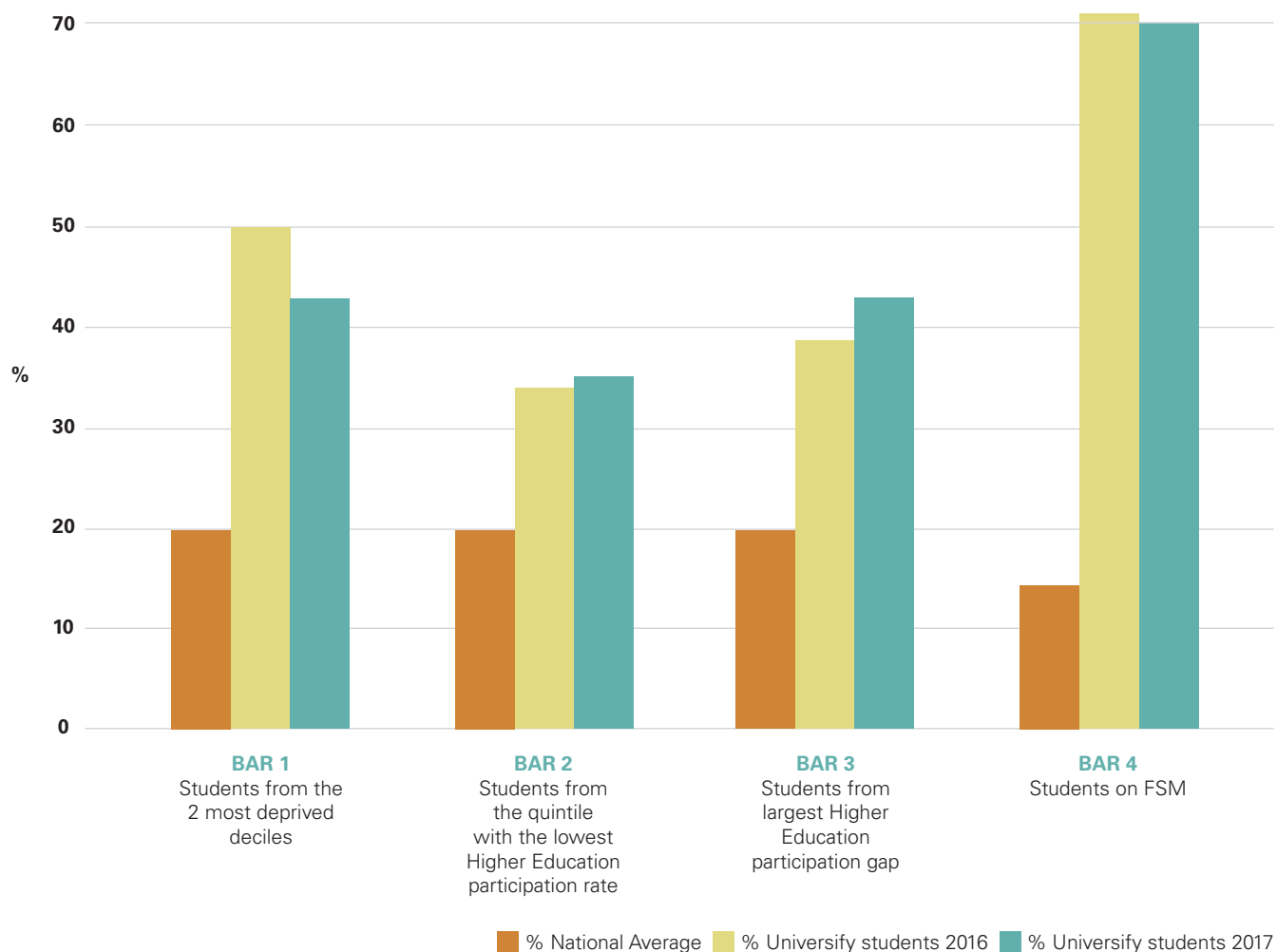
¹⁴ Pupil premium students are those who have been eligible for free school meals in the past six years. <https://www.gov.uk/government/publications/pupil-premium-2015-to-2016-allocations/pupil-premium-2015-to-2016-conditions-of-grant#eligibility> (31 October, 2016).

¹⁵ Office for National Statistics (ONS), <https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/ethnicity/articles/ethnicityandnationalidentityinenglandandwales/2012-12-11>, (last viewed 21 December 2017).

¹⁶ David Lammy, The Guardian, 'The Oxbridge whitewash', <https://www.theguardian.com/commentisfree/2010/dec/06/the-oxbridge-whitewash-black-students> (accessed 10 December 2017).

¹⁷ We used the Office for National Statistics list of ethnicities (ONS, <https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/ethnicity/articles/2011censusanalysisethnicityandreligionofthenonukbornpopulationinenglandandwales/2015-06-18>, accessed 29 November 2017) when surveying our students. Asian ethnicities identified as: Any other Asian backgrounds, Asian Bangladeshi, Asian Indian, Asian Pakistani, Asian/ Asian British. Black ethnicities identified as: Black African, Black Caribbean, Black/ Black British. White ethnicities identified as: Any other white background, White British/ English/ Welsh/ Scottish/Northern Irish. Mixed/ multiple ethnicities identified as: White and Black African, White and Black Caribbean. Other ethnicities identified with were: Arab, Iranian, Italian Pakistani.

