



TRINITY COLLEGE
UNIVERSITY of OXFORD



Vice-Chancellor's Awards



Trinity College Schools'
Outreach Programme
Our Impact 2024-2025

Summary of our work in 2024-25



It has been another effective year for the Trinity College Access Department, delivering outreach workshops and talks through virtual, in-person and hybrid formats, ensuring continued accessibility for students, teachers and parents.

This work has continued to grow

in scale and impact, and was recognised at the University of Oxford's Vice-Chancellor's Awards in May 2025, where Trinity's Access team received the award for Local Community Engagement. The award acknowledges the team's sustained outreach across Oxfordshire since 2018, engaging thousands of young people from primary school through to Year 13, alongside their teachers and families. Trinity shared the award with the Oxford Young Sport Leaders Programme (OYSLP), delivered by the Oxford SDG Impact Lab, with whom the College works as a regional outreach partner.

The College welcomed over 2,000 students in Years 4-13 from over 100 schools in Oxfordshire, Milton Keynes and North East England. During these visit days, students learned about student life, admissions at Oxford and took part in academic taster sessions. These visits included three residential programmes of activity for 77 students from four different schools in the North East.

The Access team worked with just over 7,300 students in their schools across the College's three linked regions, engaged with 675 parents in online sessions and welcomed 150 teachers from 112 different state schools to our online CPD programme. Feedback surveys showed the course increased teacher confidence to offer information and guidance to their students about Oxford, with only 36% of teachers saying they felt quite or completely confident to do so prior to the course, compared to 91% after the course. The course also increased the number of teachers who said they were either very likely

or would support their students to apply at every opportunity from 64% prior to the course to 93% after the course.

In collaboration with the Oxford Centre for Islamic Studies, the Access team offered an 'Access to Oxford' day exclusively for 70 young women in Years 10-12 with Bangladeshi and Pakistani heritage. In collaboration with the African and Caribbean Society, 60 students in Year 12 visited Trinity College for academic taster sessions, admissions guidance and the opportunity to meet current students with shared heritage. The aim of these days is to highlight the University as a realistic future pathway, where students from these backgrounds can see themselves reflected in the student makeup, feel welcomed, valued and included in life at Oxford. Just 42% of students participating in one of these days said they were likely or very likely to consider Oxford as a future choice compared to 100% after their visit.

Following last year's successful re-launch of our online after-school academic enrichment programme Beyond the Classroom (BTCR), the relaunch saw registrations grow from 500 in 2024 to over 1,600 in 2025. This year we piloted an expansion to the programme that included a short two-day Easter residential and offered more targeted admissions support to 20 highly academically talented BTCR students with the potential to apply to Oxford. 60 equally qualified BTCR participants were also invited to a Trinity College visit day in May, during which we offered application advice and guidance, Q&A with current students, lunch in hall and tours of the College. We look forward to reporting admissions outcomes and whether BTCR has encouraged more qualified state school applicants to consider Trinity as their application college.

Trinity College Classics tutors continued to run the OxLAT Extension Programme in Classics and the Ancient World for state school students in Oxfordshire. From this year's cohort that includes 14 Year 13 students and the previous three cohorts (2017-19, 2019-21 and 2021-3) we know of at least 25 students who applied to Oxford, 12 of whom were offered places; and at least 19 who went on to study Classical subjects at UK universities. These numbers

include three current and past Trinity Classics undergraduates.

The Access department also continued to partner with third-sector organisations Universify, the Brilliant Club, IntoUniversity and The Oxford Hub. Through these partnerships, the College hosted residential experiences for 84 students in Years 7 to 11, and 349 children in Years 3 to 6 visited Trinity College for academic enrichment opportunities from eight primary schools in the city of Oxford. In collaboration with the Oxford Hub, the Access team continued to play a leading role in the development of the Primary School - Oxford College Twinning Project. This partnership aims to help to close educational attainment gaps, ensure every pupil in twinned schools has had a visit to the University by the time they reach Year 6 and provides the school with enrichment opportunities they may not otherwise have access to. In 2024-25, the project engaged with over 1,600 children from eight of the City's primary schools by offering visits to one of the participating Oxford colleges, enrichment trips to museums, and provided 325 (up from 146 last year) children at risk of not achieving their academic potential with one-to-one or small group tuition in the form of homework clubs, maths SATs prep, and reading support in Years 4-6.

The Access team also ran three offer holder welcome events, both in the College and in the North East of England, for 63 and 24 students respectively.

Sadly, our partnership with the Bridging Project¹ came to an unexpected end when the charity announced it was not able to continue its work. Therefore, we have been exploring alternative partnerships that can offer additional in-reach support to our offer holders and current students from under-represented backgrounds. We are currently in discussion with Kinsis and Zero Gravity and hope to report on any collaborative work we are able to do together next year.

Designed to support students who might otherwise have narrowly missed out on an offer to Oxford, in 2024-25, the College increased the number of offers from eight to 12 students from disadvantaged backgrounds through the Opportunity Oxford

bridging programme. Trinity is delighted to have increased its offers in 2025 from five to seven for the University's Astrophoria Foundation Year. This foundation year course is for UK state school students with high academic potential who have also experienced severe personal disadvantage or disrupted education.

As the following report highlights, the Access team's outreach engagement with parents, teachers and students has continued to receive positive feedback during 2024-25 which has contributed significantly to the College's positive trajectory toward our long-term aim of achieving a more representative undergraduate community. In October 2024, the proportion of undergraduates admitted to Trinity College from state schools continued to increase from a low of 54.2% in 2019 to 62% in 2024. During the 2025-entry admissions period, the number of applications from students in state schools fell from last year's record of 67% to 64% and 60% of UK domiciled 2025-entry offers were made to students from state schools. Of the students taking up their place in October 2024, 32% were from Black Minority ethnic backgrounds, 21% from geographical regions with low progression to higher education and 14.7% were from regions with high socio-economic disadvantage.

Though we acknowledge there is still much for us to achieve in terms of widening access, the following report shows we have made good progress toward our aim to become a diverse and widely representative community, in which students of all backgrounds feel equally valued, supported, and able to flourish.



Hannah Rolley
Head of Access

¹ This project offered coaching to first generation students from Year 13 through to the end of their first year at university. Details can be found here <https://www.thebridgingproject.co.uk/>

Outreach at Trinity College

The Trinity College Access team is part of a community of committed outreach staff working across the University of Oxford. We work collaboratively with academics, students, and staff across the University to support students, prospective applicants, teachers, and families. Whilst we are committed to recruiting the best students from the widest range of backgrounds, we also want to raise student expectations and help realise aspirations wherever we can, and therefore work in both primary and secondary schools.

At Oxford, each college or consortium of colleges is linked to a region in the UK. This ensures that schools in the region have a named point of contact, from whom they can request information, organise visits or request advice and guidance about applying to Oxford.

Trinity College is linked with schools in Oxfordshire, Milton Keynes and those in North East England in Darlington, Durham, Hartlepool, Middlesbrough, Redcar and Cleveland, and Stockton on Tees. We work in partnership with St Anne's College and Christ Church as members of the Oxford for North East consortium to support prospective applicants, teachers, and parents across North East England.

The Access team prioritise outreach engagement with schools with lower rates of student progression to higher education, especially to high-tariff universities and to the University of Oxford. Engagement with students from backgrounds that are under-represented at the University of Oxford is also prioritised.

Oxford's targets and aims for increasing access to the University in 2024-25 were as follows:

OFS ² agreed access targets 2020/21 to 2024/25 (reviewed for 2025-26)	Access and outreach programme aims
TARGET 1 Reduce the gap in participation rates for disadvantaged students (ACORN) to 3:1 by 2024-25	AIM 1 Increase knowledge of the benefits of higher education.
TARGET 2 Reduce the gap in participation rates for under-represented students (POLAR4) to 8:1 by 2024-25.	AIM 2 Develop realistic attitudes about Oxford ("Demystifying Oxford").
TARGET 3 Target 3: Eliminate the gap in offer rates for Asian applicants by 2021-22	AIM 3 Increase awareness of the breadth of university courses and where they lead post-university.
TARGET 6 Target 6 Help raise attainment in schools through a programme of student and teacher focused activities in 2019-20.	AIM 4 Increase awareness of the distinctive features of studying at Oxford.
	AIM 5 Application process: A. Increase understanding about the application process, its stages, deadlines etc. B. Develop practical skills to improve performance in the various admissions stages.
	AIM 6 Increase motivation to learn and study.
	AIM 7 Improve skills necessary for university study.
	AIM 8 Broaden subject knowledge.
	AIM 9 Raise attainment.

² The University of Oxford has an Access and Participation Plan agreed with the Office for Students. The targets outlined here relate directly to those associated with increasing access to students from under-represented and/or disadvantaged backgrounds. Details of the agreement can be found here <https://academic.admin.ox.ac.uk/app>. These targets are currently under review for 2025-26 onwards.

