

Charity number: 1167240
Company Registration number: 10114061 (England & Wales)



**Trustees' Report and Unaudited Accounts
For the Year Ended 30 April 2024**

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Universify Education reference and administrative details

Trustees during the year ended 30 April 2024 and up to the date of this report

Ms Mary Nicholson (Chair)

Mr Harry Hortyn

Dr Steve Rayner

Mr Matt Lacey

Mr James Gregory

Miss Helen Norman

Mr Marco Logiudice

Mr Steven Smith (appointed 7 December 2023)

Ms Amy Ellis-Thompson (appointed 7 December 2023)

Miss Margot Sprague-Davies (appointed 1 March 2024)

Company Number: 10114061 (England and Wales)

Charity Registration Number: 1167240

Registration Office: 18 Beaumont Street, Oxford OX1 2NA

Bankers: Lloyds, 25 Gresham Street, London EC2V 7HN; HSBC, 65 Cornmarket Street, Oxford OX1 3HY

Independent Examiner: Thomas Bradley ACMA

Trustees' report incorporating the trustees' report

1. Introduction

This report should be read in conjunction with the latest impact report which is published on www.universifyeducation.com/impact. The Impact Report details the impact that Universify Education has achieved and the methodology behind how this impact is measured.

This report was prepared on behalf of the trustees in accordance with FRS102 SORP Accounting and Reporting by Charities guidelines.

2. Objectives and activities

Objectives and aims

Universify Education's charitable purpose, as set out in the governing document, is to provide equality of opportunity in education in the UK as the trustees see fit.

The charity's vision is to support young people to realise their potential, regardless of background.

Universify Education aims to fulfil this vision and create a fairer society through social mobility by supporting young people from low-socioeconomic and underrepresented backgrounds to fulfil their potential through education, regardless of their background. Too often, a young person's background limits their aspirations, GCSE grades and understanding of university (often believing it is not for people 'like me') which impacts whether they are able to make and pursue an informed decision about their future, including whether to apply and go to university. This in turn limits their ability to access transformative personal development and further educational opportunities and perpetuates a cycle of underrepresentation both in Higher Education and in society more broadly, as important leadership, professional and decision-making roles in society are generally taken by graduates. Underrepresentation in Higher Education therefore limits social mobility and reinforces existing inequalities.

With the input of sector leaders, the charity designed the Universify programme to overcome three major barriers faced by participants from low socio-economic and underrepresented backgrounds to gaining the skills, knowledge and belief to fulfil their potential through education, including successfully applying to highly-selective universities. These barriers are:

1. Limited aspirations
2. Limited academic attainment
3. Feeling out of place in a university setting

The Universify Education programme aims to overcome these barriers by achieving the following outcomes:

1. Broadening and increasing aspirations
2. Increased attainment at GCSE
3. Increased understanding of university and university admissions

By achieving these aims Universify seeks to provide its beneficiaries with the skills, knowledge and belief to make and fulfil a more informed decision about their futures allowing them to thrive regardless of their background.

The main activities of the charity

The charity undertakes a year-long programme for Year 10 students (aged 14-16) from non-selective state schools. The intervention comprises three elements to equip young people with the skills, knowledge and belief to realise their potential.

1. **A week-long residential summer programme at partner universities** – the residential programme provides an authentic undergraduate student experience to enable participants to feel at home in a university setting and able to make a more informed decision about their future in education. Participants attend academic classes covering a broad curriculum of subjects to improve subject knowledge and critical thinking, providing an insight into the depth and level of undergraduate study. Sessions on university admissions and university life improve participants' understanding of universities, their environment, and the admissions process. Participants complete a group work project, building on the university admissions session by designing a university, encouraging participants to consider what they are looking for from university and what it offers. Additionally, participants take part in social activities to help them feel 'at home' at university, to challenge preconceptions, and to form supportive friendships with like-minded students to boost participant aspirations and attainment, as they support each other in a community which they may struggle to find back at school.

2. **Monthly one-to-one coaching** - Coaching empowers students to be self-directed learners. Students are paired with a coach, usually a current/recent undergraduate, with shared interests. Unlike mentors, a coach does not focus on giving advice. Instead, they guide students through the process of reflecting on what they want to achieve and creating a plan to reach their aspirations. This helps students to explore their unique strengths and interests to gain the confidence and problem-solving skills to commit to their chosen path both during and beyond the Universify programme. In the short-term coaching also provides a space for students to set and work towards academic goals to boost their GCSE attainment as the foundation for pursuing future opportunities.
3. **A 3-day Spring revision residential** - participants return to host partner universities during the spring of Year 11 to revise core subjects for their upcoming GCSEs, gaining the tools to attain the best grades. Here, participants also look beyond Universify to access a pipeline of ongoing support for students, engaging with further programmes, such as the Sutton Trust Summer School, Multiverse, and UNIQ. Students also complete an employability workshop to improve knowledge of the opportunities and options offered by a degree. After completing the spring residential, remote coaching continues until participants receive their GCSE results.