Our students are from groups less likely to access higher education



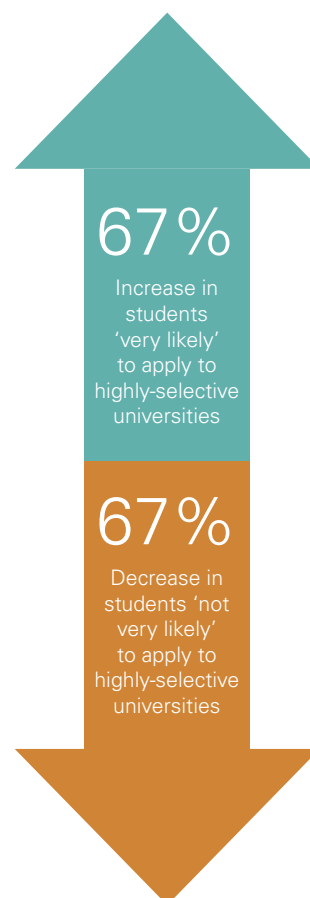
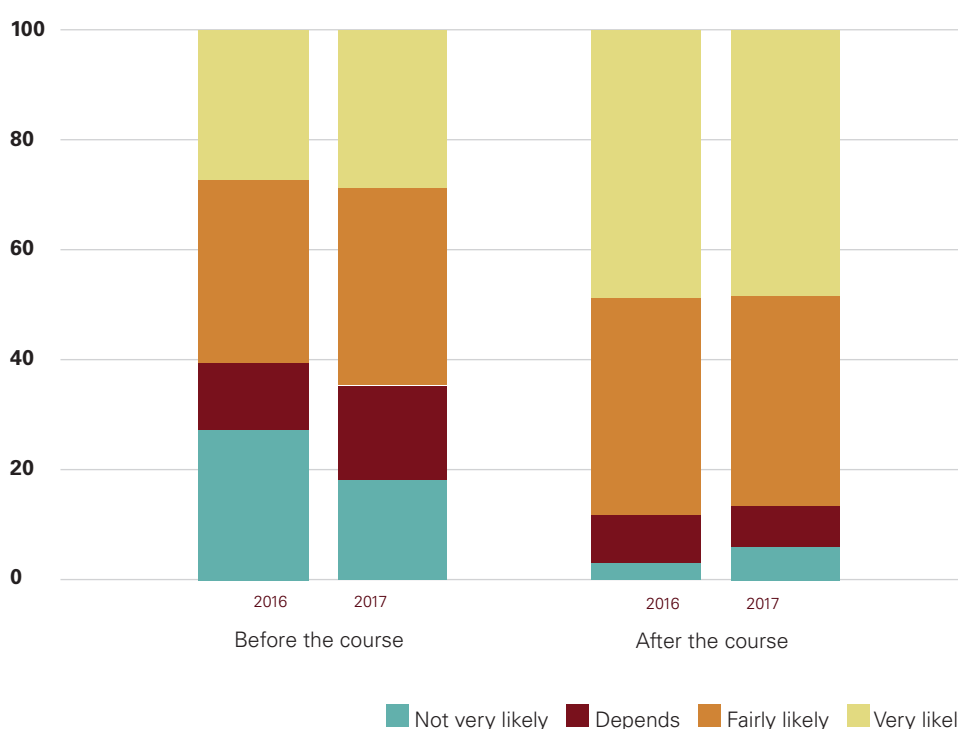
'The best bit about volunteering for University was seeing how much the students were enjoying the week, making new friends and embracing all the new experiences and opportunities it offered them. I definitely wish I'd been on a summer course like this when I was in year 10! The students' desire to get the most out of the week even extended to the coaching, which I'd feared might be a bit awkward, but turned out to be really positive — the students actually wanted to talk about their goals and how to get there, and with University's help I'm sure they will and more.'

Curtis Crowley, University Volunteer

Our impact

This section gives an overview of the impact on our first cohort of students from our 2016-17 programme and our 2017 summer programme. More information on how we collected and analysed our impact data is given in the next section, 'Our evidence'.

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



Aspirations to education

At the end of the 2017 summer course 85% of our students reported that they were 'very likely' or 'fairly likely' to apply to a highly-selective university like Oxford.

