



TRINITY COLLEGE
UNIVERSITY of OXFORD



Trinity College Schools' Outreach Programme Our Impact 2023-2024

Summary of our work in 2023-24



It has been another effective year for the Trinity College Access department who delivered outreach workshops and sessions through virtual, in-person and hybrid formats which offer continued accessibility for students, teachers and parents.

The College welcomed over 2100 students in Years 4-13 from over 100 schools in Oxfordshire, Milton Keynes and the North East into the College. 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 79 students from five different schools in the North East.

The Access team worked with just over 6,600 students in their schools across the College's three linked regions, engaged with over 740 parents in online sessions and welcomed 110 teachers from 98 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 24% of teachers saying they felt quite or completely confident to do so prior to the course, compared to 100% 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 59% prior to the course to 100% after the course.

In collaboration with the Oxford Centre for Islamic Studies, the Access team offered an 'Access to

Oxford' day exclusively for 60 young women in Years 10-12 with Bangladeshi and Pakistani heritage. In collaboration with the African and Caribbean Society and the Somali Society, 120 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 31% of students participating in one of these days said they were very possibly or definitely considering Oxford as a future choice compared to 82% after their visit.

This year the Head of Access relaunched the online academic enrichment programme for secondary school students, Beyond the Classroom. The relaunch saw registrations grow from around 100 in 2023 to almost 500 in 2024. It is hoped this programme will encourage more competitive applications to the College from state school students.

Trinity College Classics tutors continued to run the OxLAT Extension Programme in Classics and the Ancient World for state school students in Oxfordshire and the current cohort includes 21 students in Years 12 to 13. From this cohort and the previous three, at least 12 students are known to have been offered places at Oxford, including two at Trinity College and at least 17 students went on to study classical subjects in other UK universities.

Trinity College also hosted 47 students participating in the University's flagship access programme UNIQ, with a residential experience in June and the College continues to offer financial support to Target Oxbridge and, whenever possible, residential experiences..

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 98 students in Years 6 to 11, and over 250 children in Years 4 to 6 visited Trinity College for academic enrichment opportunities from five 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 2023-24, the project engaged with over 1,000 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 146 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 80 and 32 students respectively.

In partnership with the Bridging Project, ten Trinity College offer holders from under-represented backgrounds were offered coaching support during Year 13 and throughout their first year as an undergraduate in 2023-24. The aim of the project is to increase a sense of belonging and build key skills such as problem-solving and organisation skills required to support the transition to Oxford.

Designed to support students who might otherwise have narrowly missed out on an offer to Oxford, the College made a further eight offers in 2023-24, to students from disadvantaged backgrounds through

Opportunity Oxford bridging programme. Trinity is also delighted to have made another five offers in the second phase of 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 2023-24 which has contributed significantly to the College's positive trajectory toward our long-term aim of achieving a more representative undergraduate community. During this period, the College received record numbers of applications from students from Black and minority ethnic backgrounds, from geographical areas of low progression and significant socio-economic disadvantage, and from state schools. The proportion of undergraduates admitted to Trinity College from state schools increased from 54.2% in 2019 to 59.7% in 2023 and 62% of offers made in 2024 were to students from state schools.

Though we acknowledge there is still much for us to achieve in terms of widening access, 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

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 2023-24 were as follows:

OFS ¹ agreed access targets 2020/21 to 2024/25 (reviewed for 2025)	Access and outreach programme aims
TARGET 1 To 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 To 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 To 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 To 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.

¹ 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 underrepresented 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 2024 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 the North East of England, Oxfordshire & Milton Keynes
- Black African or Black Caribbean heritage
- Minority ethnic
- ACORN Q4&5
- eligible for free school meals (FSM)
- Polar4 Q1&2
- Widening participation full flags

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 students
- ACORN Q4&5
- eligible for free school meals (FSM)
- Polar4 Q1&2
- Widening participation full flags

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 2018-22, Trinity College’s role in and contributions to access and outreach developments during 2023-24 are laid out in the following sections.

Trinity College Access team supporting schools in Oxfordshire, Milton Keynes and the Northeast

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

This year we welcomed our new Access Officer, **Innocent Otunnu**, who is based full-time at Trinity College and supports the Head of Access to deliver our programme in local schools in Oxfordshire and Milton Keynes. Innocent also runs all outreach events and school visit days to the College and supports the Head of Access to oversee our thriving undergraduate ambassador programme.

Based full-time in the North East of England, Senior Access Officer **Richard Petty** supports the work of the Oxford for North East Consortium (OXNE). OXNE works to ensure that Trinity, St Anne’s, and Christ Church colleges deliver coordinated support across the region. OXNE colleges work collaboratively, delivering an extensive school outreach programme offering bespoke local support to students of various

ages, their parents 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.

And although Rob Harrison left his role as Access Officer with us to pursue a teaching career, we are delighted that Rob continued to support the team with our online programme of outreach events remotely from his home in Northern Ireland.