Following the completion of the year-long programme Universify participants become Universify alumni, receiving a monthly newsletter to share participants' stories post-Universify and highlight further opportunities on other programmes and career, internship and work experience programmes. This has led to many alumni joining Year 12 programmes such as In2Science, the Social Mobility Foundation programme, and the Sutton Trust Summer school as well as becoming members of the Fair Education Alliance Youth Steering Group and receiving life changing scholarships and employment opportunities.

Delivering the Universify programme

A Universify Head Office team prepares the courses, trains, and supports volunteer and tutor delivery teams, and oversees safeguarding, with three Designated Safeguarding Leads, of which two are also trained Mental Health First Aiders. The programme and

coaching are delivered by volunteers, who are all recent or current university students from across the UK. Course Directors, experienced in running residentials, oversee the courses and all volunteers are trained in coaching, health and safety, and safeguarding. Volunteers undergo enhanced DBS checks and two reference checks, are trained by Universify staff in the charity's policies and procedures, and attend regular course catchups to receive support and guidance with remote coaching. The Universify safeguarding team is also contactable outside of formal catchups to support volunteers with any concerns. Seminars are delivered by experienced university tutors and revision classes taught by current GCSE tutors with a strong knowledge of the syllabus. All classes have a volunteer present to support in the delivery of the classes.

The charity works closely with other institutions to deliver its activities. Universify works with secondary schools across the country who send participants on the programme. It partners with colleges at the Universities of Oxford and Cambridge, working with their link regions and holding the residentials at these colleges. In 2023-24 the charity partnered with Jesus College, Somerville College, and Trinity College at the University of Oxford for its primary Year 10-11 programme and with St John's College at the University of Cambridge for its Year 12-13 Alumni+ programme.

Ensuring the charity's work delivers its aims

The charity measures its impact annually, through pre- and post-course surveys to gather participant feedback, teacher surveys, coach observation surveys, and statistical comparisons with benchmarks constructed by UCAS. Impact data and reports are independently evaluated annually. In addition, expertise in impact evaluation and reporting is represented on Universify's board of trustees. Universify's impact measurement methodology, which was designed by specialists in impact measurement, is reviewed annually to ensure it remains in line with best practices and is fit for purpose.

The findings of the impact report measure how successfully the charity is providing participants with the skills, knowledge, and belief to realise their potential. These are measured against the charity's three desired short-term outcomes: raising aspirations, academic attainment, and understanding of university and university admissions and the charity's long-term mission of improving social mobility and overcoming underrepresentation at university by increasing the likelihood of making a successful application to university. These findings are used to refine the Universify programme to

make sure activities are as effective as possible in achieving the charity's objectives. In addition, feedback is gathered from Universify participants, volunteers, and staff as part of an annual programme review contributing to the development and implementation of an annual improvement plan.

To ensure the charity's work continues to best meet the needs of its beneficiaries, it recruits a student council of Universify alumni. One member of the council acts as a student representative, attending board meetings. The student council and representatives work with Universify and alumni and are consulted on the charity's strategy and programme plans to ensure the Universify programme continues to be directed by the charity's beneficiaries.

How the charity's activities deliver public benefit

The activities undertaken further the charity's purposes for the public benefit increasing social mobility by equipping young people with the skills, knowledge, and belief to realise their potential regardless of their background. As a result, these young people are able to access life changing education, employment and training opportunities, such as university.

The trustees have had regard to the Charity Commission's guidance on public benefit.

3. Achievements and performance

The charity supported 151 participants during the year 2023-24. It delivered its primary Year 10-11 programme to a reduced cohort of 120 participants, after two university college partnerships were completed after 3 and 5 years of collaboration. In 2023-24, the charity expanded its work by piloting an alumni programme, Alumni+, to 31 participants. This programme increased the depth of support provided to its participants by committing to two further years of tailored support for those considering applying to Oxford and Cambridge. The charity evaluated the impact of the programme on its fourth cohort who completed the Universify Education Year 10-11 programme in June 2020.

A full summary of the charity's ongoing impact and achievements can be found in its latest impact report - <https://www.universifyeducation.com/impact>.

How the charity performed against its objectives

For 2023-24 the charity continued to work towards the following long-term objectives:

1. Achieving a strong delivery record that is demonstrated by robust impact measurement
2. Financial sustainability and income diversification
3. Expand the programme by forging new partnerships with universities

To move towards these objectives the charity outlined the following short-term goals:

1. Continue to deliver the programme successfully and refine the model to meet the changing needs of partners while communicating key impact data effectively
2. Develop an alumni programme to provide ongoing support beyond Year 11
3. Diversify fundraising across income streams to enable financial resilience and future growth
4. Raise Universify's profile through concerted publicity campaigns and new content.