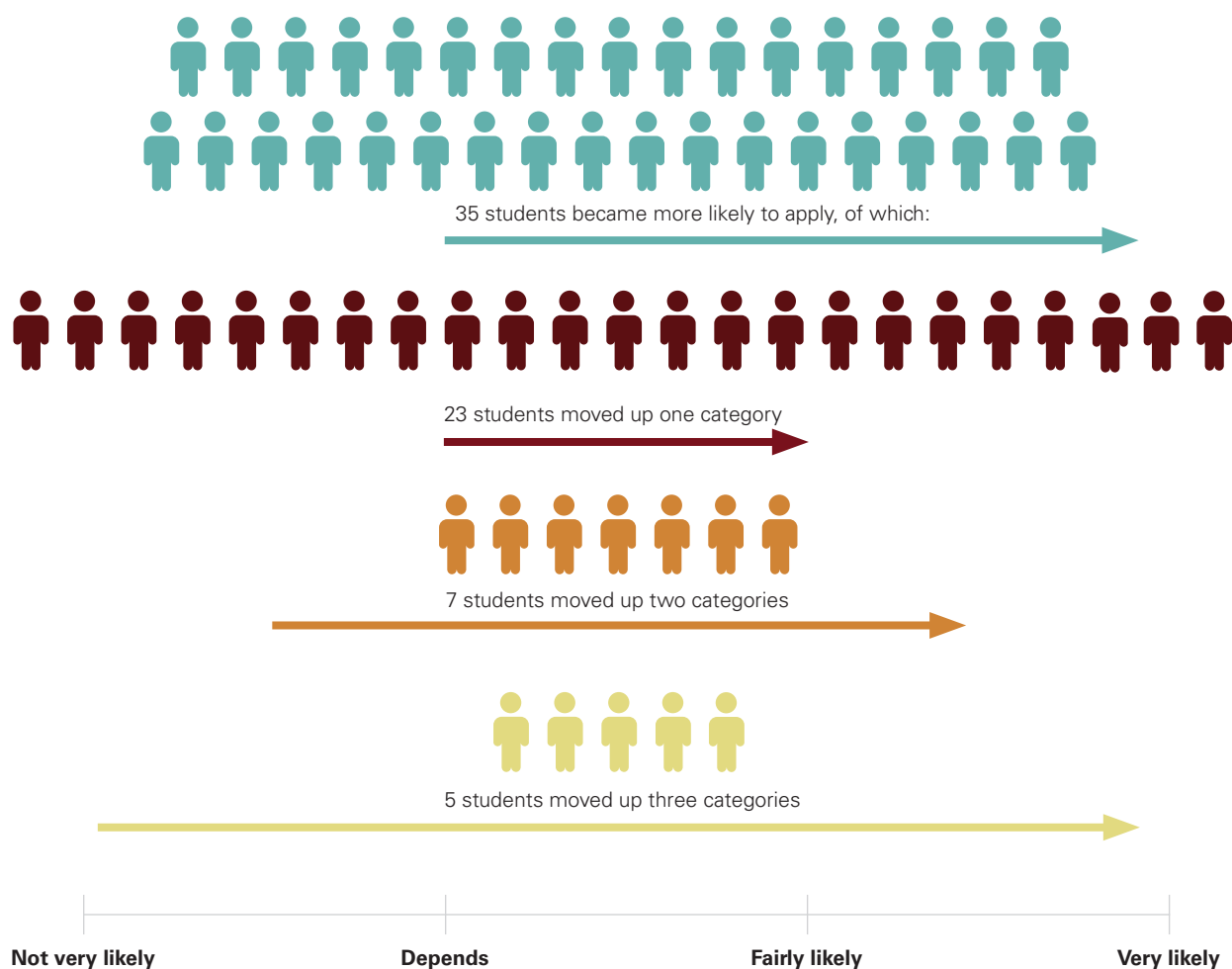
35 of the 78 students we have data for reported that they were more likely to apply to a highly-selective university at the end of the summer. We saw a 67% percent increase in those students 'very likely' to apply, and only five students at the end of the course said they were not likely to apply.

These results continue an encouraging trend from 2016. Although in the previous year more students became more likely to apply to a highly-selective university (87% vs 67%), 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 in 2017 (90% in 2017 vs 76% in 2016).

This summer we also saw a 67% reduction in students either not very likely or not at all likely to apply.

As aspirations to education are a key outcome for Universify, we can break down the results further. Of the 35 students who became more likely to apply, 23 students moved up one category, seven students moved up two categories, and five students moved up three categories. In other words, there were five 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'.

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



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 2016 summer school had endured into Easter 2017. By the end of the summer programme, in August 2016, 91% of students said they were very likely or fairly to apply to a highly-selective university and by the end of the Easter residential, in April 2017, 89% remained very or fairly likely to apply.

In addition, of the teachers who responded to our survey about student GCSE attainment, 88% agreed or strongly agreed that engaging in the Universify programme meant their students are more likely to apply to a highly-selective university.

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 these increased aspirations, reporting that they had been researching universities, A-level courses, 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.

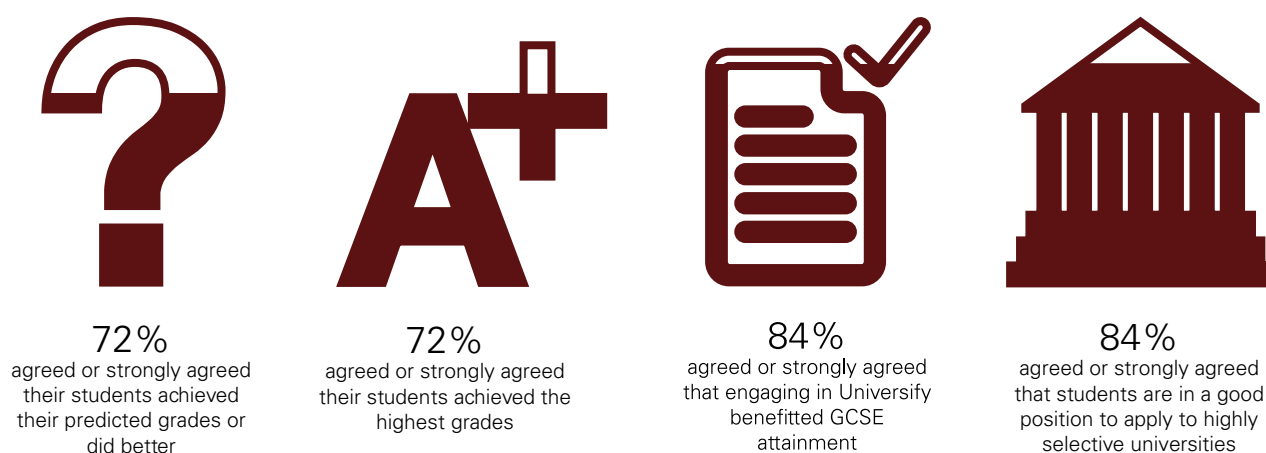
Student attainment

In summer 2017, students from our pilot programme 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 25 students we have data for from 12/18 schools, 84% of teachers strongly agree or agree that Universify's programme benefitted student attainment at GCSE.