Trinity College outreach provision for students, parents and teachers 2023-24

For students

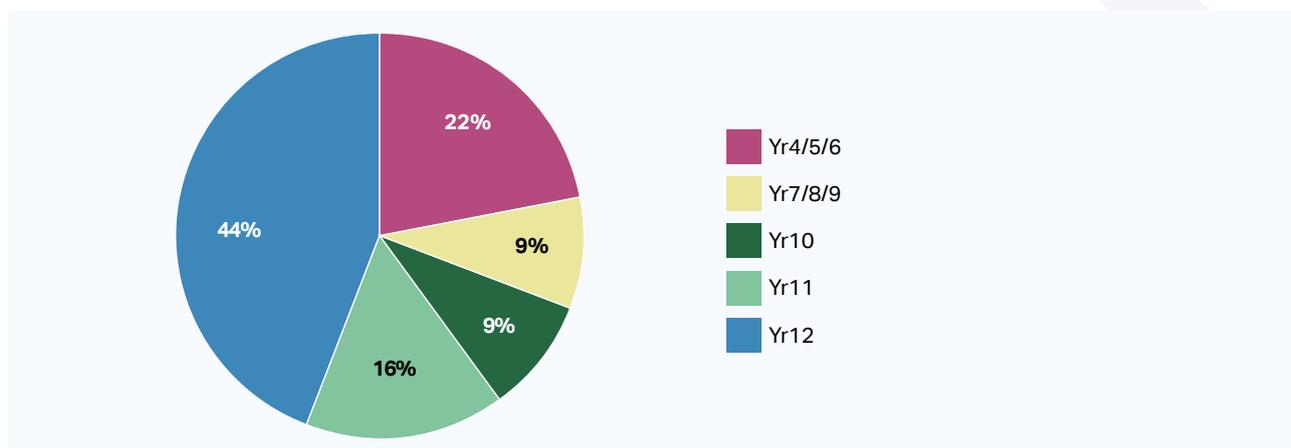
2023-24 saw another full year blend of in-person and online outreach programme delivery. Between September and August, the Access team welcomed 2,138 students in Years 4-13 into college from over 100 different schools in Oxfordshire, Milton Keynes, and the North East, during which they heard about student life, admissions at Oxford, and took part in academic taster sessions. This included three residential programmes of activity for 79 students from five different schools in the North East. One of these residentials was facilitated for 42 students across three schools, in collaboration with The Brilliant Club. Oxford for North East also hosted a two-night Open Day residential for 129 students in Year 12, of which 43 were hosted at Trinity College.

Whilst 44% of students visiting us were in year 12, it was very positive to see that we welcomed larger numbers of younger students into the college to find out about university life, with 22% visiting from primary schools and 34% were in Years 7 to 11. Of the secondary school students that visited Trinity College sharing their personal information with us²,

19% qualified for free school meals and 41% were the first generation in their family to go to university. This shows that a significant proportion of students currently underrepresented at Oxford are visiting the University.



Proportion of 2,138 students who visited Trinity College to find out about the University of Oxford by year group



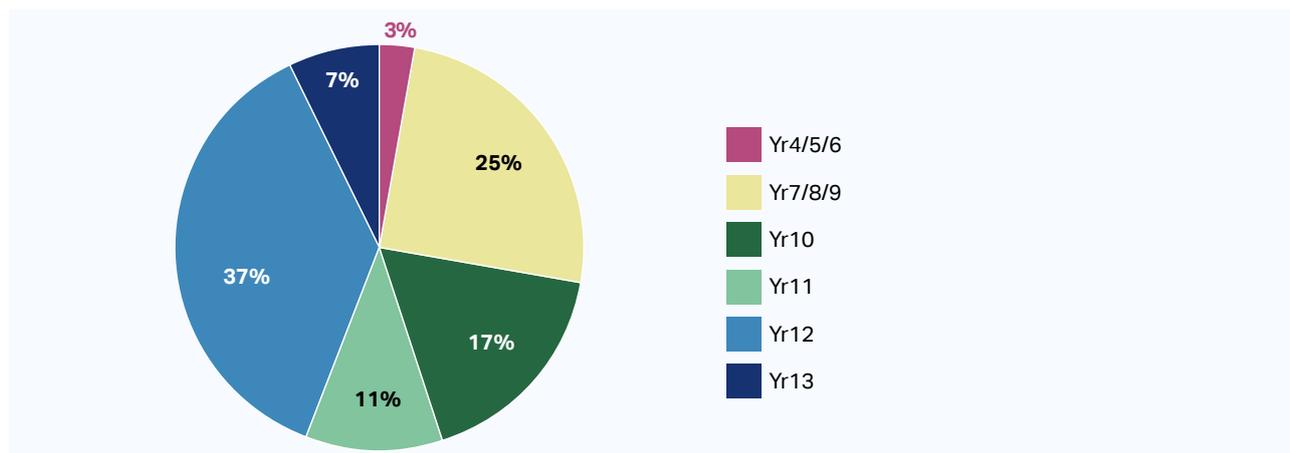
The Access team also worked with over 6,600 students in their own schools in Oxford, Milton Keynes, and the North East. This work supported students in Year 4 to Year 13 to develop their knowledge and understanding of the benefits of going to University, GCSE and A Level choice, support to apply to competitive universities, admissions guidance to apply to Oxford, personal statement and interview workshops. Whilst 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 us, 9% qualified for free school meals and 33% were the first generation in their family to go to university.

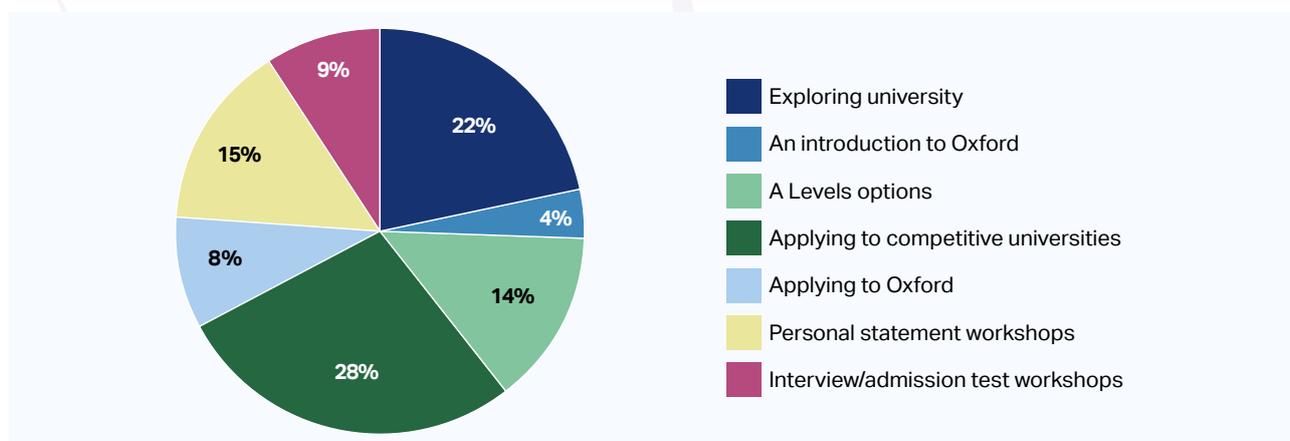
² 263 students visiting the College shared this personal information with us.