In 2023-24, Universify continued to deliver positive impact while the accounts, included in this report, show that the charity has continued to work within its financial constraints.

The financial review also shows the efforts made to increase the charity's donor base, reaching new regional funders as well as strengthening relationships with existing corporate funders. This has been an important marker of progress in a year where the funding landscape has moved on from ad hoc emergency funds relating both to the Covid-19 pandemic and the Cost of Living crisis. This has enabled the charity to continue building financial sustainability with a view to scale the programme again in future years.

Financial review

The direct resource costs of the Summer and Spring programmes are summarised in the charity's accounts which have been prepared in accordance with the provisions applicable to small companies limited by guarantee regime and FRS102 SORP Accounting and Reporting by Charities.

- £185,218.62 of income related to donations from charitable trusts and foundations, corporate partners, public fundraising, and private individuals.
- £162,272.00 worth of benefits in kind were received in the form of donated office space and services from Oxford Summer Courses Limited and office space from True Capital Limited, and accommodation, meals and classrooms donated by

partner University colleges who host the Universify residentials. The benefits were calculated by conforming to the market value at the time of use.

- There was a small surplus generated in this year of £60.57, reflecting the charity running well to budget.

In the accounting period May 2023 to April 2024 income came from fundraising activity including private donations, corporate donations and partnerships, successful applications to trusts and foundations and public fundraising.

Reserves policy and amount of reserves held

Universify Education's aim is to generate and maintain minimum reserves equal to 3 months' running costs through fundraising activity. These minimum reserves are built up after considering future costs that are committed to delivering the year-long programme. At the end of Universify Education's eighth year of operations, the charity has £95,223.92 in reserves. The charity seeks to maintain a minimum level of reserves approximately equal to three months' operating costs. At 30 April 2024 this was set at £55,000, so the charity had surplus reserves of £40,223.92 at that date. Trustees review Universify's surplus and minimum reserves position at quarterly board meetings and consider the best use of surplus reserves based on fundraising success, the fundraising landscape and the charity's long-term strategic objectives.

Despite the challenging fundraising landscape in 2023-24 resulting from the Cost of Living crisis, Universify has reached the targeted level of reserves. With the securing of £69,250.00 of income for 2024-25, the trustees are confident of the charity's ability to continue as a going concern for the next 12 months.

There are no funds or subsidiary undertakings that are materially in deficit.

Principal sources of funds

The principal funding sources for the charity are through fundraising income from trusts and foundations, public fundraising, private donors, corporate partnerships, and university partnerships.

For 2023-24, the Charity received £40,740.00 in trust and foundation grants. These included regional grants to fund participant places in Bristol, London, Stoke and the West Midlands. The charity raised £94,500.23 from corporate partnerships, including income

from the first and second years of the charity's partnership with True. As part of the charity's work to increase the sustainability of the programme, the charity received £30,250.00 in part-funding from partner colleges. In addition, the charity continued to maintain consistency in public fundraising income via an annual Christmas campaign and a successful 91 mile challenge campaign.

For 2024-25, the charity has secured £69,250.00 of income for the next financial year through trusts and foundation grants towards the 2023-24 programme, and through renewed college and corporate partnerships.

Plans for future periods

While the charity's fundraising capabilities have increased due in part to the team's growing expertise and the additional fundraising expertise on the board of trustees, the financial review of 2023-24 highlights an increasingly harsh fundraising landscape, shaped by the Cost of Living Crisis. Fundraising will remain a priority to diversify the charity's income to ensure ongoing sustainability. The demand and need for Universify's work has remained consistently high since the Covid-19 pandemic and the charity's latest impact report, focusing on university destinations, has demonstrated the programme's long-term efficacy. Therefore, the other major focus for the charity in the upcoming year will be to continue building networks with new university partners to expand the existing programme.

Within Oxford and Cambridge, this means increasing the support for the charity's beneficiaries beyond the Year 10-11 programme to meet the changing needs of its partners. The charity's pilot Alumni+ programme combines the expertise of its existing partners to support the charity's alumni through Year 12-13 with the aim of enhancing the programme's long-term impact on university access. The charity also aims to increase its partnerships beyond the Universities of Oxford and Cambridge to ensure sustainability and scale. Through reviewing the programme model, the charity aims to retain its programme's impact while ensuring the model is scalable across more universities. As part of refining the programme, the charity will explore partner programmes to address the needs of more specialised groups, such as those with personal characteristics including care experience, or specific subject interests. This approach will continue one of the charity's foundational aims of addressing gaps in provision within the sector to increase its overall effectiveness.

The charity recognises that expansion requires the resources to do so and programme growth will always be considered by trustees in line with financial constraints, ongoing fundraising work, and the awareness of the increasing demand for the charity's work.

4. Structure, governance, and management

Universify Education is a company limited by guarantee incorporated on 9th April 2016 and registered as a charity on 20th May 2016.