Trinity College Access Programme Aims

In addition to being recognised as a modern college welcoming a diverse and widely representative community, we aim to meet, if not exceed, the University averages for admissions statistics relating to under-represented groups. As such, our future access work continues to focus on the following aims:

1. Increase the number of competitive applications to and offers from Trinity College or the rest of the University from our target groups, including those coming from backgrounds in the following categories:
 - State schools
 - State Schools in North East England, Oxfordshire & Milton Keynes
 - Black African or Black Caribbean heritage
 - Minority ethnic identities
 - ACORN Q4&5
 - Eligible for free school meals (FSM)
 - Polar4 Q1&2

2. Supporting the conversion of ‘applications to offers’ and ‘offers to accept’ for our target groups and those from backgrounds in the following categories:

- State schools
- Black African or Black Caribbean heritage
- Minority ethnic identities
- ACORN Q4&5
- Eligible for free school meals (FSM)
- Polar4 Q1&2

Students coming from these under-represented groups all have lower offer and acceptance conversion rates to high tariff universities than other applicants from comparable backgrounds.

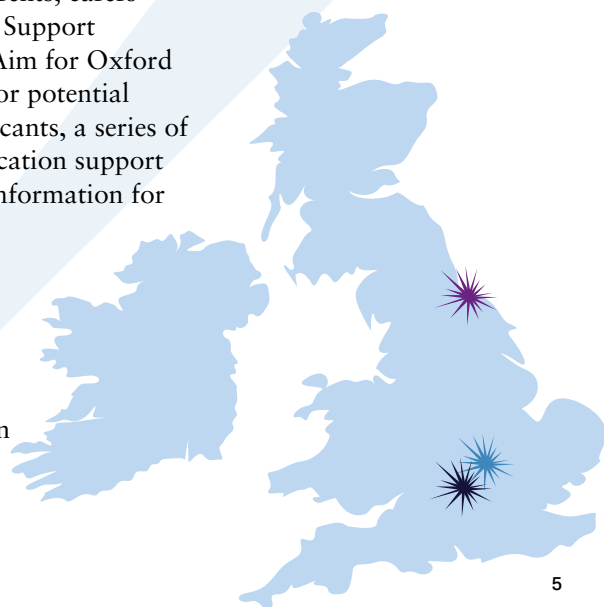
Building on the programme established and reported between 2018-24, Trinity College’s role in and contributions to access and outreach developments during 2024-25 are laid out in the following sections.

Trinity College Access Team supporting schools in Oxfordshire, Milton Keynes and the North East

Hannah Rolley is the Head of Access and oversees the strategic development and delivery of the access programme across all three of our linked regions and is based full-time in Oxford. Hannah coordinates and delivers the year-long online teacher CPD programme, online work with parents and carers and primary school engagement.

Innocent Otunnu is our Access Officer, based full-time at Trinity College and supports the Head of Access to deliver our outreach programme in local schools in Oxfordshire and Milton Keynes. Innocent runs all outreach talks in our local schools and school visit days to the College. Innocent coordinates many other events taking place in college including our Offer Holder Welcome events and annual Open Days and also supports the Head of Access to oversee our thriving undergraduate ambassador programme. Innocent also takes a leading role in the delivery of our online outreach programmes including Beyond the Classroom our academic enrichment programme for Years 7-13. Innocent supports the many residential programmes that take place in college in collaboration with our charity partners IntoUniversity and Universify.

Richard Petty is our Senior Access Officer, based full-time in the North East of England, and supports the work of the Oxford for North East Consortium (OXNE). OXNE works collaboratively to ensure that Trinity, St Anne’s, and Christ Church colleges deliver an extensive school outreach programme offering bespoke local support to students of various ages, their parents, carers and teachers. Support includes the Aim for Oxford programme for potential Year 12 applicants, a series of Oxford application support workshops, information for parents and teachers, a North East offer holder event and other events for students in conjunction with the University of Cambridge.



Trinity College outreach provision for students, parents and teachers 2024-25

For students

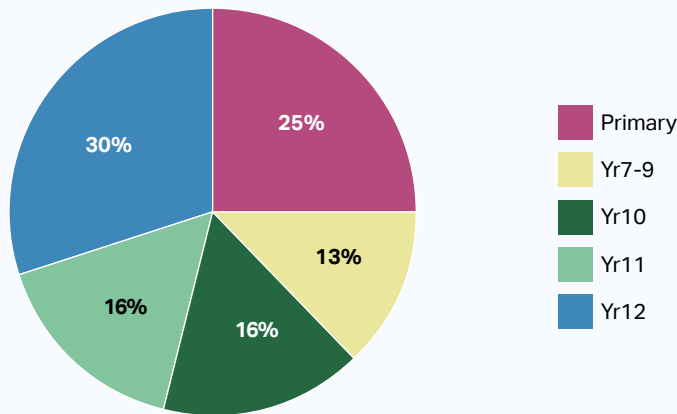
Between September 2024 and August 2025, the Access team welcomed 2,040 (2,138) students in Year 4-13 into College from over 100 schools in Oxfordshire, Milton Keynes and the North East, during which they heard about student life, admissions at Oxford and took part in academic taster sessions. This included three residential programmes of activity for 77 (79) students from four different schools in the North East. One of these residentials was facilitated for 42 students across two schools, in collaboration with The Brilliant Club. Unfortunately, due to pressures on accommodation and teaching rooms we were not able to host the Trinity element of Oxford for North East Open Day Residential for over 100 students in Year 12 in 2025, which were instead hosted at St Anne's and Christ Church exclusively.

Whilst 30% (44%)³ of students visiting us were in Year 12, it was very positive to see that we again welcomed larger numbers of younger students into

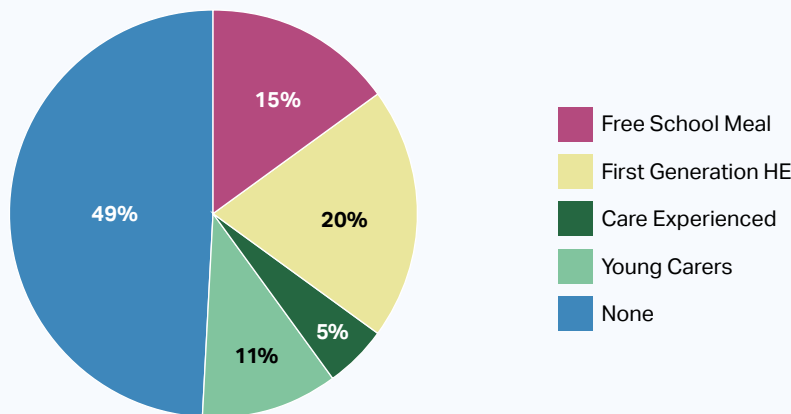
the college to find out about university life, with 25% (22%) visiting from primary schools whilst 45% (34%) were in Years 7 to 11. Of the secondary school students that visited Trinity College sharing their personal information with us⁴, 15% (19%) qualified for free school meals, 20% (41%) were the first generation in their family to go to university, 11% were young carers and 5% were care-experienced. This shows that a significant proportion of students currently under-represented at Oxford are visiting the University.



Proportion of 2040 school students visiting Trinity College by year group



Proportion of students visiting us with disadvantages



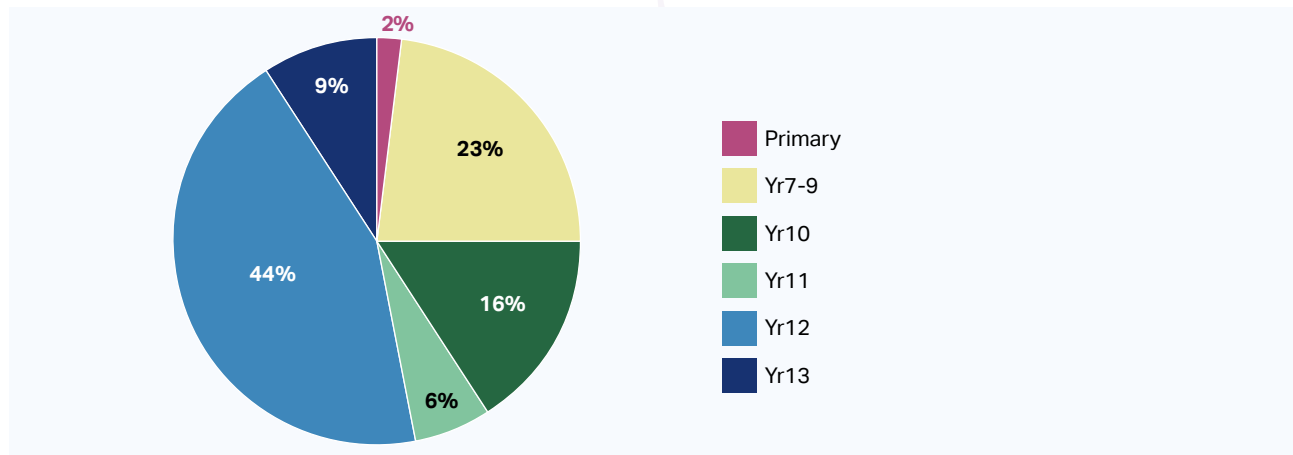
³ Figure in brackets refers to last year's percentage

⁴ 421 students visiting the College shared this personal information with us.