³ 169 students in the North East and 516 students in Oxfordshire & Milton Keynes shared this personal information with us.

Proportion of 6,619 students the access team worked with in their schools by year group



The proportion of 6,619 students the access team worked with in schools by session type⁴



Feedback from visits to Trinity College

Feedback from all students⁵ 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.

99% completely or mostly agreed they had a better understanding of student life and the academic demands at the University of Oxford, and 95% completely or mostly agreed they knew more about the application process after the visit than before.

Encouragingly, 92% said they were also now more likely to consider applying to Oxford, and when asked to tell us what influenced this,⁶ 55% said it was hearing about the tutorial style teaching, 75% said it was hearing about student life, 44% said it was meeting our students and 45% said the tour of the College influenced this. Of those who told us they were less likely to apply after the visit, 76% said the application process and the entry requirements influenced this, 31% said it was hearing about the tutorials and 24% 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.

Meeting a current undergraduate helped me understand the University life as I am no longer worried about the process and really believe that I am able to reach the maximum potential to come to this university

SECONDARY AGE STUDENT VISITING THE COLLEGE

I found the talk during the visit extremely helpful and it explained to me not only how to apply but also on how life is at uni, that being both about studying and extra-curricular activities they offer at Oxford

SECONDARY AGE STUDENT VISITING THE COLLEGE

⁴ The Applying to competitive universities talk also includes information and guidance about Oxford

⁵ 104 students in years 9-12 responded to our feedback surveys

⁶ Respondents were invited to tick all that applied

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. 97% 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. 89% completely or mostly agreed that they are now much more likely to consider university as a possible future option after the talk, whilst 11% said they had already been considering this.

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

YEAR 7-9 STUDENT

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

YEAR 7-9 STUDENT

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 younger students in Years 10-11,⁷ who attended our Introduction to Oxford talks, has been very positive, evidencing that we seem to be raising awareness effectively for these year groups too. 98% 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. 95% also said they completely or mostly agreed that they now understood much more about life at Oxford and the academic demands, and 96% said they completely or mostly agreed they had much greater knowledge about the importance of course choice than before. 78% also said they completely or mostly agreed they are now more likely to consider applying to Oxford in the future than before the talks.

Learning about the entry requirements for Oxford university and why choosing courses is so important was the most helpful thing.

YEAR 11 STUDENT

We talked about the tutorials and learning styles. Also, hearing about the application process was so useful.

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 attending⁸ our Applying to Competitive Universities talk, 97% said they now have a much greater understanding of the application process both in general and specifically for Oxford than before. 73% said they were now more likely to apply to a competitive university than before, whilst 12% were already considering this. 58% said they are now more likely to apply to Oxford than before, with 10% 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 school schools. Of those participating in the personal statement workshops who gave feedback,⁹ 100% 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 100% completely or mostly agreeing they also had much more confidence about writing their own personal statement after the session. 100% 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 368 students from all three linked regions registered to attend one of the interview workshops in 2023. Of those sharing feedback on the sessions,¹⁰ 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.

⁷ 40 students responded to our feedback survey

⁸ 148 students responded to our feedback survey

⁹ 64 students responded to our feedback survey

¹⁰ 58 students gave feedback on the workshops

I thoroughly enjoyed [learning] how to write a great personal statement for university applications, which has allowed me to feel more informed and confident on how to create a super-curricular portfolio

YEAR 12, PERSONAL STATEMENT WORKSHOP PARTICIPANT

The general presentation 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 subject talk 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

Supporting underrepresented groups

The College Access department remain committed to providing access events for students from underrepresented minority ethnic groups. In addition to supporting Target Oxbridge, the Access team also work in partnership with the Oxford Centre for Islamic Studies, to offer an 'Access to Oxford' day exclusively for young women in Years 10 to 12 with Bangladeshi and Pakistani heritage. In 2024 there was again great demand for this event: we received over 130 requests from state schoolteachers and parents for 60 places. Two further events were offered in collaboration with the African and Caribbean Society and the Somali Society, whereby 120 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.

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. The feedback¹¹ for all three of these events showed that participants felt they had increased knowledge about the application process and were much more likely to consider Oxford as a future university choice after the event. Before the day, just 26% said they knew a fair amount or a lot about the application process at Oxford compared to 100% after and just 31% said they were very possibly or definitely considering Oxford as a future choice compared to 82% after. 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.

Knowing what Oxford admissions is looking for made me more confident when it came to personal statements and interviews. Also seeing the diversity of students made me feel as though that I had a place here

**YR12 STUDENT,
ACS SHADOWING DAY**

Students we have met are so lovely and welcoming and have shown me how there is space for Somalis to flourish in Oxford. They provided so much assistance and so much help in absolutely everything, there is more diversity and above and beyond on provisions for Muslim students

YEAR 12 STUDENT, SOMALI ACCESS CONFERENCE

I better understand where I can go for support with my religious needs and also walking around the centre of Islamic studies has also made me realise that I can deepen my faith and understanding of my religion as well as my degree

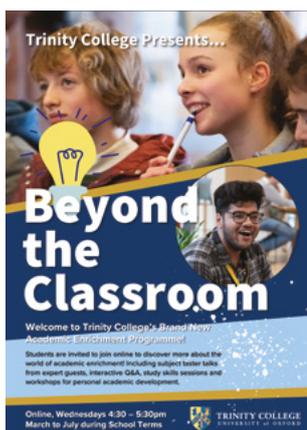
YEAR 10 STUDENT, YOUNG WOMEN'S ACCESS EVENT

¹¹56 students responded to our feedback 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.