The company was established under a Memorandum of Association which outlined the objects and powers of the charitable company and is governed under its Articles of Association.

Recruitment and appointment of trustees

The Trustees who served during the period and up to the date of this report are set out on page 3.

The charity uses an annual trustee skills audit to assess whether the board has the appropriate mix of skills. Gaps may be met with training, third party expertise or new trustee recruitment. When recruiting new trustees, the board aims to find individuals who can support the charity's growth and bring in additional resources, expertise, lived experience and connections to help Universify achieve its goals.

The board sought to address the increasingly challenging fundraising landscape by increasing the board's fundraising expertise to ensure the future sustainability of the charity. This was achieved, with Margot Sprague-Davies joining the board in March.

To ensure a fair and nondiscriminatory recruitment process Universify Education followed the UK Employment legislations and Charity Commission's CC30 trustee recruitment guidance. No other person or external body is entitled to appoint charity trustees.

Organisational structure

The role of the Board is to provide oversight of the charity's activities, including planning, approval of annual budgets and review of the charity's strategy, results, and achievements. The Board also provides general support to the staff. The day-to-day running of the charity is carried out by the staff team, with support from volunteers. During each year, the board meets for quarterly board meetings and an annual strategy day, with ad-hoc meetings and/or discussion between trustees as needed.

Risk management

The Trustees have conducted a review of the major risks to which the charity is exposed. A risk register has been established and is reviewed at quarterly board meetings. Where appropriate, systems or procedures have been established to mitigate the risks the charity faces. Identified risks are minimised by the implementation of procedures for safeguarding staff, volunteers, and participants. These procedures are reviewed annually to ensure that they continue to meet the needs of the charity. The charity is supported in the development of its policies and procedures by Oxford Summer Courses Limited, whose policies and procedures have been accredited by the British Accreditation Council.

Current trustees' areas of focus

Trustee	Date appointed	Focus area
Harry Hortyn	May-16	<ul style="list-style-type: none">• Brings experience of running accredited academic short courses as co-founder of Oxford Summer Courses Limited and 5 years in social investment• Supports charity strategy, provides links to key stakeholders in Oxford and oversees sign-off of Oxford Summer Courses' contributions.• Previous chair of the board
Matt Lacey	May-17	<ul style="list-style-type: none">• Brings experience as CEO of surveying company and a background in acting and media• Profile-building through press coverage, speaking platforms
Dr Steve Rayner	Aug-17	<ul style="list-style-type: none">• Brings experience of university admissions, tuition, and governance• Providing advice on programme development and approaches to colleges or universities, and partnership with Somerville college
Mary Nicholson	Jun-18	<ul style="list-style-type: none">• Brings experience of risk and financial management from background in risk and sustainability in the finance and banking sector• Current Chair of the board
Helen Norman	Mar-22	<ul style="list-style-type: none">• Brings recent lived experience of the education system and challenges faced by beneficiaries to fulfil their potential in education• Brings experience working in the sector and teacher insight to school engagement and programme design
James Gregory	Jun-22	<ul style="list-style-type: none">• Brings safeguarding experience• Providing teacher insight to school and student recruitment and programme design
Marco Loguidice	Jun-22	<ul style="list-style-type: none">• Brings recent lived experience of the education system, experience as a former Universify volunteer

		and experience of the challenges faced by beneficiaries to fulfil their potential in education <ul style="list-style-type: none"> • Brings fundraising and strategic experience
Steven Smith	Dec-23	<ul style="list-style-type: none"> • Brings experience in law and governance, with a background as in-house legal counsel in financial services
Amy Ellis-Thompson	Dec-23	<ul style="list-style-type: none"> • Brings experience working within the sector and of impact reporting to help Universify continue to robustly collect and report on its impact
Margot Sprague-Davies	Mar-24	<ul style="list-style-type: none"> • Brings fundraising experience, offering insight and guidance on Universify's fundraising strategy

To ensure the charity continues to best meet the needs of its beneficiaries Universify Education appoints a Student Representative who is a member of the student council and a recent Universify alumnus. The Student Representative attends trustee board meetings but does not hold legal responsibility for the charity in the same way as the other trustees.

The report of the trustees was approved by the trustees on 6 December 2024 and signed on their behalf by:

Signature: 

Print name: Mary Nicholson

INDEPENDENT EXAMINER'S REPORT TO THE TRUSTEES OF UNIVERSIFY EDUCATION

The charity's trustees are responsible for the preparation of the accounts. The charity's trustees consider that an audit is not required for this year under section 144 of the Charities Act 2011 ("the Charities Act") and that an independent examination is needed

It is my responsibility to:

- ☐ examine the accounts under section 145 of the Charities Act,
- ☐ to follow the procedures laid down in the general Directions given by the Charity Commission (under section 145(5)(b) of the Charities Act, and
- ☐ to state whether particular matters have come to my attention

Basis of independent examiner's statement


My examination was carried out in accordance with general Directions given by the Charity Commission. An examination includes a review of the accounting records kept by the charity and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts, and seeking explanations from the trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit, and consequently no opinion is given as to whether the accounts present a 'true and fair' view and the report is limited to those matters set out in the statement below.