Exploring their results further, 72% of teachers said that students attained their predicted grades or did better than those predicted grades. 72% 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 their students were in after sitting their GCSEs. 84% 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 positive attainment reported above.

What our lead teachers thought



Self-efficacy and self-esteem

During the 2016 Summer programme we saw a large increase in students' feelings of self-efficacy. This increase, as reported by an independently validated psychological scale, was statistically significant. This suggests that students as a group left the programme feeling more in control of their future and more autonomous. We re-tested these feelings of self-efficacy again at Easter and found the results not to be of any further statistical significance, this could suggest that there was simply no further increase in self-efficacy between summer and Easter.

However, effects on students' self-efficacy after the 2017 summer programme, using the same psychological scale, were not statistically significant. It will be interesting to see whether this changes at Easter.

In contrast when we tested students' self-esteem in 2016 there was no statistically significant effect, however the effect on our 2017 students showed a statistically significant increase.

While we do not know what contributed to these differing outcomes for the two student cohorts one significant factor could be the increase in student numbers from 2016 to 2017, and will be something to observe and report on as we continue to expand our programme. Although student self-efficacy and self-esteem are not key outcomes of the Universify programme, they are both important enabling factors in helping students make a successful application to a highly-selective university. As a result we will review our course content, monitoring these areas in future years to see if we can positively impact self-efficacy and self-esteem.

Changing perceptions of university

Universify changed students' perceptions of what studying at university is like, as measured by surveying students for a single word they most associated with 'university'.

Crucially, students shifted their ways of describing and understanding the challenge that university offers. Students arriving at Universify thought university life would be 'busy', 'hard' or 'stressful'; at the end of the course these ideas had completely disappeared and been replaced with an understanding that university is 'challenging' and requires 'perseverance' and 'dedication'. None of these last three ideas existed at the start of the course.

In general, students arrived with the idea that university life is busy and stressful, but by the end of the week-long intervention their minds had changed. Furthermore, when students arrived they did not think that university life was centred on independence and learning, but by the end of the residential, they did.

Also, students changed their understanding of the personal characteristics needed to succeed in university education: ideas around 'intelligence', 'privilege' or being 'smart' or 'ambitious', completely fell away and were replaced by an emphasis on university being 'achievable' and 'exciting' which was absent 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 'intellect', but this notion was substituted by the idea that university learning is an 'education' and 'invigorating' (which students had not brought with them to the course).

'As a teacher who has worked with Universify for the past two years, I cannot speak highly enough of the programme. We have been lucky enough to send seven students from the Cooperative Academy of Stoke-on-Trent to the residentials in Oxford and every single student has been profoundly and positively impacted by their experience.

In the first instance, it has given our students (some of whom had never left Stoke) a chance to broaden their horizons and experience life away from home in such architecturally and academically inspiring surroundings. Secondly, and more importantly, it has helped our students to believe in themselves and to realise that attending a prestigious university is within their grasp.

Moreover, the coaching element of the programme has given them the advice and encouragement to achieve such a goal. The three students who had the privilege to be part of the programme in 2016-17 achieved some of the best GCSE results our Academy has ever seen, achieving 22 A*-A/ 7-9 grades between them.

Success has many parents but the programme undoubtedly gave them the motivation, support and skills to achieve much outstanding grades. I can't wait to see what these students achieve over the next few years. Thank you so much to the Universify team for everything you have done for our students.'

Sam Harrison, Lead Teacher, the Co-Operative Academy of Stoke-On-Trent



These changing perceptions are broadly similar to students in 2016 and suggests that the programme contributes to changing perceptions about university, particularly references to stress, which completely disappeared at the end of both summer programmes. This disappearance could suggest student's left the programme with a better understanding of university and, importantly, how to get there. Coaching, with its focus on empowering individuals to achieve their goals, could also have contributed to the falling away of ideas linking university to stress.



'The programme provided a wonderful opportunity for our students to develop their learning in the fabulous setting of Somerville College, Oxford. The students have returned to school in a positive frame of mind having experienced outstanding teaching at Oxford. They spoke of how the programme was varied, fun and different to that experienced at School. The students are looking forward to returning in Easter in the final push for GCSE success.'

Benjamin Jones, Lead Teacher, Rivers Academy, West London

Student engagement

In order for Universify to have a sustained impact on the lives of young people, we need our courses to be engaging and enjoyable. Student feedback reported:

- 97% of students enjoyed their time at Universify and would recommend Universify to a friend.
- 92% of students found the coaching sessions useful and were looking forward to their next coaching session.
- More than 70% of students found the group work 'engaging', 'useful', 'thought-provoking', or 'inspiring'; less than 15% of students found the group work 'confusing', 'unnecessary' or 'boring'.
- 91% students felt comfortable in Somerville and with the group, which suggests that the students felt comfortable in a university setting.