During 2024 the Access team also redesigned and relaunched our online after-school academic enrichment programme, **Beyond the Classroom**¹². This academic enrichment programme offers a series of mini multi-disciplinary lectures, thinking skills workshops, academic skills sessions, and university admissions advice and guidance. 2024 saw the registration for

this programme grow from around 100 students in 2022-23 to almost 500 students ranging from Year 7 -12. Next year we hope to expand the programme to offer more targeted admissions support to selected participating students who have the academic potential to apply to Oxford.

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 cohort, which took the programme over six study days and two one-week summer schools in 2023-5, included 21 students in years 12-13. From this cohort and the previous three (2017-19, 2019-21 and 2021-3) we know of at least 12 students who were offered places at Oxford, and at least 17 who went on to study classical subjects at UK universities: the overlap between these two groups includes one undergraduate completing their degree in Classics at Trinity College in 2025, and another who has been offered a place to study Classics at Trinity this year.

Supporting university wide programmes

In 2023-24 Trinity College continued 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 well over 500 students to secure Oxbridge offers. The success rate for the Target Oxbridge full programme for 2024 entry was 36%, above that of the average success rates for applicants to Oxford and Cambridge, with 57 of the 158 participants securing offers for 2024 entry¹⁵. Of the 83 Target Oxbridge students who applied to Oxford in the 2023-24 admissions cycle, 27 received offers, which is a success rate of 33%. One student received an offer from Trinity College. 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 2025.

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 programme 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. This year the Trinity welcomed 46 UNIQ students into the College for the summer residential.



¹² Previously known as Trinity Talks – Beyond the Classroom

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 It is the case that 13 Target Oxbridge students have been confirmed as eligible for the Cambridge reconsideration pool, and so the number of total offers for this cohort may rise slightly. Two Target Oxbridge students have applied for Foundation Year entry. One applied for the Cambridge Foundation Year and one applied for the Oxford Astrophoria Foundation Year, which may also increase the total number of offers.

Working in partnership

The Access department continued to partner with the **Brilliant Club**¹⁶ who delivered an academic programme of enrichment for Year 9, including a residential visit to Trinity for 48 students and their teachers from three different schools from the North East. The Access team also hosted a graduation event for 27 students in Years 7-9 and their teachers at the College.

In partnership with **Universify**,¹⁷ the Access team also supported 23 students from non-selective state schools, including 12 from four of our higher priority secondary schools in Oxfordshire. Beginning in August 2023 and finishing in April 2024, 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 benchmark¹⁸. Of the 148 Cohort 4 participants¹⁹, 54% applied to high-tariff universities compared to the UCAS 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%. And students who were in receipt of free school meals were found to be ten times more likely to apply to Oxbridge than their benchmarked counterparts.

This year the Access team developed a new partnership with **IntoUniversity**²⁰, 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 about to transition to Year 7 visited Trinity College for a two-night residential experience during the summer vacation in 2024. Another visit for a further 22 children is planned for the Easter vacation in 2025.

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

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 STUDENT 2022-23, NOW STUDYING FRENCH AT THE UNIVERSITY OF OXFORD

Work in partnership - Primary schools

During 2023-24, 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 eight, 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. During 2023-24 the project engaged with over **1,041** pupils and provision included:

- Inbound subject enrichment visits to colleges, including an interactive MPLS visit day for almost 160 children in Year 5 and 6;
- 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;
- 146 sessions 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.

¹⁶ You can read more about The Brilliant Club here: <https://thebrilliantclub.org>

¹⁷ You can read more about Universify here: <https://www.universifyeducation.com>

¹⁸ UCAS matched students' characteristics and compared outcomes with those not on the Universify programme

¹⁹ These outcomes were based on destination data for the 148 students who participated in the 2019-20 programme and who then applied to HE in the 2022-23 admissions cycle

²⁰ You can read more about IntoUniversity here <https://intouniversity.org/what-we-do/>

This year Trinity welcomed 37 students in Year 4 from St Christopher's into College to explore university life and to experience a taught session about the Anglo Saxons at the Ashmolean Museum. The Access team also hosted a visit day for 57 students in Year 6 who met Trinity undergraduate ambassadors and learned about the skills needed for success as they transition to the next stage of their learning. The team welcomed these students back into College, with their families and teachers, to mark the end of their time at primary school with a Year 6 leavers' celebration event that included speeches and an afternoon tea.

During 2023-24, Trinity and Somerville Colleges continued piloting a targeted addition to the programme to support pupil reading skills. If successful, it is hoped that other colleges in the project will eventually provide this additional support to help pupils between Year 4 and 6 across the twinned schools to reach their reading potential after an intervention.

Children from across Key Stage 2 have taken part in a wide range of activities including: visiting the college, grounds, chapel and dining hall all with informed commentary; experts visiting school and speaking about their specialist subjects and our classes joining remote sessions to again work with specialists in their field. All of these activities have raised the horizons of our children and pushed them to think about both their future and their potential. The sessions were all meticulously planned and pitched perfectly for the children to access and enjoy.

MAGDALEN COLLEGE – ST FRANCIS, ASSISTANT HEADTEACHER

One of our children made 4 steps progress in Maths over the term. Average progress is 3 steps in a year, so we believe some of the acceleration of progress can be attributed to the Somerville 1:1 Maths tutor.

**SOMERVILLE –
ST FRIDESWIDE, DEPUTY
HEAD TEACHER**

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 2024, 80 Trinity College UK domiciled, and 32 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: 76% of offer holders were very likely to accept their offer from Trinity College prior to the day, which rose to 89% after the event.

In collaboration with the Bridging Project,²² the Access department provided coaching support to ten Trinity College offer holders from under-represented backgrounds during Year 13 and throughout their first year as an undergraduate in 2024. The aim of the Bridging Project is to support students from backgrounds²³ that have significantly lower HE participation and retention rates, with their transition to university. Students are offered 12 personal coaching sessions over the course of their first year to help them increase their sense of belonging and build key skills, such as problem-solving and organisation, required to support the transition to Oxford.