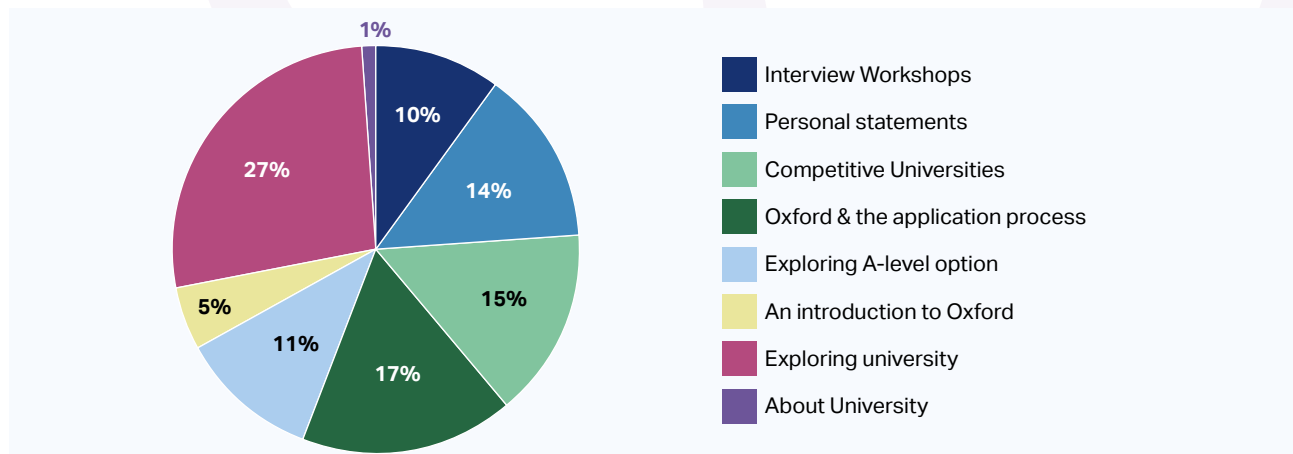
The Access team also worked with 7,349 (6,600) students in their own schools in Oxford, Milton Keynes, and in North East England. This work supported students in Year 4 to 13 to develop their knowledge and understanding of the benefits of going to University, GCSE and A Level choice, support to apply to competitive universities, admissions guidance to apply to Oxford, personal statement and interview workshops. Whilst over 50% of students we supported in schools were in

Year 12 and 13, a significant focus of our outreach in schools again focussed on supporting students in the younger year groups to develop their knowledge and understanding of higher education and the University of Oxford. Of the secondary school students that were visited in their own schools who shared their personal information with us⁵, 12% (9%) qualified for free school meals and 38% (33%) were the first generation in their family to go to university.

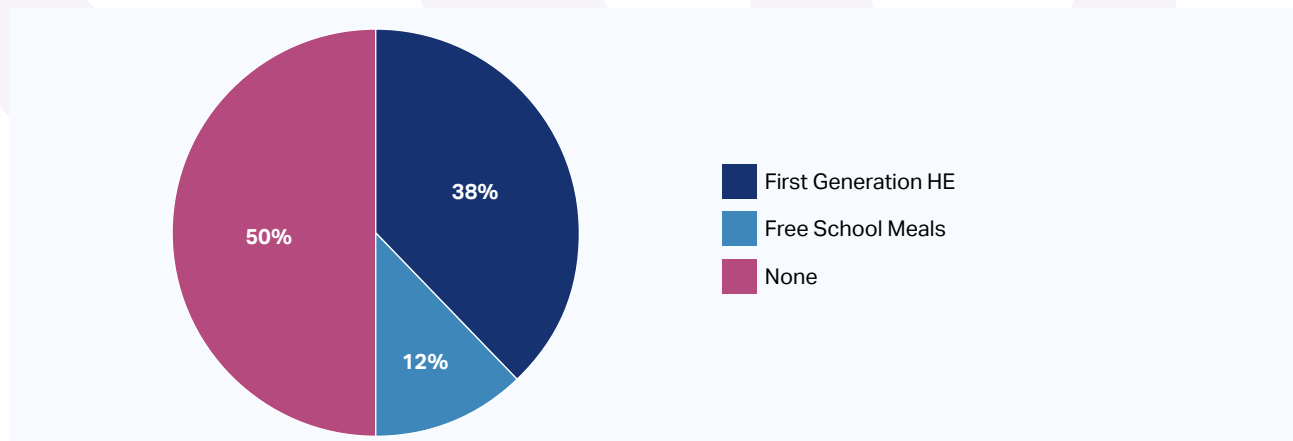
Proportion of 7,349 students the Access Team worked with in their own school by year group



Proportion of 7,349 students the Access Team worked with in schools by session type



Proportion of 7,369 students the Access Team worked with in their school with disadvantage



⁵ 441 students shared this personal information with us.

Feedback from visits to Trinity College

Feedback from all students⁶ visiting Trinity College to learn about Oxford as a future destination has been very positive this year, as the following responses to our post-visit surveys show.

98% completely or mostly agreed they had a better understanding of student life and the academic demands at the University of Oxford, and 91% completely or mostly agreed they knew more about the application process after the visit than before.

Encouragingly, 81% said they were also now more likely to consider applying to Oxford, and when asked to tell us what influenced this,⁷ 58% said it was hearing about the tutorial style teaching, 70% said it was hearing about student life, 64% said it was meeting our students, and 53% said the tour of the College influenced this. Of those who told us they were less likely to apply after the visit, 66% said the application process and the entry requirements influenced this, 24% said it was hearing about the tutorials and 29% said it was hearing about student life. This feedback shows we are successfully raising awareness of the distinctive features of the University of Oxford, increasing knowledge of the application process and helping young people make an informed decision as to whether the University of Oxford is right for them.

It was so helpful to gain understanding into the application process as well as speaking to the university's students who gave us valuable advice

YEAR 12 STUDENT VISITING THE COLLEGE

The most helpful thing about today was acknowledging the transferable skills that different subjects offer and how many opportunities degrees open up. E.g a history degree doesn't have to result in a career in history

YEAR 10 VISITING THE COLLEGE

Feedback from our work in schools

The Access team's work with younger students in Years 7-11 in schools is vitally important. It aims to help develop an understanding of the benefits of higher education prior to Sixth Form, develop an understanding of the breadth of university courses and where these might take students post-18. Feedback from our Exploring University talks suggests that we are achieving this. 96% either completely or mostly agreed that they now have a much greater understanding of the costs and benefits of higher education and the greater choice of careers available to them after university. 91% completely or mostly agreed that they are now much more likely to consider university as a possible future option after the talk, whilst 8% said they had already been considering this.

As not everyone can visit the College and experience what life might be like first-hand, the Access Team also aim to raise student awareness of the distinctive features of the University of Oxford and develop an understanding of the application process through our work in schools.

Feedback from students,⁸ who attended our Introduction to Oxford talks, has been very positive,

I didn't realise how many jobs you can do with any degree!!

YEAR 7-9 STUDENT 2024

I now know you don't have to pay for university until after finishing, which changed my mind!

YEAR 7-9 STUDENT 2024

evidencing that we seem to be raising awareness about the distinctive features of Oxford. 92% completely or mostly agreed that they are now much more aware of the distinctive features, such as the collegiate or tutorial system at the University than before. 100% also said they completely or mostly agreed that they now understood much more about life at Oxford and the academic demands, and 100% said they completely or mostly agreed they had much greater

⁶ 270 students in years 9-12 responded to our feedback surveys

⁷ Respondents were invited to tick all that applied

⁸ 38 students responded to our feedback survey

knowledge about the importance of course choice than before. 77% also said they completely or mostly agreed they are now more likely to consider applying to Oxford in the future than before the talks.

The most useful thing I learnt was how the interviews work and how they reflect the tutoring at Oxford.

YEAR 12 STUDENT

I didn't know about the tutorials, and I really like the concept of them.

YEAR 10 STUDENT

Feedback on the Access team's work with Year 12 students in their schools has also been very positive, showing we are helping them to develop their skills, knowledge and understanding of the university application process in general as well as the University of Oxford specifically. For example, of the Year 12 students attending⁹ our Applying to Competitive Universities talk, 90% said they now have a much greater understanding of the application process both in general and specifically for Oxford than before, whilst 10% stated they already knew about this.

The workshop made me realise how valuable it is to show how reflective you are and how personal statements are a demonstration of your academic abilities in itself

YEAR 12, PERSONAL STATEMENT WORKSHOP PARTICIPANT

68% said they were now more likely to apply to a competitive university than before, whilst 25% were already considering this. 57% said they are now more likely to apply to Oxford than before, with 14% already considering this.

A variety of workshops are offered to Year 12 and 13 students to help them develop practical skills to improve their performance at the various admissions stages at Oxford. Feedback from these sessions show this has also been an effective part of Trinity's outreach programme, highly valued by prospective applicants from the state schools. Of those participating in the personal statement workshops who gave feedback,¹⁰ 99% completely or mostly agreed that, following the session, they knew much more about what admissions tutors look for in the personal statement than before, and 99% completely or mostly agreeing they also had much more confidence about writing their own personal statement after the session. 97% also completely or mostly agreed they knew much more about how to structure their personal statement and what to focus on in relation to super-curricular activities than before the session. A total of 280 students from all three linked regions registered to attend one of the interview workshops in 2024. Of those sharing feedback on the sessions,¹¹ 99% strongly agreed or agreed that attending the workshop left them fully understanding the Oxford admissions process, and 91% strongly agreed or agreed that the workshops helped them better know how to prepare for the interview.