Independent examiner's statement

In connection with my examination, no material matters have come to my attention which gives me cause to believe that in, any material respect:

- ☐ the accounting records were not kept in accordance with section 130 of the Charities Act; or
- ☐ the accounts did not accord with the accounting records; or
- ☐ the accounts did not comply with the applicable requirements concerning the form and content of accounts set out in the Charities (Accounts and Reports) Regulations 2008 other than any requirement that the accounts give a 'true and fair' view which is not a matter considered as part of an independent examination.

I have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.

Signed: 
Date: 9TH JANUARY 2025

Name: Thomas Bradley ACMA

Relevant professional body if any: CIMA

Address: 16, Rue Adam Roberti, Luxembourg-Merl, L-2429, Luxembourg

Income and Expenditure Account University Education 1 May 2023 to 30 April 2024

Income	2023-24	2022-23	Notes
Unrestricted income	97,228.39	85,486.00	
Restricted income	73,490.00	101,169.00	1
Interest income	219.32		
Income from charitable activities	14,500.23	13,500.00	2
Grant income	0.00	17,158.71	3
Total donation income	185,437.94	217,313.71	
Benefits in kind received			
College accommodation and meals	134,872.00	214,314.00	4
Other benefits in kind	27,400.00	21,400.00	5
Total income	347,709.94	453,027.71	
Programme costs			
Coach platform	1,436.10	2,083.92	
On course - Activities	3,054.36	2,989.26	
Volunteer recruitment and training	555.50	1,012.80	6
Volunteer travel	3,151.12	3,665.65	
Tutor costs	5,350.79	7,173.70	7
Volunteer engagement	175.18	720.31	
College accommodation and meals	134,872.00	214,314.00	8
Other benefits in kind	27,400.00	21,400.00	
Total programme costs	175,995.05	253,359.64	
Net income less programme costs	171,714.89	199,668.07	
Expenditure			
Advertising & Marketing	349.59	248.50	
Depreciation expense	748.11	748.11	9
Fundraising costs	985.98	1,081.25	
General Administrative Expenses	208.53	214.67	10
Head Office Recruitment	728.00	755.00	
Independent Evaluation	1,350.00	4,600.00	11
Insurance	595.95	536.78	
IT Software and Consumables	777.24	4,070.35	12
Staff salaries, pensions and NI	163,520.68	146,305.51	13
Staff Training and engagement	585.00	1,594.86	14
Travel - National	1,805.24	1,570.57	
Trustee Expenses		72.85	
Total Expenditure	171,654.32	161,798.45	
Net movement in funds	60.57	37,869.62	
Funds at the start of the year	95,163.35	57,293.73	
Funds at the end of the year	95,223.92	95,163.35	15

Balance Sheet Universify Education as at 30 April 2024

Fixed Assets	Apr-24	Apr-23	Notes
Tangible Assets			
Computer Equipment	2,992.43	2,992.43	9
Less Accumulated Depreciation on Computer Equipment	(1,496.22)	(748.11)	
Total Tangible Assets	1,496.21	2,244.32	
Total Fixed Assets	1,496.21	2,244.32	
Current Assets			
Cash at bank and in hand			
Expenses account	2,475.33	128.29	16
Cash at bank	163,634.16	161,599.90	
Total Cash at bank and in hand	166,109.49	161,728.19	
Prepayments	285.00	293.75	
Total Current Assets	166,394.49	162,021.94	
Liabilities: amounts falling due within one year			
Accounts Payable	230.05		17
Accruals	233.00	810.00	
Deferred income	69,250.00	65,816.53	
Operations Payable	2,953.73	2,476.38	
Total Liabilities: amounts falling due within one year	72,666.78	69,102.91	
Net Current Assets	93,727.71	92,919.03	
Net Assets	95,223.92	95,163.35	
Funds of the Charity			
Unrestricted income funds	95,223.92	95,163.35	15
Restricted income funds		-	
Total funds of the Charity	95,223.92	95,163.35	

Within this financial period there are no new fixed assets, all income during this accounting period was in the form of donations, donated facilities and services.

The company was entitled to exemption from audit under s477 of the Companies Act 2006 relating to small companies.

The members have not required the company to obtain an audit in accordance with section 476 of the Companies Act 2006.

The directors acknowledge their responsibilities for complying with the requirements of the Companies Act with respect to accounting records and the preparation of accounts.

These accounts have been prepared in accordance with the provisions applicable to small companies subject to the small companies regime and in accordance with FRS102 SORP.

Approved by the directors and authorised for issue on 6 December 2024.