²¹ 55 students responded to our feedback survey

²² This project offers 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 Those from non-selective state schools and from one of the following characteristics: care experienced, qualifies for free school meals, low income household, first generation, young carer

The Bridging Project has supported 20 Trinity College students to date. 86% of participating students stated they felt the programme had helped them develop a sense of belonging at Trinity College. 100% said they could identify problems and implement the steps needed to overcome them after the programme compared to 86% before. 43% said they could manage their time effectively before the programme, which rose to 71% afterwards and 57% said they could manage their stress effectively prior to the programme, compared to 85% afterwards. Overall, 100% of students said they felt the programme had helped them develop these soft skills, felt the programme had helped them engage in university life and made them feel more confident at university.

I felt very understood by my coach and learnt a lot about the value of self acceptance in making important academic progress. One key improvement was a shift towards step-by-step problem-solving, as I had a tendency to just throw myself in the deep end with "just do it" thinking, even when that was not helpful. I also learnt the importance of listening to my gut feelings when something, such as a planned study routine, just didn't feel right, as that was a frequent barrier to my progress that I often didn't even acknowledge!

TRINITY STUDENT ON THE BRIDGING PROJECT 2024

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 school teachers 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 2024, 110 teachers from 94 different state schools took part in the programme. Of the 94 schools

represented, 28 schools in Oxfordshire, 22 in the North East and five in Milton Keynes had teachers participating the programme. A total of 30 University of Oxford's PGCE teachers, placed in 22 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 poll,²⁴ 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 60% of teachers responding to our survey²⁵ reported they believed a little, a lot or completely that 'the University of Oxford is not a place for state school students'. Encouragingly, after the programme 76% of teachers reported they did not agree with this statement at all. Only 56% 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 89% by the end of the series. Prior to the programme only 69% completely believed that it was worth qualified students using a UCAS option on the University of Oxford, compared to 92% 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 89% afterwards.

Initially, I had the perception that the University would indirectly discriminate, during the selection process, against students from working class background and specially from northern areas due to cultural upbringing and linguistic features of these students. However, these six sessions have changed this view. I found them extremely helpful for me to support my students and in understanding the University's approach to the admission process.

LANGUAGES TEACHER

²⁴ <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.

²⁵ 37 of the 110 teachers completed all six sessions and our survey at the end of the programme.

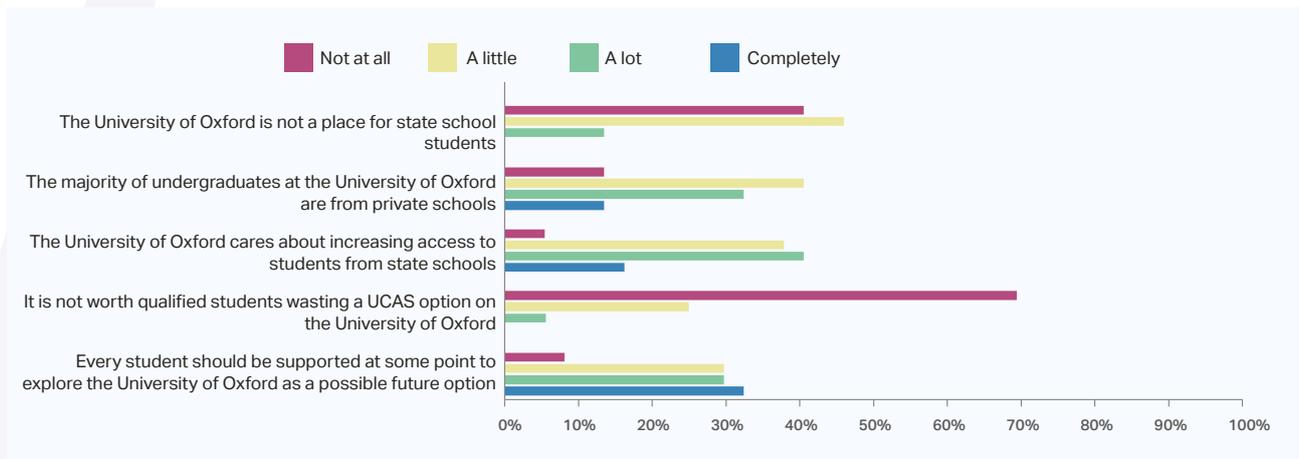
The CPD sessions have helped me understand how much the University of Oxford wants to increase the opportunity of state school children to have a place at Oxford.

R.E TEACHER

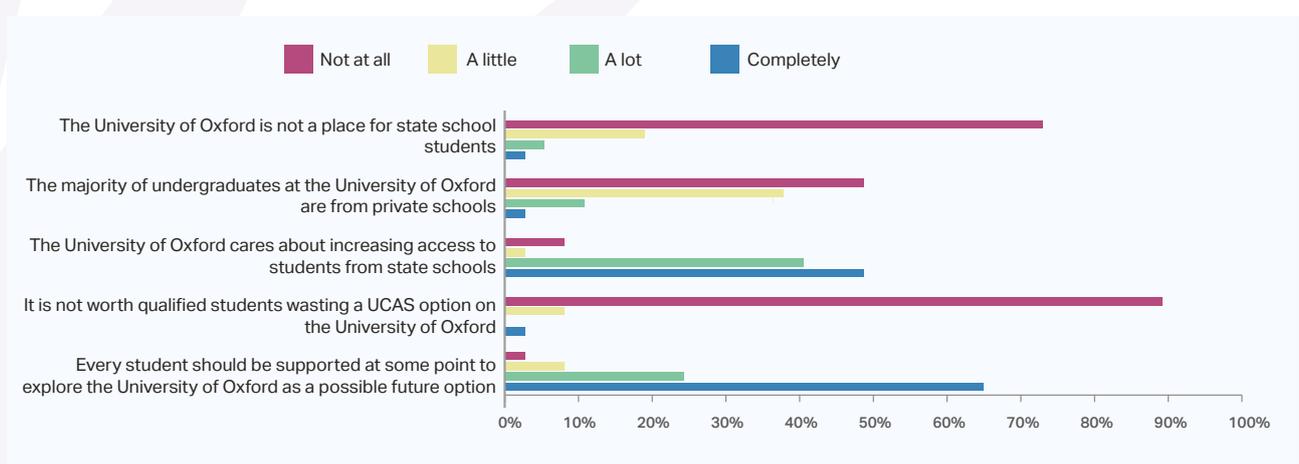
The amount of work, support and even this course shows how much Oxford University care about ensuring that students from all backgrounds can access the University and have the confidence to apply.