The session was extremely useful, especially the tips about what you should and shouldn't do in an interview, and also how to prepare for the interview. The breakout room was also very informative and allowed me to work through past interview questions with help from the student ambassadors.

YEAR 13 ATTENDING SCIENCES INTERVIEW WORKSHOP

⁹ 93 students responded to our feedback survey

¹⁰ 202 students responded to our feedback survey

¹¹ 57 students gave feedback on the workshops

Supporting under-represented groups

The College Access department remains committed to providing access events for students from under-represented minority ethnic groups. In addition to supporting Target Oxbridge, the Access team also work in partnership with the Oxford Centre for Islamic Studies and Jesus College to offer an 'Access to Oxford' day exclusively for young women in Years 10 to 12 with Bangladeshi and Pakistani heritage. In 2025 there was again great demand for this event: we received over 160 requests from state schoolteachers and parents for 70 places. A further event was offered in collaboration with the African and Caribbean Society and Brasenose College and 60 students in Year 12 from these backgrounds visited Trinity College for academic tasters, admissions guidance and had

the opportunity to meet current students with shared heritage during their day at Oxford.

Feedback from the two events showed, as well as increased knowledge about the application process, participants were much more likely to consider Oxford as a future university choice after the event when 100% of respondents¹² said they would definitely or were very likely to consider Oxford as one of their future university options compared to just 42% before. And when asked how welcoming they thought the University of Oxford would be prior to the day just 40% of students said they thought the University was a fairly or a very welcoming place which increased to 100% after the day.

I thought it would be impossible for me to attend University of Oxford because of its selectivity and prestigious image. However, after the event, I thought "I can do this". It didn't seem impossible anymore.

**YR12 STUDENT, ACS
SHADOWING DAY**

Before this event I thought that probably I won't fit in this university thinking that people here are REALLY high educated and probably I get discriminated for being Muslim, but after today's tour I realised that people in here respect all people no matter their backgrounds.

YEAR 10 STUDENT, YOUNG WOMEN'S ACCESS EVENT



¹² 23 students responded to our survey

Academic enrichment

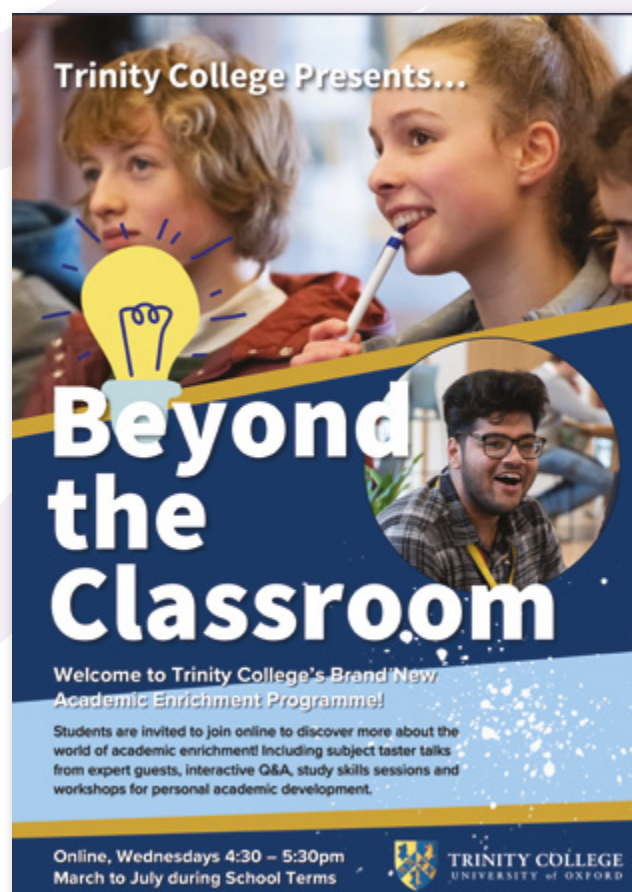
Research shows that offering a wider variety of enrichment activities to young people from disadvantaged backgrounds can help raise attainment and increase university progression. Therefore, alongside our programme of inbound college visits and outbound school talks, the Access team also heavily promote a collection of subject-specific University and non-university online resources including Trinity's own resource recommendation bank called Library Quad.

Following last year's successful re-launch of our online after-school academic enrichment programme Beyond the Classroom (BTCR), we offered another series of mini multi-disciplinary lectures, Oxplore sessions, academic skills sessions, and university admissions advice and guidance. This year saw our registration for this programme rise from last year's high of 400 to a significant increase of 1,600 students ranging from Years 7 -12. Every session was attended by an average 240 students. 270 students each attended at least seven or more sessions and qualified for our Beyond the Classroom certificate in recognition of this commitment to the programme.

This year we piloted an expansion to the programme that included a short two-day Easter residential and offered more targeted admissions support to 20 highly academically talented BTCR students with the potential to apply to Oxford. We offered tutorials in seven of the subjects admitted for at Trinity, advice and guidance relating to academic interviews, admissions tests and the personal statement and opportunities to meet with current students to hear about life at the College and wider University. In the feedback on the experience all students reported they had a much greater understanding of the academic demands and the distinctive features of Oxford after the residential. All of the students said they also understood the application process better than before the residential and 15 said they were highly likely to apply to Trinity. Two said they now wanted to study a course only available through another college and two said they had decided to apply to another university. The remaining students were still considering their subject choices.

We also invited a further 60 equally qualified BTCR participants to a Trinity College visit day in May, during which we offered application advice and guidance, Q&A with current students, lunch in hall and tours of the College. We look forward to reporting admissions outcomes and whether BTCR has encouraged more qualified state school applicants to consider Trinity as their application college.

During 2023-24, to support lone students or those who missed out on visits to Trinity or our school talks, we introduced two online live after school



talks from the Trinity College Access Team for Year 12 students who are thinking of applying to a competitive university (including Oxford) and writing a personal statement. In 2025, these two sessions were incorporated into our BTCR programme and we saw session attendance increase from 160 to 335 students.

Trinity's Classics tutors continue to run the **OxLAT Extension Programme** in Classics and the Ancient World for state school students in Oxfordshire (and slightly beyond) who have no opportunity to study classical subjects at school and who have taken Latin GCSE via the OxLAT scheme run by the University's Faculty of Classics. The fourth full cohort took the programme over six study days and two one-week summer schools in 2023-5: of the 14 Year 13 students in this group who completed our closing survey, 93% said that they had learned more about what it might be like to study at Oxford, and 86% that they had gained knowledge or skills that helped them with their school/college work. They also offered very positive feedback on the immersive intensity of the course and on the warm welcome they received at Trinity. From this and the previous three cohorts (2017-19, 2019-21 and 2021-3) we know of at least 25 students who applied to Oxford, 12 of whom were offered places; and at least 19 who went on to study Classical subjects at UK universities. These numbers include three current and past Trinity Classics undergraduates.

Supporting university wide programmes

Trinity College continues to actively support the University-wide outreach programmes **Target Oxbridge**¹³ and **UNIQ**¹⁴. Target Oxbridge offers transformational experiences for their participants and aims to help Black African and Caribbean students and students of mixed race with Black African and Caribbean heritage increase their chances of getting into the universities of Oxford or Cambridge. Since 2012, the programme has helped 596 students to secure Oxbridge offers. The interview rate for the Target Oxbridge applicants for 2025 entry was 79% and the offer rate was 39%, well above that of the average success rates for applicants to Oxford and Cambridge. 61 of the 164 applicants secured offers for 2025 entry, of which 37 were from Oxford. As well as hosting whenever possible, Trinity continues to make a financial contribution to the Target Oxbridge programme and hopes to welcome back the residential element in 2026-27.

Established in 2010, UNIQ is a core part of the University of Oxford's commitment to widening



access and participation. It is a free programme for state-educated students from under-represented and disadvantaged backgrounds in Year 12. The programme offers sustained support featuring a mixture of activities, including application support, information on student life, clubs and societies, financial support. Compared to 1 in 5 state school applicants, 1 in 3 UNIQ students applying to Oxford receive offers. Although we didn't host the programme at Trinity this year, we remain committed to supporting UNIQ whenever we can.

Working in partnership

The Access department continued to partner with the **Brilliant Club**¹⁵ who delivered an academic programme of enrichment for Year 10, including a residential visit to Trinity for 42 students and their teachers from three different schools from the North East. The Access Team also hosted a graduation event for 84 students in Years 7-9 and their teachers at the College.

In partnership with **Universify**¹⁶, the Access team also supported 23 students from non-selective state schools, including 20 from seven of our higher priority secondary schools in Oxfordshire. Beginning in August 2024 and finishing in April 2025, the Universify programme aims to raise GCSE attainment during a year-long coaching and residential project for students from Year 10 to Year 11.

Recent evaluation of the whole Universify programme found that the number of participants who applied to high-tariff, Russell Group and Oxbridge universities was statistically 'very high' compared to the UCAS benchmark¹⁷. Of the 166 Cohort 5 (2020-21 programme) participants¹⁸, 75% applied to university compared to the average 62% expected according to the UCAS tailored benchmark.