Signed by Mary Nicholson on behalf of all the trustees/directors

Print Name: Mary Nicholson Date: 9 January 2025

Notes forming part of the Financial Statements

	Amount	Detail
1) Restricted income usage		
Project	£ 43,240.00	Funding for participants from specific regions including London, Birmingham, Staffordshire and Bristol; Funding for student places on the year-long programme
Partner University college part-funding	£ 30,250.00	Part-funding of participant places from a partner college to fund cohort expansion
Total	£ 73,490.00	

2) Other revenue refers to income generated providing support to partners to deliver activities contributing to their shared missions, for example recruiting students from underrepresented backgrounds for a STEM day

3) Grant income refers to income through the government Kickstart scheme, which ended in 2022.

4) Benefits in kind - accommodation, meals, and classroom space from partner university colleges. In 2023-24

Benefit in kind breakdown

Accommodation	£ 93,160.00
Meals	£ 30,912.00
Teaching space	£ 10,800.00
Total	£ 134,872.00

5) Other benefits in kind includes office space and staff time donated by Oxford Summer Courses and True Global Ltd

Item	Cost
True office space	£ 12,000
Oxford Summer Courses office space	£ 12,000
Oxford Summer Courses staff time donation scheme*	£ 3,400
Total other benefits in kind	£ 27,400

*Staff time donation scheme involves Oxford Summer Courses matching volunteer time by with time at work up to a day a month.

6) On course staff training provided pro bono in 2023-24.

7) Reduction in Year 10-11 programme course size from 169 participants to 120 resulting in reduced tutor costs due to fewer classes running (from £7,173.70 in 2022-23 to £5,350.79 in 2023-24).

8) Reduced college accommodation and meals costs due to the reduction in course size.

9) Computer equipment*

Assets at 30th April 2024	Computer equipment	
Cost at 1st May 2022	£	2,992.43
Additions	£	-
Disposals	£	-
At 30th April 2024	£	2,992.43
Depreciation		
At 1st May 2023	-£	748.11
Charge for the year	-£	748.11
Disposals	£	-
At 30th April 2024	£	1,496.21
Net book amount at 30th April 2024	£	1,496.21

*Computer equipment depreciation policy is straight line over four years

10) General expenses include postage costs, registration and filing costs, and bank fees.

11) Decreased independent evaluation costs (from £4,600 in 2022-23 to £1,400 in 2023-24) after long-term impact research project, employing one consultant, ended.

12) Decrease from 2022-23 due to the completion of Salesforce development to create resilience, efficiencies and scalability in digital systems (from £4,021.55 in 2022-23 to £777.24 in 2023-24).

13) Staff costs consist of salaries, NI and pensions. The increase in salaries reflects the increased headcount from Nov 2022.

14) Decreased staff training cost after the end of the government Kickstart scheme, which required additional staff training as part of the grant conditions.

15) In accordance with the charity's reserves policy, of the total funds carried forward on 30th April 2024 (£95,223.92) there are £40,223.92 of surplus reserves. The charity's surplus reserves are any reserves additional to the minimum reserves amount of £55,000, which represents approximately 3 months operating costs. Trustees review Universify's surplus and minimum reserves position at quarterly board meetings and consider the best use of surplus reserves based on fundraising success and strategic objectives.

16) Prepayments cover expenditure incurred in 2022-23 for 2023-24 expenses, such as insurance cover, ICO subscription, coaching platform subscription, and website hosting

17) Deferred income includes funding for 2024-25 programme cycle.

18) Operations payable includes NIC, PAYE, pensions, student loans and unpaid expenses.

UNIVERSITY DESTINATION DATA



IMPACT REPORT 2024

Executive Summary



We are delighted to present this year's university destination report which demonstrates that Universify's work has contributed to young people from underrepresented and low socio-economic backgrounds accessing university at rates higher than those from similar

backgrounds, successfully tackling the key risks identified by the Office for Students which prevent young people from reaching higher education.

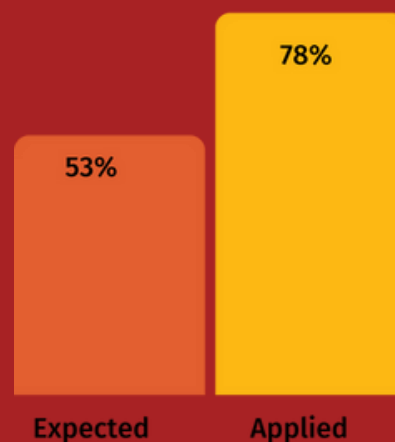
Our programme starts earlier, at age 15, to raise GCSE attainment, help participants overcome self-limiting beliefs around individual aspirations, and to equip them with the skills and confidence to realise their potential.