PGCE TEACHER

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 32% of teachers reported feeling quite or very knowledgeable before, compared to 97% 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 30% of teachers reported feeling quite or very knowledgeable about admissions tests, compared to 94% after the programme. And when it came to the academic interview, just 25% reported feeling quite or very knowledgeable before, compared to 97% at the end of the programme.

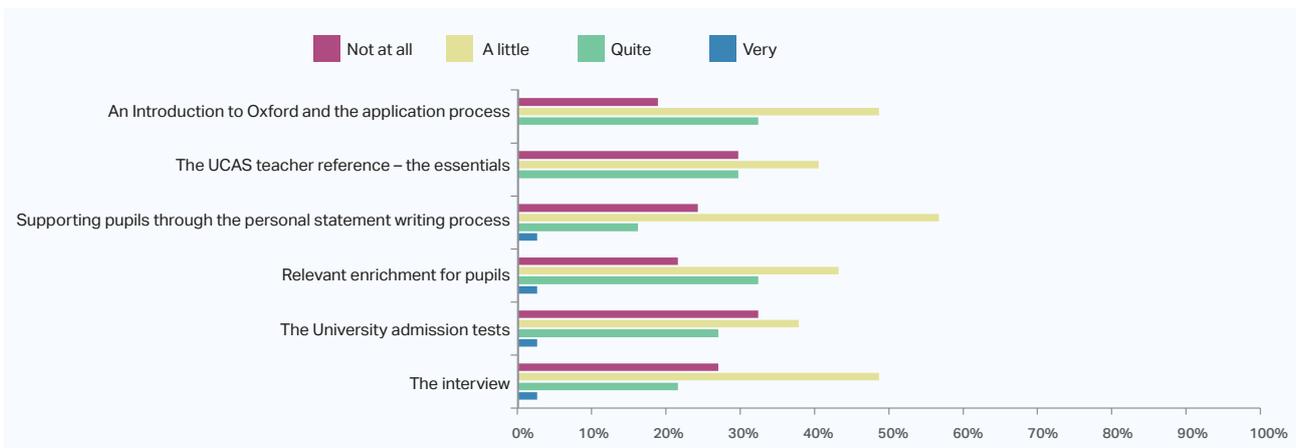
The interview demonstration was incredible, and the admissions tests training and how to find resources on the website was great.

TEACHER, PERSONAL DEVELOPMENT AND CAREERS OFFICER

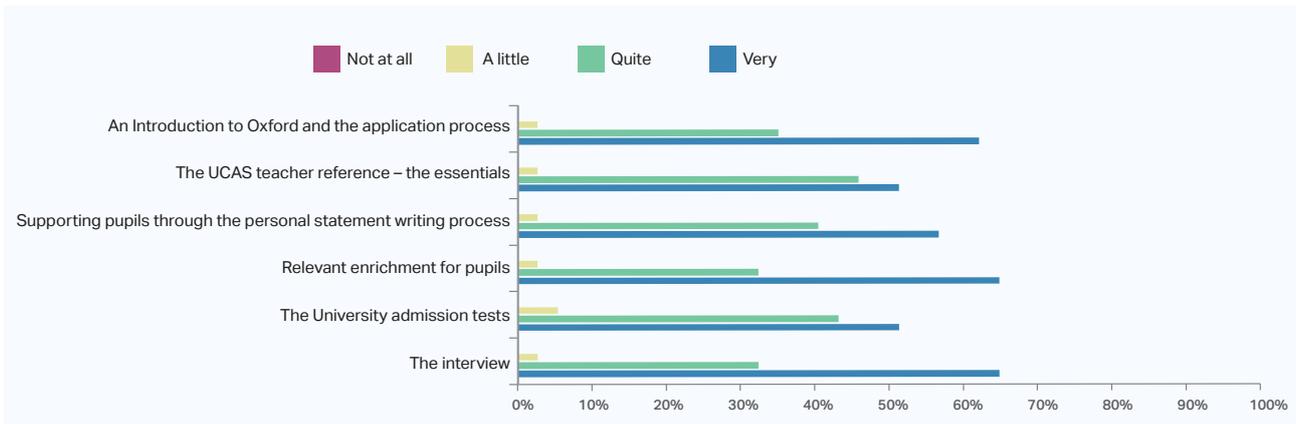
Personally, I really appreciated the final 2 sessions which delved into the teacher reference and interview process because I had no idea how these two portions of the application process worked

TEACHER, PGCE

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?