97%

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92%

found the coaching sessions useful and are looking forward to the next one



91%

felt comfortable in Somerville College and with the group

Student case studies



'The University programme not only expanded my academic knowledge but developed my social skills too. The classes were a fantastic opportunity to focus on a different subject from what I learn at school, I particularly enjoyed the philosophy and plant biology seminars as they introduced me to something completely new. I was assigned a coach who has helped me overcome many challenges during my revision and she is always available to give me expert advice. From rounders in the park to punting, I enjoyed every opportunity and shared the experience with some of the most amazing people — who I can't wait to meet again in the Easter time.

Thank you to the University team and Somerville College who made it possible!'

Nina Howard, University Student, Barr Beacon School, Birmingham



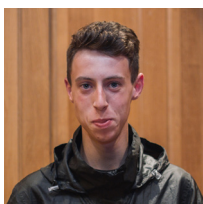
'I thoroughly enjoyed my time at Somerville and found it to be an extremely positive and enriching experience. Although I found the idea of going on the course without knowing anyone daunting at first, the University staff were extremely welcoming and friendly, and I came out of it having made some incredible friends and with some unforgettable memories.

Not only has the course allowed me to grow more as a person due to the independence and freedom granted to us whilst we were there, but I also feel as if I have a lot more belief in myself and my capabilities due to the support the University staff gave us and the opportunities they presented before us.

I'm also very grateful to be having one-to-one coaching sessions since the course as I have found it to be greatly beneficial overall. I am able to keep on top of my academic studies more efficiently through coaching and I feel extremely lucky to have a coach who helps me overcome certain aspects of school life that I struggle with.'

Lydia Wright, St Paul's School for Girls, Birmingham





'Universify was an incredibly eye-opening experience into life as a university student... I was given an in-depth experience into what University offers to students who in the near future will look to study at a higher education level such as at Oxford University. The carefully structured course allowed students to get the best out of their experience, providing a balance of University education, local

activities and free time to explore the culture and secrets of Oxford. As well as the Residential Course students get the opportunity to have a Coach to help mentor them through their GCSE's, I have particularly found this to be a great help, as it helps students feel empowered and excited about our future in education. Aside from the Course, the coaches and staff on the course work incredibly hard to ensure the students have a great time. One of the greatest parts of the course is how Universify connect people from all different cultures, diversities and corners of the country and unite them together to share this fantastic opportunity. The friends, knowledge and most importantly memories gained from this experience will last a lifetime.'

Dylan Bolton, Universify student, 2016-17, Ark William Parker, Hastings



'The Universify programme has benefitted me a lot over the past two years academically. Before I attended I was struggling for motivation in terms of education, but attending the summer programme allowed me to develop my higher thinking skills in subjects such as philosophy and law and apply them to my own learning. Some of my favourite parts were learning about Utilitarianism and

studying A.E. Housman's poem 'Oh Who Is That Young Sinner', as well as visiting different colleges in Oxford and learning how to punt a boat.

Having a coach was very beneficial as she provided me with advice on how to study effectively, and the Easter course allowed me to enhance my revision techniques, which helped me to achieve seven A*s and three A's in August. Overall the Universify programme has been extremely beneficial to me: it has allowed me to make lifelong friends, learn about interesting subjects I previously considered boring, and enhance my academic skills. Most importantly it has motivated me to apply to Oxford next year to study History and Politics — something I would have never done if I hadn't attended the programme.'

Nadia Awad, Universify student, 2016-17, Heston Community School, Hounslow

'To me the best thing about the course was meeting new people and sharing an amazing experience because it surpasses my comfort zone.'

2017 Student

'I had the opportunity to work at university level, as well as to meet amazing new people (friends and staff). I had so much fun during the lessons and activities, and really feel honoured to have been selected for this programme.'

2017 Student

Our evidence

This section provides more information on how we collected and analysed our data. A summary of our impact is given in the previous section, 'Our impact'.

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:

- 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 complete 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.¹⁸

We had a good response rate to the student questionnaire. Of the students on 2016-17 programme 35 students (85%) completed all questions in the Easter questionnaire, while 75 students (95%) on the 2017-18 programme answered all questions on the Summer pre-and-post course questionnaire.

We received 12 out of 18 teacher surveys, and of those 18 schools, 16 also sent students on our 2017-18 programme.

Our impact measurement is designed to measure both where the model is working and where it needs to be improved. The purpose is to keep our model functioning effectively, improve where possible, and learn which aspects of the model are the key components. We are undertaking this measurement, analysis and reporting in the spirit of learning rather than 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.¹⁹ The change was not statistically significant. Although the scale was validated it did not offer the specificity we needed as it focused on educational aspirations prior to higher education, and did 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 results of this question are reported above. As we roll out the programme to more students and collect more data, our results are more likely to be statistically significant.



¹⁸ <http://www.thinknpc.org/publications/the-journey-to-employment/>

¹⁹ <https://www.education.gov.uk/ilsype/workspaces/public/wiki/Questionnaires>

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.²⁰ The results of this question are reported above. We also measured students' self-esteem using the Single Item Self-Esteem Scale (a shorter version of the widely-used Rosenberg Self-Esteem Scale).²¹

GCSE attainment

Universify is seeking to contribute to and measure two key outcomes:

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

To measure both of these our independent evaluator and Universify's trustee 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 benefitted the student's GCSE attainment.
4. This student is in a good position to apply to a highly-selective university.
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 idea of comparing predicted grades against actual attainment against a control group because it is an easier survey for teachers to fill out, that does not require access to all student grades which may be harder to procure and the data analysis is far more straightforward, while the questions explore whether student's engagement

with Universify contributes to any of our key outcomes.