Last year, analysis of the Cohort 4 participants' applications to university showed approximately five times as many Universify participants applied to

[The summer programme has] shown me what my future could look like and has motivated me completely for my GCSEs
UNIVERSIFY YEAR 11 STUDENT, 2024-25

I think talking with the undergraduates that had done only a term of Oxford so far was really useful because they have a really helpful description of life at Oxford
BRILLIANT CLUB PARTICIPANT, 2024

Oxbridge than would be expected based on UCAS' benchmarks of students from similar backgrounds ('very significantly high'). The same result was true of those eligible for FSM (10% applied, vs 1% expected). The latest analysis shows, not only have we seen 'very significantly high' applications to Oxbridge – and the Russell Group universities: UCAS' benchmarking shows that Cohort 5 applied, were offered, and accepted to Oxbridge at rates which were 'very significantly high':

- 30/166 students applied to Oxbridge (18%) compared to an expected 2 students (1%), based

¹³ You can read more about Target Oxbridge here: <https://targetoxbridge.co.uk/>

¹⁴ You can read more about UNIQ here: <https://www.uniq.ox.ac.uk/>

¹⁵ You can read more about The Brilliant Club here: <https://thebrilliantclub.org/>

¹⁶ You can read more about Universify here: <https://www.universifyeducation.com/>

¹⁷ UCAS matched students' characteristics and compared outcomes with those not on the Universify programme

¹⁸ These outcomes were based on destination data for the 166 students who participated in the 2020-21 programme and who then applied to HE in the 2023-24 admissions cycle

on our participant's socio-economic background, geographical regions, and school attainment ('very significantly high')

Approximately 20 applied to Oxford, and 10 applied to Cambridge

- 5/30 of those who applied received offers (17%) vs an expected rate of 0 students ('very significantly high')

At least 3, and up to 5, of these offers were from Oxford

- 5/5 of those who received offers were accepted to Oxbridge, vs an expected rate of 0 students ('very significantly high').

At least 3, and up to 5, of these offers were from Oxford

This year the Access team continued our partnership with **IntoUniversity**¹⁹, which is a national charity providing 44 local learning centres, including one in Blackbird Leys, Oxford. The centres support disadvantaged children from the age of seven to realise their ambitions and achieve their academic potential, including reaching university. 22 children in Year 7 visited Trinity College for a two-night residential experience during the Easter vacation in 2025. Another visit for a further 36 children is planned for the Easter vacation in 2026.

Work in partnership - Primary schools

During 2024-25, in partnership with the **Oxford Hub**, the Access Department continued to play a leading role in the development of the Primary School - Oxford College Twinning Project. Since early 2022, the City's twinned primary schools have increased from five to ten, with Trinity College twinned with St Christopher's Primary School. As well as helping to close the attainment gap, this project aims to ensure every pupil in the school has had a visit to the University by the time they reach Year 6 and provide the school with enrichment opportunities they may not otherwise have access to. This year the project engaged with over **1,670 local pupils** and provision included:

- Inbound subject enrichment visits to colleges, including an interactive MPLS visit day for 270 children in Year 5;
- College visits for pupils to find out more about university as a future pathway;
- Enrichment trips to the Botanic Gardens, Natural History and Ashmolean Museums;
- Use of college facilities for schools' events such as Year 6 leavers' events, carol services, and nativity plays;
- 325 sessions (up from 146 last year) for children at risk of not achieving their academic potential in the form of one-to-one or small group tuition from college undergraduates, homework clubs,

Maths SATs prep, reading support in Years 4-6 and academic support that included elements of social-emotional learning such as turn-taking games.

This year we strengthened our individual partnership with our twinned primary school St Christopher's with whom our long-term aim remains to ensure every pupil has visited the University by the end of Year 6. In February, we again welcomed 37 children in Year 4 into College for an enrichment visit that included a taught session about Anglo Saxons at the Ashmolean Museum and hearing about university life from our current students in College; In May, we welcomed 42 children in Year 3 into College for writing day inspired by our library, gardens and chapel; and again in June a further 270 pupils in Year 5 from all the twinning project's schools visited Trinity for an MPLS taster day hosted in collaboration with the Chemistry Department and St John's College. To extend the support offered to St Christopher's primary school children, during 2024-25 we piloted an additional partnership with **Bookmark**²⁰. This is a national charity that sends volunteers into schools to offer one-to-one reading sessions to children falling behind in their reading. We now have a growing group of current Trinity College students who will be going into school, along with the Access team, each week to inspire children to read for pleasure. If the partnership is effective, we hope to roll this out to the rest of the twinned primary schools during 2026-27.

The children were really engaged with the science activities and were able to contribute to the sessions" - Teacher MPLS Science Day (Lincoln College) Chemistry, Engineering and Computer Science "I really liked the way that the ambassadors stood back and let the children think through problems for themselves. When help was needed, it was done through questioning rather than instruction. It was great to see the children having so much fun whilst working on STEM challenges.

TWINNED PRIMARY SCHOOL TEACHER

The most valuable aspects of the visit for our students was... how it gave them an insight into university life. Only a couple of the children have family members who had been to university, so it was good for them to see what they could aspire to.

TWINNED PRIMARY SCHOOL TEACHER

¹⁹ You can read more about IntoUniversity here <https://intouniversity.org/what-we-do/>

²⁰ <https://www.bookmarkreading.org>

Support for offer holders

The Access team continue to support all Trinity offer holders with welcome events at the College and in-region for those holding offers across the University from the North East of England. In 2025, 63 Trinity College UK domiciled, and 24 North East offer holders attended these events.

Feedback²¹ showed those who were previously undecided as to whether they would accept their offer felt reassured by the event, indicating they were much more likely to make Oxford their first-choice university: 71% of offer holders were very likely to accept their offer from Trinity College prior to the day, which rose to 87% after the event.

Sadly, our partnership with the Bridging Project²², came to an unexpected end when the charity announced it was not able to continue its work. Therefore, we have been exploring alternative partnerships that can offer additional inreach support to our offer holders and current students from under-represented backgrounds. We are currently in discussion with Kinsis and Zero Gravity and hope to report on any collaborative work we are able to do together next year.



For teachers

The Trinity College Access team believes that fostering positive partnerships between teachers and the University is at the heart of increasing access to under-represented students. By developing core relationships with state schoolteachers as part of the College's access and outreach work, we believe the University can offer more effective support to all students thinking about higher education, and potential Oxford applicants.

The Access Department's long-term vision is that every state school in our linked regions will have at least one teacher connected to and supported by Trinity College. Through this connection, the Access team aims to share knowledge and understanding of the benefits of attending university, university student life, the University of Oxford, and the associated application processes, ensuring that students who are qualified to make an application are supported by their teachers to do so in an informed and effective way.

To support teachers, the Access team offers a comprehensive, year-long online programme of CPD in a broad range of specialist areas including UCAS, the Oxford admissions process and academic

enrichment engagement across the key stages. As well as the option to receive a certificate for completion, the programme gives teachers the flexibility to join sessions as and when they need specific support or guidance at key points throughout the year. During 2025, 150 (up from 110 last year) teachers from 112 (up from 94 last year) different state schools took part in the programme. Of the 112 schools represented, 29 schools in Oxfordshire, 21 in North East England and two in Milton Keynes had teachers participating in the programme. A total of 38 University of Oxford's PGCE teachers, placed in 25 Oxford schools, also participated in some or all six sessions on offer.

Using similar statements to those outlined in the widely reported Sutton Trust teacher poll²³, the CPD programme evaluation shows positive changes in teacher beliefs and knowledge about the University of Oxford: who gets admitted here, how committed the university is to increasing access, whether it is worth applying and whether every student should be supported to explore this University as a future option. For example, prior to the programme some 64% of teachers responding to our survey²⁴ reported they believed a little, a lot or completely that 'the University of Oxford is not a place for state school

²¹ 45 students responded to our feedback survey

²² This project offered coaching to first generation students from Year 13 through to the end of their first year at university. Details can be found here <https://www.thebridgingproject.co.uk/>

²³ <https://www.theguardian.com/education/2016/oct/13/oxbridge-fails-persuade-state-teachers-send-pupils-interview>; Sutton trust, 2016. Teachers' Oxbridge Perceptions Polling. October 2016 ed. London: The Sutton Trust.