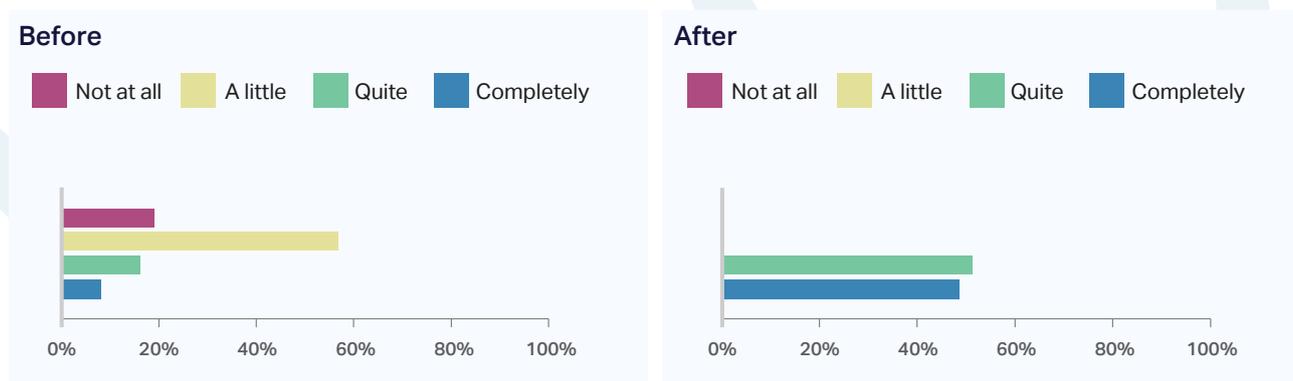
The numbers of teachers who said they were either very likely or would support their students to apply at every opportunity increased from 59% prior to the course to 100% after the course. As a result of the course teachers stated they felt more confident

to support their young people to apply to Oxford, with just 24% of teachers saying they felt quite or completely confident to do so prior, compared to 100% 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 2024 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.

Prior to engaging in the sessions, I definitely possessed a biased opinion as to what constituted the ideal 'Oxbridge' student. However, after completing the 6 sessions, my understanding of the admissions process has revealed that all students have equal access to earning a place at these institutions and it is not reflective of their socioeconomic background, but rather how well they might thrive in the Oxbridge learning environment through their critical thought processes.

TEACHER, GEOGRAPHY

I was very unfamiliar with the process, as we had a dedicated member of staff to do this with them. After they left, I thought that this training would help with confidence in this area, and it has helped more than I could imagine.

TEACHER, PERSONAL DEVELOPMENT AND CAREERS OFFICER

The training definitely expelled some common untruths surrounding the Oxford application process and I do truly believe now that every student (who is qualified enough) will be given a fair chance during the application process.

TEACHER, POST-16 STUDY SUPERVISOR

Before taking this course, I have little ideas about UCAS application. After taking this course, I have a deeper understanding about what students high tariff universities are looking for, especially Oxford University, which helps me know more how to teach my students how to plan their academic learning journey and present them in their personal statement and interview.

TEACHER, PGCE

Offered to those who participated in the preceding year's CPD programme, the Access department also run a teacher enrichment residential. During the 2024 Easter vacation, 11 teachers took the 3-night, 4-day residential research experience at Trinity College. The teachers were given 6-months of 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, 100% of teachers mostly or completely agreed that they now believe more strongly that the University is a place for academically qualified students from underrepresented backgrounds than they previously thought, and 80% completely agreed they are now even more likely to support their academically qualified students to apply to the University than before the residential. 90% of teachers said staying in college and access to the libraries influenced the likelihood they would advise their students to apply to Oxford, 70% said it was the tutorial experience, and 80% said the staff they met during the experience also influenced this.

Seeing all different people around Oxford, in college, in the libraries, in the streets, just reinforced the idea that Oxford is totally accessible for everyone that wants to have a try.

TEACHER, MATHS

Everything gave me a sense in which members of the whole of society are encouraged and accepted within the university. Lived experience of an Oxford University life.

TEACHER, LEARNING LEADER FOR KS5 & ENGLISH

It was amazing to have the experience of living like an Oxford student. It was amazing to experience the proximity to the various libraries, seeing what the student accommodation is like and experiencing student meals in the dining hall (including a formal!). It was such a unique opportunity to catch a sneak peek into life as an Oxford student.

TEACHER, R.E



Additional support for teachers

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, and the Access team supported the History Department to host the Oxford History

Teachers' Network with a day-long programme in July at Trinity College for 40 teachers. The Access team are also continuing to explore how to establish a network for teachers who have responsibility for academic enrichment in their schools.

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. 379 and 364 parents from the North East and Oxfordshire-Milton Keynes respectively registered to attend these sessions, meaning we engaged with a total of 743 parents.

Of the parents with children in state schools in Oxford and Milton Keynes who registered to attend a session, approximately 31% had no personal experience of attending university themselves and

11% 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 survey after attending our general session, *For Families: A Guide to University*, 96% agreed or strongly agreed they felt more informed about the cost and benefits of going to university, 95% agreed or strongly agreed they had a better understanding of what the University of Oxford has to offer prospective applicants, and 96% of respondents agreed or strongly agreed they felt more confident about supporting their child's future choices.



Feedback from parents attending one of the talks: *For Families: A Guide to University*
% who agreed or strongly agreed with the statements

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 strongly agreed 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.



Feedback from parents attending one of the talks: *For Families: A Guide to the University of Oxford*
% who agreed or strongly agreed with the statements

²⁶ 46 parents responded to our survey

²⁷ 40 parents responded to our survey

It was most useful finding out about admissions tests and timing; we didn't realise you needed to apply before mid-October!
PARENT, YEAR 12

Information about admission tests, personal statements, and the benefits of helping my child to articulate their thinking was really helpful.
PARENT, YEAR 12



Admissions progress in 2023

During 2023, 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. Between 2019 and 2023, within the total group of UK-domiciled undergraduates admitted to Trinity, the proportion of students:

- from state schools rose from 54.2% to 59.7%
- identifying as Black and Minority Ethnic (BME) rose from 21.4% to 27.9%

During the same period there were some decreases within the total group of UK-domiciled undergraduates admitted to Trinity, for example, the proportion of students:

- from areas of low progression to higher education (Polar1&2) dropped from 14.5% to 10%
- from socio-economically disadvantaged areas (Acorn 4&5) dropped from 18.3% to 14.3%

It is worth noting in all categories, the percentages referred to reflects small fluctuations of just 3-4 individual students.