Universify participants apply to and take up places at the most selective universities at rates higher than expected for young people from similar backgrounds. These highly-selective universities are the institutions where the barriers to access, but also the social mobility benefits are often greatest, such as Oxford and Cambridge universities where our programmes are currently hosted.

As we look to expand our programme and partner with more universities to meet the growing demand for our work, it is compelling to see our participants apply to our partner institutions at a rate significantly higher than expected. I invite you to read on to hear about this success in context, from Alex Dunn, one of our alumni, who has shared how the programme shaped his journey to getting into Oxford.



of those eligible for Free School Meals



More Universify participants applied to university than expected

Alex Whitton, CEO, Universify Education

Increasing Access to Universities

HOW UNIVERSIFY SUPPORTS ACCESS TO HIGHER EDUCATION

Our programme features two university residentials, enabling young people to get first-hand experience of the academic environment and make more informed decisions about their future pathways, including whether to pursue a degree. Increasing familiarity with university early on in a young person's education helps to tackle the development of limiting beliefs, such as 'university is not a place for people like me', which many underrepresented groups report as a significant barrier to access.[1]

Moreover, hosting our programme residentials at high-tariff universities like Oxford and Cambridge encourages our participants to seriously consider studying at these institutions specifically, which is reflected in our Cohort 4 participants making significantly higher applications to Oxbridge than would be expected.[2]

Hosting our programme at high-tariff universities... encourages our participants to seriously consider studying at these institutions specifically.



'I really liked the fact we were able to stay at university and have a mini experience as a university student. There weren't any other programmes like that and it cemented that I did want to go to university.'

Tawana, 2019-2020 programme participant

[1] Free School Meals (FSM) are a means tested benefit and indicator of low household income. Young people eligible for Free School Meals are significantly underrepresented at universities, particularly those with the most selective entry requirements.

Parliamentary Research Briefing, 'Equality of access and outcomes in higher education in England'. <https://researchbriefings.files.parliament.uk/documents/CBP-9195/CBP-9195.pdf>. Accessed 14 May 2024

[2] High-tariff universities are the top third of universities ranked according to their entry tariff points score by UCAS. They represent the universities which are most selective.

Our Impact

This report presents the university destination data for Cohort 4 (148 participants), who took part in our year-long programme in 2019-2020.

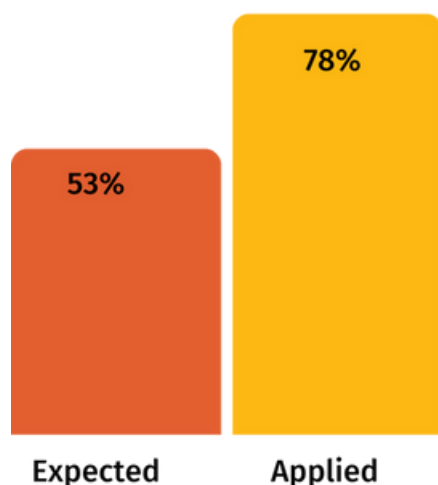
Data provided by the UCAS Outreach Evaluator tracked the progression of Universify participants to higher education across the 2022 and 2023 admission cycles. [3] The Outreach Evaluator provides us with a tailored benchmark of students and statistically evaluates differences in the rates of university progression between Universify participants and students from similar backgrounds.[4]

Universities where three or more Cohort 4 participants accepted offers:

- Cardiff University
- University of Exeter
- University of Kent
- University of Manchester
- University of Sheffield
- University of Surrey
- University of Warwick

INCREASED APPLICATIONS TO UNIVERSITY

The number of Universify Cohort 4 participants who applied to university across 2022 and 2023 admissions cycles was statistically 'very high' compared to the UCAS benchmark. Of the 148 Cohort 4 participants, 78% applied to university compared to 53% which would be expected according to the UCAS tailored benchmark.



Universify participants applied to university at a significantly higher rate than expected



[3] UCAS, the Universities and Colleges Admissions Service, is the UK's shared admissions service for higher education. The Outreach Evaluator provides statistical evidence on the impacts of engagement activities for higher education providers and charitable organisations. <https://wwwucas.com/providers/our-products-and-services/data-products-and-solutions/outreach-evaluator-tracking-results>. Accessed 14 May 2024

[4] Our impact data is further validated by an independent evaluator to ensure accuracy and robustness.

MORE STUDENTS APPLIED TO HIGH-TARIFF UNIVERSITIES

The number of Universify participants who applied to high-tariff, Russell Group and Oxbridge universities was statistically 'very high' compared to the UCAS benchmark. Of the 148 Cohort 4 participants, 54% applied to high-tariff universities compared to the benchmark of 29%, 54% applied to Russell Group universities compared to the benchmark of 31%, and 10% applied to Oxbridge compared to the benchmark of 2%.

'I decided to apply to Oxford after the [Universify] programme, when before I wasn't thinking of applying. Mainly because the programme made it seem like somewhere I could go even though I was from a state school.'