We will review this methodology when analysing our impact on our expanded cohort from the 2017-18 programme, ensuring we involve teachers, who we rely on for the data, so that we can ensure they can provide robust and measurable data without too much difficulty or consuming too much time. If we do use the same survey next year we may need to refine the questions asked since some teachers felt it necessary to provide some clarificatory remarks, such as their school predicts beyond their expectation of the student. This comment alone highlights that whatever method we use to measure attainment against predicted grades there will be variation based on schools' approach to grade predictions. We will also continue to seek guidance from sector experts on how we can ensure our measurement of student attainment is as robust as possible to ensure the programme provides as great an impact as possible.

'Universify was a joy and privilege to be part of. Universify as a charity felt like one which was able to ensure that the end result matched up with it's inspirational intentions, and one that is sorely needed. The commitment to monthly coaching and a reunion after eight months is what makes the coaching so unique, and the best part of the experience was seeing the students rise to the challenges put before them and their appreciation of the whole week.'

Molly Hale, Universify volunteer



²⁰ 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.

²¹ 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://fetzer.org/sites/default/files/images/stories/pdf/selfmeasures/Self_Measures_for_Self-Esteem_SINGLE-ITEM_SELF-ESTEEM.pdf

Perceptions of university

To measure students' perceptions of university, we included on the student questionnaire the question 'What one word do you most associate with the idea of studying at university?' We then collated the responses and analysed the 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?

As reported above, students gained associations of independence and learning, and lost associations of difficulty and stress.

In terms of the most common associations, at the start of the course the single most common association was that university life was stressful (three responses before, zero after, two responses for 'stress', zero after) while at the end of the course the notion of 'independence' (two responses before, seven after) was most common. Grouping together similar concepts, the most common types of association before the course were, in order:

- Generally positive ideas (such as 'exciting' or 'appealing').
- University life is 'stressful or 'challenging'.
- The link between university study and future prospects ('opportunity' or 'degree').
- The personal characteristics of university students (like 'intellectual' or 'ambitious').

At the end of the course, we found the following ordering:

- Generally positive associations (such as 'dream come true').
- Ideas of 'independence' were far more prominent.
- Personal characteristics (like 'intelligence' or 'passion').
- The link between university study and the future ('opportunities', 'career').
- The fourth most common groups of associations at the end of the course were ideas of 'education'.

Therefore, a core set of associations was constant: students thought of university as, in the broadest terms, a generally positive thing, related to their future prospects, and requiring a set of personal characteristics both before and after the course. However, as explained above, the language they used and the connotations of their choices changed in important and promising ways. This change is most clearly apparent in the view that university is 'exclusive' at the beginning of the course and 'open to anyone' at the end of the course.

'The best thing about the course was the independence, since we got to experience the life of a university student and get to see how life away from home would be.'

2017 Student



Students testing the water with punting

'My favourite thing about the courses was the coaches — they were genuine and gave us information on day-to-day Oxford life which we don't usually find out.'

2017 Student

What we 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. This is particularly important given that 2016-17 was our pilot programme, and 2017 allowed us to learn from this as we nearly doubled in capacity. 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 called 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 enabled us to fine-tune our academic timetable and staff rota in 2017. 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, with the majority of students reporting the level of work as 'just right'. There were a few cases where the content was reported as too difficult, notably the Mathematics and the Communist Manifesto critical thinking classes. Mathematics was potentially pitched too high, and in the future we will offer two classes for different Mathematics ability levels. Mathematics was also one of the most commented upon elements of the programme students least enjoyed, which suggests it is particularly important to provide engaging and correctly pitched Mathematics classes. The Communist Manifesto was pitched as deliberately challenging and from staff observation of the class it could not have been clearer or better explained. In general, academic feedback needs to be treated with more caution than other feedback, since the course was intended to stretch students. Nevertheless, we have identified the following areas for improvement:

- Shorter and more diverse range of classes.
- More breaks in academic work.

'I have worked for Universify for two years, teaching the class on moral philosophy. My experience has been wholly positive. Not only have I found the programme to be very well run, it is also staffed by people who care about what Universify is trying to do. This makes a significant positive impact on the running of the individual classes and to the experience overall. I believe this impact is felt by both students and tutors.

In addition to the positive experience working for Universify as a tutor, I'm also very happy to be involved in such an excellent initiative. Oxford University, despite its efforts in recent years, still fails to provide the level of outreach that it should. Moreover, the university's outreach programmes are primarily designed to encourage applications to Oxford itself. It is therefore encouraging that Universify both adds to the outreach for Oxford University (a place which would benefit significantly from a greater diversity of applicants, in my opinion), but also promotes the idea of higher education no matter the location'

Luke Davies, Moral Philosophy tutor

We received similar feedback last year, which suggests there is greater change to be made with the timetable. In Summer 2017 we offered two different one-hour-and-a-quarter classes with a fifteen-minute break in between, and three forty-five minute classes with fifteen minute breaks in between. For Summer 2018 we will pilot one-hour-and-a-quarter classes followed by group work before repeating this in the afternoon after a lunch break to hopefully break the classes up more.

We introduced non-GCSE taster classes as part of the Easter course and received positive feedback, so will continue this again in 2018. Overall feedback on the intensive GCSE revision sessions in Easter was positive, however, we will ensure that all our tutors are familiar with the current GCSE syllabus to maximise the utility of the sessions for students. Based on tutor feedback we will also look at the possibility of smaller classes for the revision sessions.