²⁴ 56 of the 150 teachers completed our survey at the end of the programme.

students'. Encouragingly, after the programme 73% of teachers reported they did not agree with this statement at all. Only 50% of teachers believed a lot or completely that 'the University of Oxford cares about increasing access to state school students' prior to the programme; however, this figure had increased to 86% by the end of the series. Prior to the

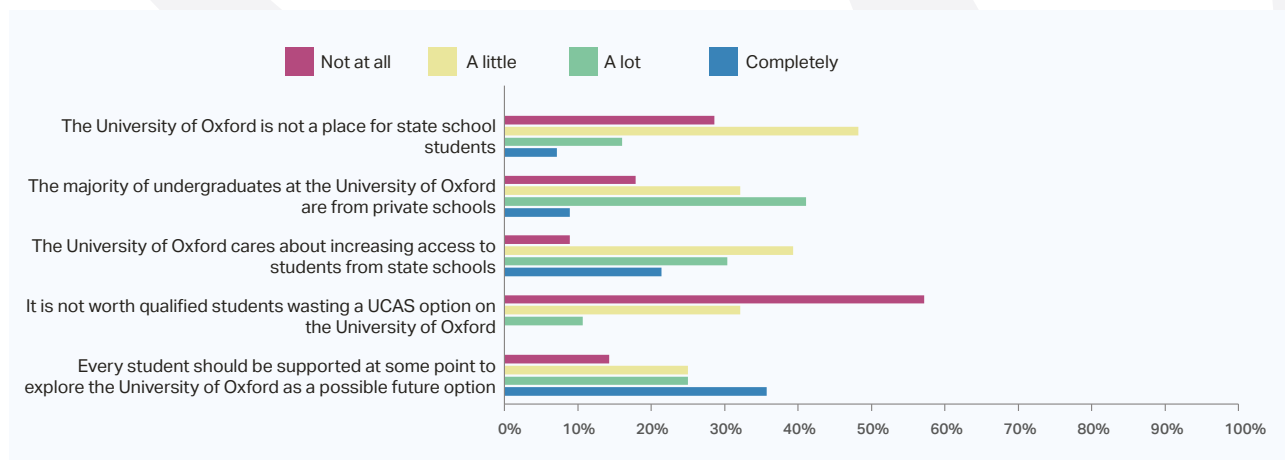
programme only 57% completely believed that it was worth qualified students using a UCAS option on the University of Oxford, compared to 80% afterwards; and just 60% completely or agreed a lot that every student should be supported at some point to explore the University of Oxford as a possible future option prior to the course compared to 79% afterwards.

The CPD sessions have helped me understand how much the University of Oxford wants to increase the opportunity of state school children to have a place at Oxford
PGCE TEACHER

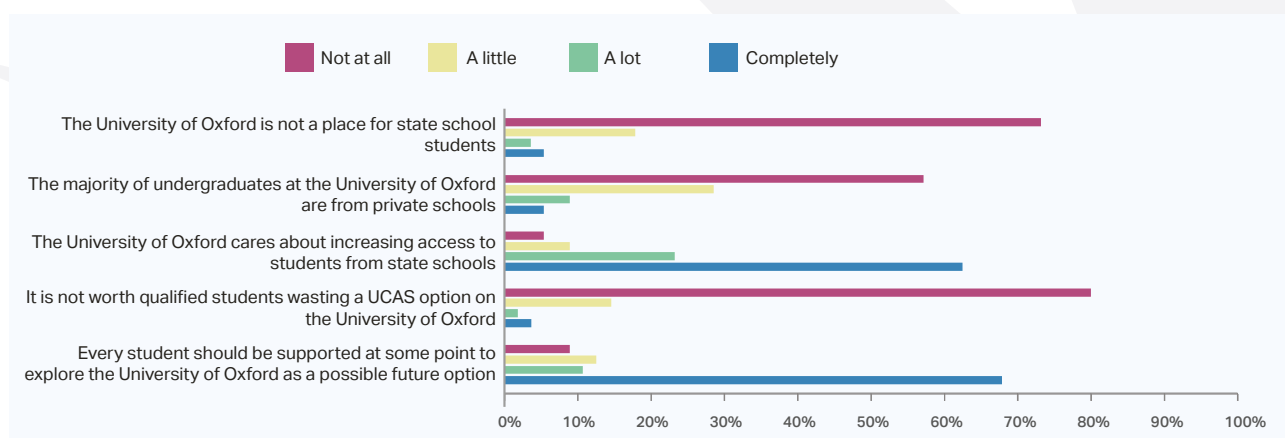
The personal statement info (especially with new format this year) the admissions test and interview sessions as these were extremely useful for me and my students.
EARLY ENTRY CO-ORDINATOR

I found the sessions on enrichment and the super curriculum most helpful, as the resources provided were excellent and these are areas that I am less confident in in terms of supporting students with their applications
ASSISTANT PRINCIPAL

Prior to the information sessions, please rate how strongly you believe the following statements



After the information sessions, please rate how strongly you believe the following statements



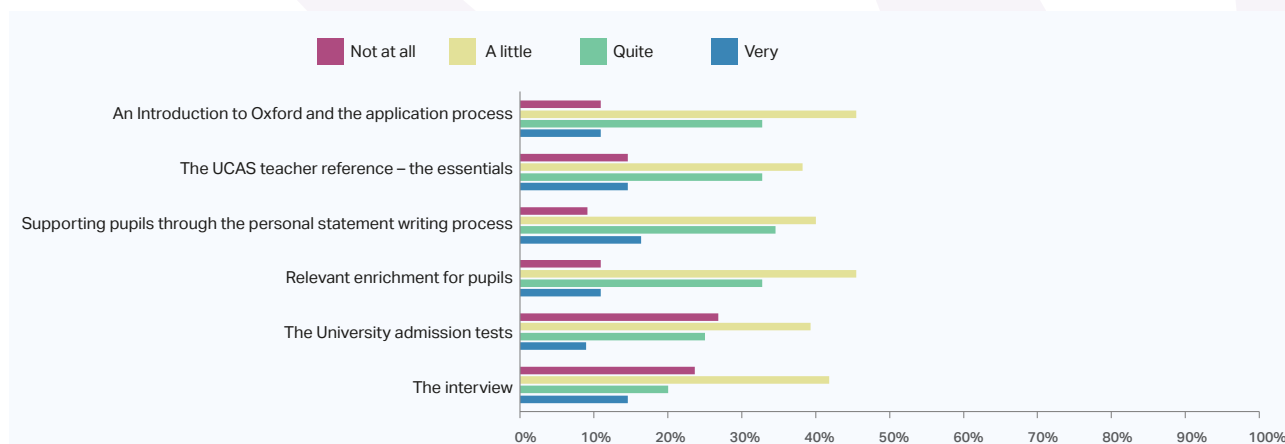
Teachers also reported a significant increase in their overall knowledge about the University of Oxford and the distinct features of the application process. Just 43% of teachers reported feeling quite or very knowledgeable before, compared to 95% after the programme.

As understanding the academic interview and the purpose of admissions tests is the most often cited area of need by our teachers, it was very encouraging to see significant increases in knowledge about these specific parts of the admissions process. For example, prior to the programme, just 34% of teachers reported feeling quite or very knowledgeable about admissions tests, compared to 89% after the programme. And when it came to the academic interview, just 34% reported feeling quite or very knowledgeable before, compared to 95% at the end of the programme.

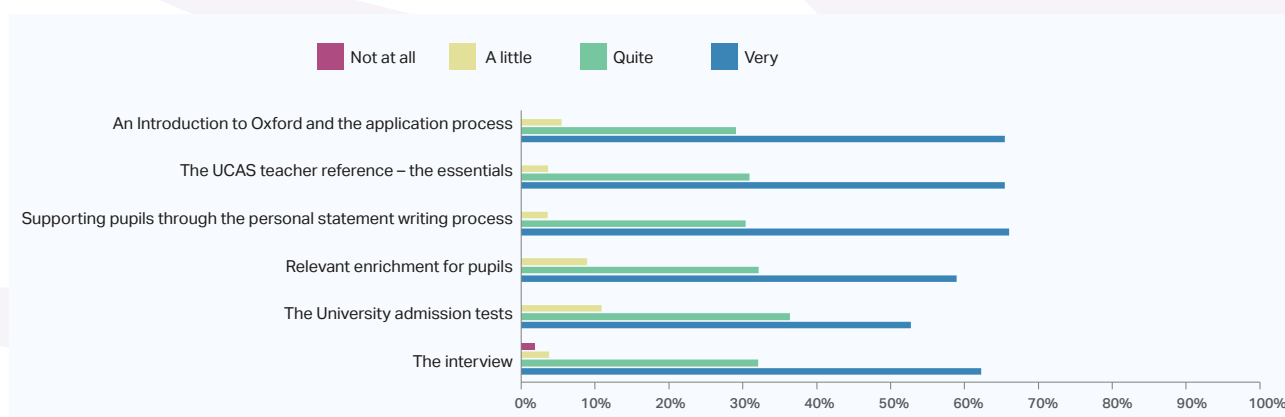
Seeing the interview process modelled live was particularly useful.
SIXTH FORM ABLE & TALENTED FORM TUTOR

I found all sessions very informative but my preferred ones have been supporting the students with their personal statements, the university admissions test and the interview. I gained a much more solid understanding of the process
HEAD OF MFL AND YEAR 13 FORM TUTOR

Prior to the sessions, how knowledgeable are you in each of the following areas?