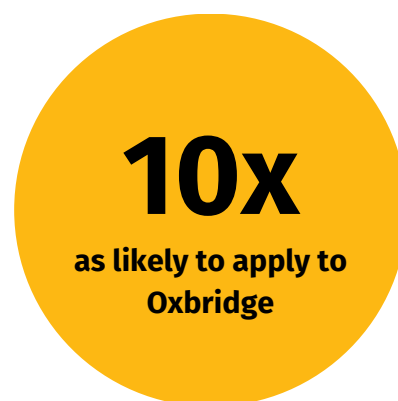
Tawana, 2019 - 2020 programme participant

INCREASED FSM ELIGIBLE PARTICIPANTS APPLIED TO UNIVERSITY

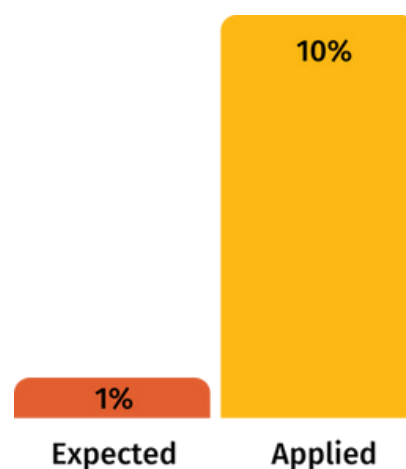
Of the 148 students in Cohort 4, 48 were eligible for Free School Meals (FSM), a means tested benefit and indicator of low household income.

UCAS data shows that a 'significantly high' number of FSM participants from Cohort 4 applied to university (73%) compared to a tailored benchmark (54%).

Universify Cohort 4 participants eligible for Free School Meals progressed to high-tariff universities at a rate almost twice that of FSM students nationally (6% vs 3.4%), and, for the first time, a 'very significantly high' number of Universify FSM students applied to Oxbridge (10% vs 1%).



of those eligible for Free
School Meals



**Significantly more Free School
Meals participants applied to
Oxbridge than expected**

Why University Access Matters

Our programme is designed to increase access to universities because they remain significant vehicles for social mobility. Degree qualifications open pathways into skilled professions that are otherwise inaccessible, such as law, medicine, education, STEM, and research. On average graduates have significantly higher lifetime earnings with the median 40-year-old graduate earning twice as much as someone qualified to GCSE level or below.[5] This increased earning potential increases graduates capacity to reinvest in their communities helping to reduce cycles of poverty.

Cohort 4 participants who were eligible for Free School Meals progressed to high-tariff universities at a rate almost

2x

the national average (6% vs 3.4%)



The underrepresentation of talented people from socio-economically disadvantaged backgrounds in these fields represents a waste of potential for not just the individual, but also wider society. Improving access to higher education can therefore help to redress systemic inequalities and reduce cycles of deprivation. By encouraging more young people to apply to university, more students from underrepresented backgrounds are accepted onto degree courses enabling them to gain the benefits of higher education.

Hear our latest cohort of students' perspectives on why university access matters by watching our video [here](#).



[5] Institute for Fiscal Studies, 'Education Inequalities: IFS Deaton Review'. <https://ifs.org.uk/inequality/wp-content/uploads/2022/08/Education-inequalities.pdf>. Accessed 14 May 2024.

Universify Alumni: Alex's Story



Before starting our programme Alex had considered studying a degree in the future but was unsure about which subject to study or how to apply.

Alex is now studying French at the University of Oxford, a subject he nearly gave up after GCSE.

“THE PROGRAMME DEFINITELY HELPED ME BUILD CONFIDENCE”

“At that point I didn’t know what A Levels I was going to choose...However, the programme definitely helped me build confidence and build a revision approach for studying French which I wasn’t necessarily planning to do at A level but after doing quite well at French GCSE, I did it for A Level and now I’m studying it at uni.”

“UNIVERSIFY HELPED ME WITH MY GCSES [...] WHICH INFLUENCED MY DECISIONS”

“In terms of choosing A Levels, I made this decision after getting my GCSE results, and indirectly I think Universify helped me with my GCSEs which got me my results which influenced my decisions.”

“PREPARING YOU FOR THE UNIVERSITY EXPERIENCE IS VERY MUCH THE STRENGTH OF THE PROGRAMME”

“In general, preparing you for the university experience is very much the strength of the programme as we’re brought into the university setting and we’re doing university-style things. it just kind of brings what you’ll be doing at university closer, and it gives you familiarity with that even before you decide to apply and end up in university, and that kind of preparation is helpful.”





OXFORD SUMMER COURSES



WALCOT FOUNDATION



Academies Trust



SURVEYTECH



Fair
Education
Alliance

How to get involved

We believe universities should be open to everyone, based on academic potential and regardless of background. If you would like to support our mission, please get in touch at info@universifyeducation.com, or sign up to our mailing list via the website.

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