The activities were rated highly, with punting the most popular. The least popular activities were debating and group work. This year group work was delivered by volunteers using a lesson plan, and so there was greater chance of variation in

delivery, since some students highlighted the group work as their favourite activity. To ensure greater standardisation and delivery in future courses we will run through the session plans more clearly with volunteers delivering the group sessions.

Following previous staff feedback we created a clearer rota for our Easter and Summer programmes in 2017. 100% of the coaches said they enjoyed volunteering, felt well-prepared for the course, and would recommend volunteering to a friend. Feedback suggested further guidance could have been provided on processes such as student discipline. This year we will produce a volunteer handbook to help prepare staff working on the course.

In operational terms, we learnt that the timetable requires some alteration to accommodate changes to the academic programme. We will also co-ordinate and support coaches better, with regular coach meetups to share experiences, learning and best practices to maximise the potential impact coaching can have. Plans for growth in the programme include trying to use faculties and university facilities to deliver academic sessions outside the classroom.

Our impact

Our initial results are promising, but the change that Universify wants to bring about will only be realised if Universify students go on to make successful applications to highly-selective universities. Therefore, our learning in the first year has centred around operational and programme improvements.

However, in order to improve our impact in future two years, we have drafted a set of challenges to ourselves:

- Can we be more selective in our intake, in terms of using free school meals or other indicators of disadvantage without discouraging applications?
- Can we offer students a clearer post-course pathway, through the Easter course to their GCSE exams and A-Level choices?
- Can we offer students more choice within Universify courses, so that they can tailor their programme more to their GCSE choices and A-Level interests?
- 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 2018 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 of Somerville College, who provided the infrastructure, and 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 at £12,000 for the full intervention across 41 students:

Course costs (Summer & Easter)	Contributed by	Amount ²²
Accommodation for students and staff during course, teaching rooms	Somerville College	Benefit in kind estimated at: £21,000
Meals for students and staff during course	Somerville College donor ²³	Benefit in kind estimated at: £10,000
Intellectual Property, policy creation (safeguarding children) and expertise	Oxford Summer Courses	Benefit in kind estimated at: £15,000
Staff time — course design and Director oversight	Oxford Summer Courses ²⁴ and supporting charities	Benefit in kind estimated at: £12,000
Total benefits in kind		£58,000
Charity overheads — website, staff time in organisation ²⁵	Universify	£3,000
Delivery costs (staff recruitment, training, tutors, activities, travel)	Universify	£9,000
Total costs		£12,000
Cost per student		c.£300

We have leveraged benefits in kind of much greater value than the out of pocket expenses borne by Universify. We are grateful to our partner schools, who have also agreed to cover students' transport costs for our 2017-18 programme, which will help us maintain a low cost per student. Our partners have committed to continue supporting Universify, providing confidence that we will continue to further leverage partners' benefits to generate social value.

²²These costs are rounded figures and based on actual figures for the cost of providing the programme to 41 students in our first cohort 2016-17.

²³We are thankful for the generous donation. Somerville College is confident that meals will continue to be funded in the future and has a commitment to finding contributors for these costs over the next three years.

²⁴Oxford 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 on p. 29.

²⁵We expect charity overheads to grow roughly in line with the number of students served by Universify. Whilst the overall percentage of costs (25%) 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.

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 second year we do not have information on progression rates to university for Universify students. Instead, we can calculate what progression rate *would* be required to make Universify a good value for money intervention compared to existing programmes.

Our methodology is to benchmark against the current effectiveness of access activity²⁶ 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 student intake²⁷ from the lowest progression areas of the country (POLAR quintile 1), who start their first degree as a young person at that university.

The unit cost figures in the table below provide a range of estimated costs that universities currently spend in order to get students from the lowest progression areas for Higher Education to successfully take up an undergraduate degree.²⁸ 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: from c.£10k per student up to c.£57k per student at highly-selective universities.

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 ²⁹
Russell Group Universities in England	£8,368,000	535	£15,600
Universities in the UK	£13,593,000	1,340	£10,100
Source:	OFFA³⁰	HESA³¹	Calculation³²

For Universify to be comparable in terms of value for money, we would require that at least one student from POLAR quintile 1 attends university because of our intervention, when they wouldn't have done so otherwise. If Universify resulted in an additional student from POLAR quintile 1 attending the University of Oxford then this could represent a cost saving of up to c. £45k.³³

Whilst it is still early on in students' journeys, we are cautiously optimistic that we can achieve this given the increase in students' likeliness to apply (89% of students remained likely to apply at Easter, while 35 students became more likely to apply after our 2017 summer course, and given that 35 of our students over the last two years were from POLAR quintile 1). However, we do not underestimate the work that still needs to be done. It will be crucial to provide the right follow-on support after the end point of our intervention to ensure that the benefits continue. We are currently working to further our relationships with existing Year 12 intervention providers to help direct our students towards follow-on programmes, while working to produce a guide to applying to university.

²⁶ 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.

²⁷ Number of young people who are first full-time degree entrants.

²⁸ As a young person who is a first full-time degree entrant.

²⁹ 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.

³⁰ <https://www.offa.org.uk/publications/analysis-data-and-progress-reports/> — Annex B Data tables.