Trinity College admissions for 2024 received a record number of 309 (67%) applications from students from state school students, which was an increase of 17.5% on the previous year. This was coupled with a 35% increase in the actual number of offers made to this group of students compared to those made in 2023:

Category	2018	2019	2020	2021	2022	2023	2024
State School % (actual number)							
Applications	55.6 (179)	63.7 (221)	68.8 (243)	61.6 (223)	64.2 (247)	66.8 (263)	67 (309)
Offers	57.1 (44)	60.5 (52)	68.8 (53)	58 (40)	62.9 (44)	58.9 (40)	62.1 (54)
Accepts	53.6 (37)	54.2 (39)	68.4 (52)	57.4 (39)	60 (39)	59.7 (40)	To be reported in 2024-25

Table 1: admissions figures in percentages (actual figures in brackets) by background characteristics of students for each year between 2018-2024

However, as data from the University’s Annual Statistical Report in 2024²⁸ shows, Trinity College’s average admissions statistics for the aggregated period 2021-23 highlights that whilst applications from state

school students to the College is at a record high, the number of offers and the proportion of students from state schools taking up their place here has not kept pace:

Data Type	Trinity						University
	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2021-23
State School actual numbers (College % Vs University %)							
Applications	510	567	643	687	713	733	29,723
Offers	116	133	149	145	136	122	5615
Accepts	96 (47.8% Vs 58.9%)	106 (53% Vs 60.3%)	128 (59% Vs 64%)	130 (60.2% Vs 66.5%)	129 (62% Vs 68.3%)	114 (58.% Vs 68%)	5100

Table 2: Data represented here is in actual numbers and broken down by number of applications, offers and accepts. Each period is totaled and/or aggregated for three admissions years. 2024 Annual Statistical Report

Whilst delighted by the increase in applications from students in state schools up to 2023, the Head of Access and the Senior Tutor for Admissions have worked closely to explore why applications have not converted into offers. Relative to other candidates, students from state school backgrounds tend to submit less competitive applications overall to the College and are therefore less likely to be selected for interview. However, 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 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. Therefore during 2025, the Head of Access and the Senior Tutor for Admissions hope to support students from state school backgrounds to submit more competitive applications to the College and University, with a new pilot initiative, Beyond the Classroom²⁹ Extension Programme. In the first year, 20 students in Year 12 across seven subjects³⁰ will take part in the programme from April to the point of application in Year 13. As well as continuing to participate in the online elements, the extension programme will include a short residential focussing on the development of academic study skills, offer tutorial experiences,

followed by ongoing application guidance and support. Outcomes will be reported in the next impact report.

In 2023-24 Trinity College increased the number of offers from three to eight to disadvantaged state school students through the University of Oxford’s bridging programme Opportunity Oxford.³¹ 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.

Trinity College is also delighted to have made another five offers in the second phase of the University’s Astrophoria Foundation Year, with all five students taking up their place in 2024.

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. Alongside Opportunity Oxford, the foundation year 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.

²⁸ The full data are available to view online ox.ac.uk/adstats and in the full Annual Admissions Statistical Report

²⁹ 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.

³⁰ Chemistry, MFL, Medicine, Engineering, PPE, Law and History

³¹ Find out more about Opportunity Oxford here: <https://www.ox.ac.uk/admissions/undergraduate/increasing-access/opportunity-oxford>

Admissions in our linked regions

Admissions data for all UK regions to the University of Oxford shows another slight drop in the number of applications between 2022-23 and 2023-24, with around 2.6% fewer applications this year.³² The following graph shows the number of applications to the University of Oxford from our linked regions has also dropped from last year's five-year high of 748 to

700. However, it was reassuring to see the number of offers and acceptances has been maintained despite this. Whilst this is good news, there remains more to do in relation to ensuring we continue to encourage more applications that are competitive enough to convert into an increased number of offers and acceptances in future years.

Admissions data from all three regions



To generally support students in our linked regions to submit more highly competitive applications resulting in increased numbers taking up a place at Oxford, the Access team introduced the Beyond the Classroom online academic enrichment programme for secondary schools, and increased the focus of our advice and guidance on admissions tests and offered online interview workshops.



³² But figures are in line with pre-pandemic levels, with 23,211 applications in 2023 compared to 23,819 in 2022 and 23,026 in 2019. The number of students admitted in 2023 is back in line with pre-pandemic levels with 3,219 admitted compared to 3,286 in 2019. Oxford Annual statistical report, May 2024

Trinity and Oxford Access and Outreach in 2024-25

The Trinity College Access department was established in 2018 and the team had just one and a half years to establish a programme before being forced to adapt their offer and modes of delivery as a result of the pandemic. 2023-24 saw our second full year of uninterrupted programme delivery, with a blend of in person and online opportunities available to teachers, students, and parents. Whilst we do not intend to significantly expand our outreach provision in 2024-25, the Access team will introduce the Beyond the Classroom Extension Programme which aims to support academically qualified students from state school backgrounds to submit more competitive applications to the College and University. Building on the increasing numbers of students from state schools applying to the College over recent years, it is hoped that this initiative will support an increase in the number of offers being made to this group of students.

During 2024-25 the Access team at Trinity College will also continue to prioritise outreach engagement with our 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 will also aim to increase our engagement with schools and colleges with the greatest proportion of students from disadvantaged and/or underrepresented 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.³³ Wherever possible, and particularly for the sessions for younger year groups, we ask teachers to ensure that 50% of participating students will have at least one of the higher priority indicators of disadvantage and/or under-representation.

Last year our stated intention was to collect more data relating to disadvantaged characteristics such as free school meal qualification and being the first in family to go to university. During 2023-24 we have made some progress and been able to report on the proportion of students we have been reaching with these characteristics. The data shows, however, that we need to make greater efforts, in coming years, to encourage teachers to include more of these students in the Access team's work in schools and trips to the University, thus increasing our engagement with and supporting access to the University of Oxford to these important target groups.

Though we acknowledge there is still much for us to achieve in terms of widening access, Trinity has again made good progress during 2023-24 with record numbers of students applying to the College from Black and minority ethnic backgrounds, from geographical areas of low progression and significant socio-economic disadvantage and from state schools. The Access department's outreach programme in 2024-25 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.



³³ Other indicators include services children and children with disabilities

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