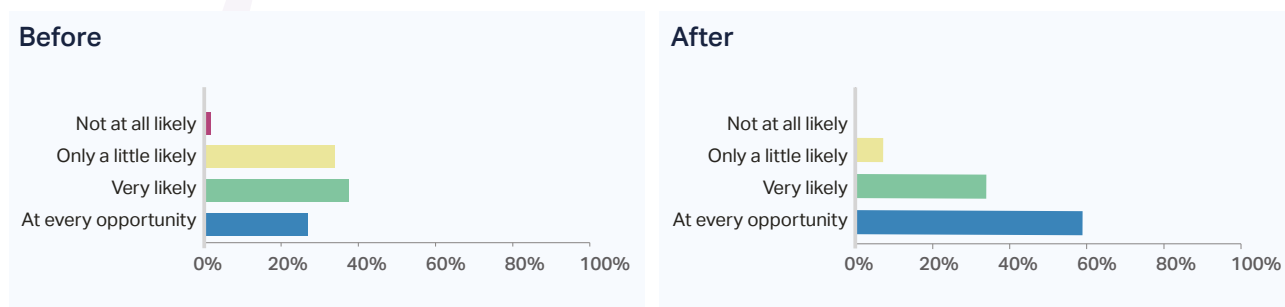
After the sessions, how knowledgeable are you in each of the following areas?



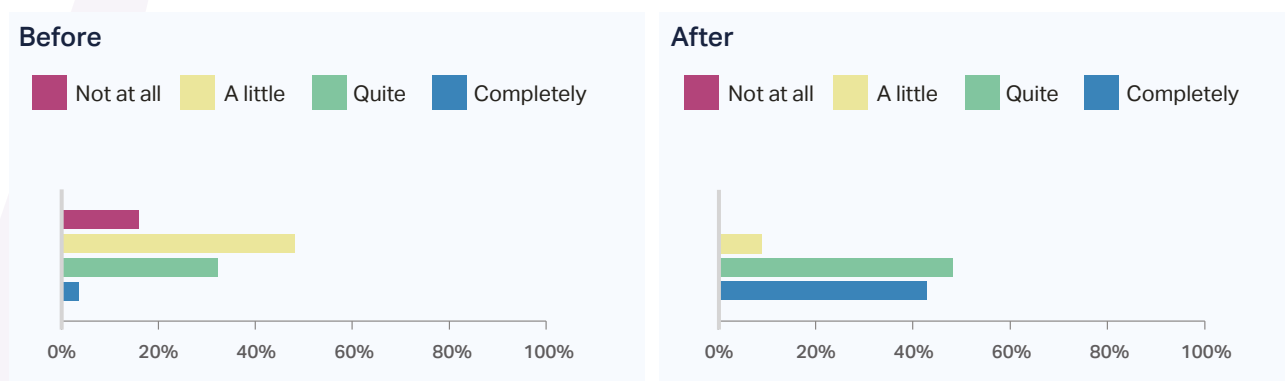
The numbers of teachers who said they were either very likely or would support their students to apply at every opportunity increased from 64% prior to the course to 93% after the course. As a result of the course teachers stated they felt more confident

to support their young people to apply to Oxford, with just 36% of teachers saying they felt quite or completely confident to do so prior, compared to 91% after the course.

How likely are you to support and encourage pupils to make an application to the University of Oxford?



How confident do you feel about offering information and support to your pupils about the University of Oxford?



Our 2025 teachers' pre- and post-programme surveys show positive changes in all beliefs and knowledge about the University of Oxford and the admission process as well as a rise in confidence to support students to apply.

Offered to those who participated in the preceding year's CPD programme, the Access Department also run a teacher enrichment residential. During the 2025 Easter vacation, 15 teachers took the three-night, four-day residential research experience at Trinity College. The teachers were given six-months access to the Bodleian Libraries, and each had a tutorial from an Oxford tutor or researcher from the Department of Education in an area of mutual interest. Although teachers had already changed their perception of the University as a place for their students since finishing the CPD course, the residential really seemed to take this change of perception to the next level. Following the residential experience, 79% of teachers mostly

or completely agreed that they now believe more strongly that the University is a place for academically qualified students from under-represented backgrounds than they previously thought, and 100% completely agreed they are now even more likely to support their academically qualified students to apply to the University than before the residential. 79% and 50% of teachers said staying in college and access to the libraries respectively that influenced the likelihood they would advise their students to apply to Oxford, 57% said it was the tutorial experience, and 71% said the staff they met during the experience also influenced this.



I gained so much from the residential, the head space to really think deeply about the main EDI challenge currently facing my school - Misogyny. The access to the resources to help me investigate effective interventions and the company of peers to help me to process my thoughts through invigorating conversations.
**TEACHER, HISTORY & PSYCHOLOGY
 & DIRECTOR OF EDI**

Superb, prior to coming I was quite apprehensive and felt like I had imposter syndrome, this experience developed my confidence and can-do approach I will share and use to develop student aspirations and applications to competitive universities
TEACHER, GEOGRAPHY AND UCAS COORDINATOR

With everything catered for, I was able to concentrate entirely on my work without any distractions. I came away from the residential with a plethora of new ideas that I could take back into school and implement in my practice, both in the short and long term. It was an ideal environment
TEACHER, MATHS

Additional support for teachers

Whenever possible we try to support cross schoolteacher training events by offering to host at Trinity College. This year we welcomed 60 teachers from Greyfriars for their inset day in January. In collaboration with the Department of Physiology, Anatomy and Genealogy (DPAG) and Jesus College, up to eight STEM teachers from Wales and Oxford were offered a week-long research-residential CPD opportunity in June.

Of the parent and carers²⁷ who attended and gave feedback on the session *For Families: A Guide to the University of Oxford*, 95% agreed or strongly agreed they felt more informed about the benefits of going to the University of Oxford, 97% agreed or agreed strongly they had a better understanding of the University of Oxford and the application process, and 98% of respondents agreed or strongly agreed they felt more confident about supporting their child if they apply to Oxford.

Parents

This year the Access team continued to offer live online and in-person evening talks to parents with children in state schools in our linked regions. The aim of these sessions is to provide information and support to those with little personal experience of going to university and/ or the University of Oxford, to share information about the costs and benefits and to increase awareness of career options for students with a passion for non-vocational degree subjects. 378 and 297 parents from the North East and Oxfordshire-Milton Keynes respectively registered to attend these sessions, meaning we engaged with a total of 675 parents.

Of the parents and carers with children in state schools in Oxford and Milton Keynes who registered to attend a session, 28% had no personal experience of attending university themselves, 10% were looking after young people who qualified for free school meals, and 3% for young people who were care-experienced, which suggests we are reaching a significant proportion of parents and carers who might otherwise have little access to information about university.

Feedback on these sessions has again been very positive. For example, of the parents and carers who responded to the survey²⁵ after attending our general session, *For Families: A Guide to University*, 97% agreed or strongly agreed they felt more informed about the cost and benefits of going to university, 99% agreed or agreed strongly they had a better understanding of what the University of Oxford has to offer prospective applicants, and 98% of respondents agreed or strongly agreed they felt more confident about supporting their child's future choices.

Of the parent and carers²⁶ who attended and gave feedback on the session *For Families: A Guide to the University of Oxford*, 94% agreed or strongly agreed they felt more informed about the benefits of going to the University of Oxford, 100% agreed or agreed strongly they had a better understanding of the University of Oxford and the application process, and 97% of respondents agreed or strongly agreed they felt more confident about supporting their child if they apply to Oxford.

²⁵ 55 parents responded to our survey

²⁶ 30 parents responded to our survey

Learning about application process, college choice, expectations - a lot of answers came from the Slido too. Very helpful.
PARENT, YEAR 12

It was most useful hearing about the way you apply, about the importance of loving your chosen subject/course, and hearing that Oxford isn't just full of privately educated students
PARENT, YEAR 12



Admissions progress in 2024-25

During 2024, Trinity College continued the positive trajectory toward our long-term aim to be recognised as a modern college that welcomes a diverse and widely representative community, in which students of all backgrounds feel equally valued, supported and able to flourish.

Whilst we recognise there is still further to go, the College's admissions data shows an encouraging positive trajectory. Within the total group of UK-domiciled undergraduates admitted to Trinity College between 2019 and 2024, the average proportion of students:

- from state schools rose from 54.2% to 62.2%
- identifying as Black and Minority Ethnic (BME) rose from 21.4% to 32%
- from areas of low progression to higher education (Polar1&2) rose from 14.5% to 21.3%

- from socio-economically disadvantaged areas (Acorn 4&5) dropped from 18.3% to 14.7%
- who are women has fluctuated in previous years and the figure for 2024 is 54.1%

It is worth noting in all categories, the percentages referred to reflect small fluctuations of just three or four individual students.