³¹ <https://www.hesa.ac.uk/data-and-analysis/students/overviews?keyword=588&year=2> Table T1a.

³² Rounded to the nearest hundred.

³³ Or the potential to help reduce the unit cost given that Universify intends to link into existing provision from the University of Oxford's Widening Access and Participation Team.

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 £292 per student for Universify to provide its programme to students for free (taking into account benefits in kind). Below we have mapped out our strategy for future student growth, but we understand that expansion of our programme to reach more students is predicated on our ability to raise the funds to deliver our programme.

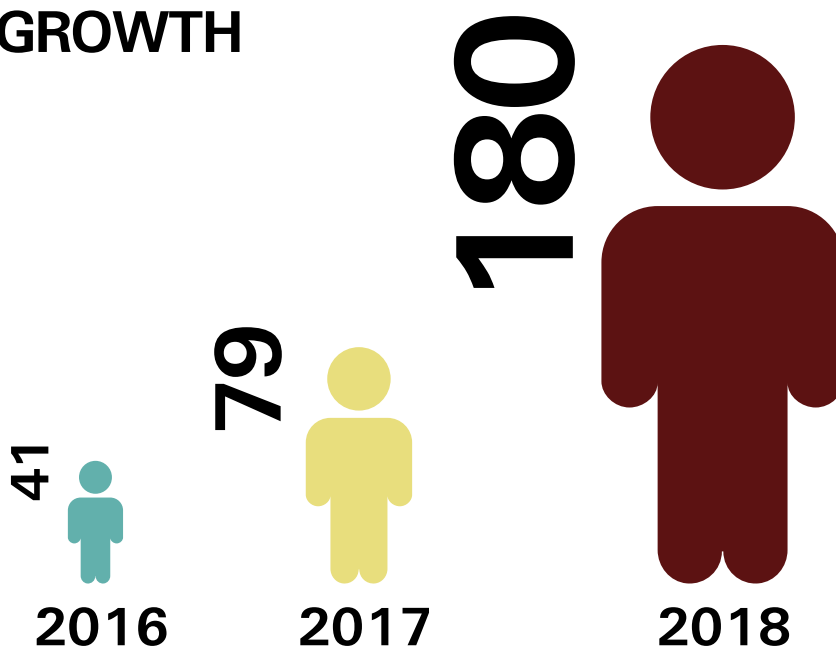
Oxford Summer Courses has committed to covering 100% of the costs of Universify in Year 1, 66% of the costs in Year 2 and 50% of the costs in Year 3. In total, Oxford Summer Courses has currently committed to support Universify financially throughout the first five years of operations. The ultimate aim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

For 2017-18 we have a fundraising target of £17,500. So far we have managed to raise £10,500 through the support of foundations, corporates and the generosity of private donors.

In 2018 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 continued support of our partners, in enabling us to deliver our programme to an expanded cohort in 2017-18. 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

PREDICTED STUDENT GROWTH

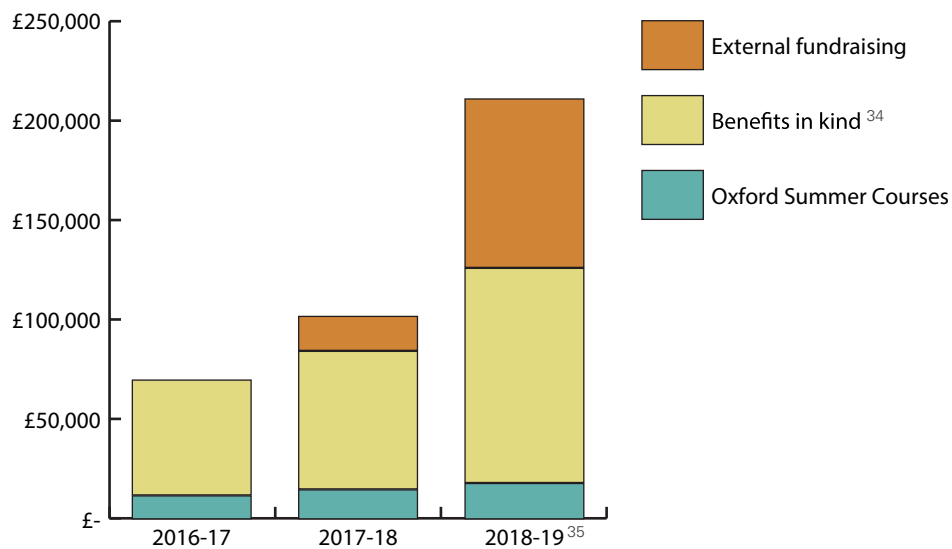


'I like Universify for two reasons: first, it starts early, it gives students enough time to enhance their expectations, and secondly, it measures its outcomes.'

**Matt Lacey, Donor,
SurveyTech**

the large benefits in kind to deliver our programme. To meet our fundraising goals we aim 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.

Our fundraising plan



³⁴ 2016-17 benefits in kind include Oxford Summer Courses' intellectual property and staff time, as well as accommodation and meals at Somerville College for students and staff. 2017-18 benefits in kind include meals and accommodation at Somerville for our expanded cohort, and the cost of student transport, covered by schools. 2018-19 benefits in kind include meals and accommodation at Somerville and the equivalent cost for 40 more students across two new colleges, and the cost of student transport covered by schools.

³⁵ Student numbers are rising from 80 in 2017-18 to 180 in 2018-19; we are fundraising in order to cover the cost of expansion and generate cash reserves.

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