Following 2024's record year for applications to Trinity College from state school students, 2025 saw a 13.3% decrease in applications from this group, which was coupled with a slight reduction in the numbers of offers made to this group of students. The following table shows year-on-year data (where it is available) for admissions to the College for students from all under-represented backgrounds applying and admitted to the College. Note, we have been making a generally positive upward trajectory between 2019-2025:

Category	2019	2020	2021	2022	2023	2024	2025
State School % (actual number)							
Applications	63.7 (221)	68.8 (243)	61.6 (223)	64.2 (247)	66.8 (263)	67 (309)	64.1 (268)
Offers	60.5 (52)	68.8 (53)	58 (40)	62.9 (44)	58.9 (40)	62.1 (54)	60.6 (49)
Accepts	54.2 (39)	68.4 (52)	57.4 (39)	60 (39)	59.7 (40)	62.2 (46)	60.3 (41)
Black and Minority Ethnic % (actual number)							
Applications	31.3 (104)	31 (109)	30.6 (109)	34.4 (131)	37.4 (152)	41 (183)	TBC
Offers	25 (21)	16.5 (13)	27.9 (19)	30 (21)	34.4 (26)	31.8 (27)	TBC
Accepts	21.4 (15)	16.7 (13)	26.9 (18)	30.8 (20)	27.9 (19)	32 (24)	TBC
Polar % (actual number where available)²⁷							
Applications	16.7 (57)	15.8 (57)	15.3 (57)	16.7 (66)	16.5 (69)	17.1 (80)	13.2 (57)
Offers	20.2 (17)	16.3 (13)	11.6 (8)	19.4 (14)	9.1 (7)	20.5 (18)	16.5 (14)
Accepts	14.5 (10)	16.5 (13)	11.8 (8)	14.9 (10)	10 (7)	21.3 (16)	14.5 (10)
Acorn % (actual number where available)²⁸							
Applications	19.3 (67)	16.9 (62)	16.3 (61)	18 (72)	19.7 (82)	17 (80)	17.7 (77)
Offers	20.9 (18)	11.3 (9)	11.4 (8)	16.7 (12)	16.9 (13)	13.6 (12)	17.9 (15)
Accepts	18.3 (13)	11.4 (9)	11.6 (8)	13.4 (9)	14.3 (10)	14.7 (11)	11.4 (8)

Table 1: admissions figures in percentages (actual figures in brackets) by background characteristics of students for each year between 2019-2025. Note that reporting on the number of accepts stated in the column for 2025 will fall into the impact reporting period September 2025- July 26.

²⁷ Percentage of students from geographical areas of low progression to higher education

²⁸ Percentage of students from socio-economically disadvantaged areas

Referring to the three-year aggregated data, the University's Annual Admissions Statistical Report shows the collegiate university is continuing to make improvements on the key measures. At college level, where the numbers involved are much smaller, progress can appear much slower, however, Trinity College has made some good progress in many areas showing we have diversified our student intake considerably in recent years.

For example, in the reporting period 2022-24²⁹, the proportion of students admitted to Trinity who:

- are from state schools rose to 59.7% (58.2%)
- qualify for free school meals (FSM) rose to 7.1% (5.1%)
- from regions Acorn 4/5 rose to 13.1% (11.4%)
- from regions Polar1&2 rose to 14.6% (11.9%)
- identify as Black and Minority Ethnic (BME) rose to 30.2%³⁰ (28.1%)
- have Black African or Black Caribbean heritage rose to 5.6% (4.8%)
- identify as Asian rose to 18.8% (15.8%)
(number in brackets relates to 2021-23)

In the first Admissions Statistical Report published in 2018, we were noted as the college with the lowest proportion (47.8%) of students admitted from state schools. Each year since then, this has been steadily improving and we are now ranked 23rd for state school intake, at 59.7%.

The Head of Access and the Senior Tutor for Admissions continue to work closely to explore how to support students from state school backgrounds to submit competitive applications to the College. It is worth noting that when analysing the proportion of students interviewed, those from state schools had a higher conversion rate, with 37% being offered a place at Trinity in 2024, compared to 34% from other school types.

Whilst prior attainment is another very important

factor in the offer making process, a competitive admissions test result and the ability to articulate ideas, demonstrate thinking and problem-solving skills during the academic interview are vital elements of a successful application. To help us in this mission, during 2025 we introduced our Beyond the Classroom³¹ Extension Programme, which included a short residential focussing on the development of academic study skills, offered tutorial experiences, followed by ongoing application guidance and support. 20 students in Year 12 across seven subjects³² took part in the programme from April to the point of application in Year 13, 2025. We intend to analyse the impact of this programme in the next reporting period.

In 2024-25, Trinity College increased the number of offers from eight to 12 disadvantaged state school students through the University of Oxford's bridging programme Opportunity Oxford.³³ This programme is designed to support students who might otherwise have narrowly missed out on an offer to Oxford, with the transition to university during a summer residential. The College intends to continue making offers to students through this programme.

With all five students offered taking up their place in 2024, Trinity College is also delighted to have increased its offers in 2025 from five to seven for the University's Astrophoria Foundation Year. This foundation year course is for UK state school students with high academic potential who have also experienced severe personal disadvantage or disrupted education. Those offered places take part in a fully funded, year-long bespoke subject-specific course at Oxford. The foundation year, alongside Opportunity Oxford, will offer transformative pathways to outstanding education for up to 250 state school students a year, representing 10% of Oxford's UK undergraduate intake. It is hoped the proportion of students coming to Oxford from under-represented backgrounds though this initiative will be boosted from 15% to 25% of the current UK intake.

Admissions in our linked regions

Admissions data for all UK regions to the University of Oxford shows a slight increase in the number of applications between 2023-24 and 2024-25, with around 3.4% more applications than last year. It was also reassuring to see the number of offers has been maintained. Whilst this is good news, there remains

more to do in relation to ensuring we continue to encourage and support students to submit competitive applications such that we also see an increased number of offers converted into enrolment at the University of Oxford.

²⁹ Data represented here is aggregated for three admissions years. 2025 Annual Statistical Report

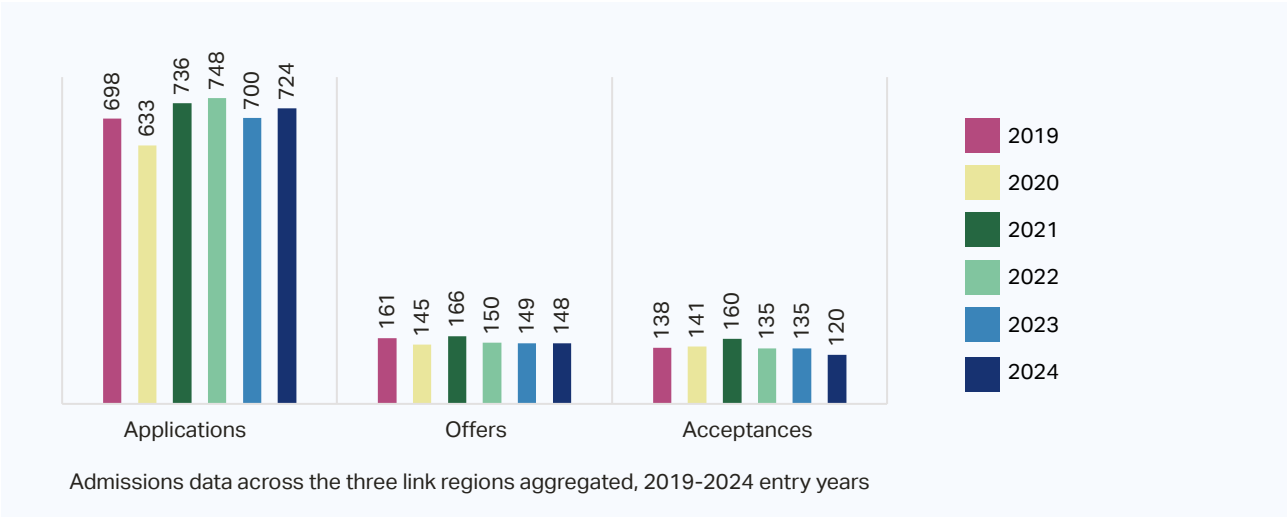
³⁰ Noting that ethnicity figures refer only to those students who choose to declare their ethnicity on their UCAS application.

³¹ Beyond the Classroom is the online academic enrichment programme that includes a series of subject talks, live Q&A, study skills and application advice and guidance.

³² Chemistry, MFL, Medicine, Engineering, PPE, Law and History

³³ Find out more about Opportunity Oxford here: <https://www.ox.ac.uk/admissions/undergraduate/increasing-access/opportunity-oxford>

Admissions data from all three linked regions



The Access team hope that our Beyond the Classroom programme, alongside an increased the focus of the advice and guidance on admissions tests and offered online interview workshops, will

support students in our linked regions to submit more competitive applications, resulting in increased numbers taking up a place at Oxford.

Trinity and Oxford Access and Outreach in 2025-26

We do not intend to significantly expand our outreach provision in 2025-26; therefore

the Access team at Trinity College will continue to prioritise outreach engagement with its linked non-selective state schools based on specific needs related to lower rates of progression to higher education, high-tariff universities and to the University of Oxford. The team aims to increase our engagement with state schools and colleges with the greatest proportion of students from disadvantaged and/or under-represented backgrounds, for example, higher than average rates of pupils qualifying for free school meals, care-experienced young people, first-generation students, and/or those from specific ethnic backgrounds.³⁴

We continue to encourage teachers, wherever possible, to include more of these students in the Access team's school-based activities and University visits. In

particular, for sessions aimed at younger year groups, we ask that at least 50% of participating students have one or more of the higher priority indicators of disadvantage and/or under representation.

We acknowledge that there is still much to achieve in widening access, particularly in continuing to increase the number of state school students applying to Trinity. Nevertheless, during 2024–25 we made good progress, with significant numbers of applicants to the College from Black and minority ethnic backgrounds, from areas of low progression to higher education, and from backgrounds of significant socio economic disadvantage.

The Access Department's outreach programme next year will continue to support the College's aim to become a diverse and widely representative community, in which students of all backgrounds feel equally valued, supported and able to flourish.

³⁴ Other indicators include services children and children with disabilities

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