

# **URSULINE HIGH SCHOOL**

**UCAS Racial Justice Feedback - May 2021**

**May 2021**



## UCAS Racial Justice Feedback - May 2021

| Workflow  | Outcomes  | Action  | Time                     |
|---|---|---|--------------------------|
| Destinations –<br>In 2019/20 66% of all Y13 UCAS applications were to Russell Group universities, however only 44% of our students from racial minorities applied. 85% of Y13 applied to Sutton Trust Top 30 universities, compared to just 72% of our students from racial minorities. | Reduce the gap applying to Russell Group and Sutton Trust Top 30 Universities (between racially minoritised and white cohorts). | Alumni and influential speakers in assemblies and extracurricular to inspire Yr 12/13 students.<br><br>Share case studies of previous students.<br><br>During 1:1 sessions encourage students to apply to RG and ST30, wherever appropriate.<br><br>When receiving offers encourage students to accept RG/ST30, wherever appropriate. | Autumn and Spring terms. |

### Evaluation:

In 2020/21, having adapted our CEIAG (see below) the figures are much improved but there is still work to be done moving forward. Russell Group applications show a comparison of 76% (all of Y13 taken into account) and 73% (students from racial minorities). The gap of 22% seen in 2019/2020 has been reduced to 3% in 2020/21. Sutton Trust Top 30 applications show a comparison of 83% (all of Y13) and 78% (students from racial minorities). The gap of 13% seen in 2019/2020 has been reduced to 5% in 2020/21.

Whilst these figures are encouraging, the current focus is translating these UCAS offers into accepted places. In 2019/20 34% of Y13 students that applied to university accepted places at Russell Group universities, however only 20% of our students from racial minorities did. 43% of Y13 accepted places at Sutton Trust Top 30 universities, compared to just 33% of our students from racial minorities. This was mostly due to CEIAG, peer influence and missed opportunities to proactively support students' decision making. It is also relevant to note that the cohort of racial minority students in the 2019/20 group had lower target grades overall (A\*/A 11% lower and A\*/B 21% lower – when compared to the year group as a whole).

|                               | Total         | Black       | Asian       | Other Ethnicity | Mixed       | White       | Unknown    |
|-------------------------------|---------------|-------------|-------------|-----------------|-------------|-------------|------------|
| UCAS Applications             | 144/154 (94%) | 27          | 17          | 8               | 17          | 73          | 2          |
| Registered Firm and Insurance | 97/144 (67%)  | 19/27 (70%) | 10/17 (59%) | 7/8 (88%)       | 11/17 (65%) | 49/73 (67%) | 1/2 (50%)  |
| RG Firm                       | 54/97 (56%)   | 9/19 (47%)  | 4/10 (40%)  | 4/7 (57%)       | 7/11 (64%)  | 30/49 (61%) | 1/1 (100%) |
| ST30 Firm                     | 60/97 (62%)   | 9/19 (47%)  | 4/10 (40%)  | 4/7 (57%)       | 8/11 (73%)  | 35/49 (71%) | 1/1 (100%) |

During Spring B, Y13 met with our Careers Team (once they received their UCAS offers) to fully discuss the best firm and insurance options to select. Students that did not come forward to book a session were contacted directly. Wherever necessary parental, SEND, Form Tutor and Head of Year meetings are also included to ensure students review their choices in depth before committing on UCAS.

This term the process will restart with the current Y12s.

Relevant examples of CEIAG adaptations:

- Monthly careers bulletin (highlighting university open days, taster courses, degree apprenticeships, work experience and bursaries/scholarships)
- Mentoring programme for Black students specifically interested in STEM careers
- Focus on widening participation (contextual offers, access programmes etc)
- E-Careers library (bitesize videos – including videos from Russell Group and Sutton Trust Top 30 speakers)
- Careers talks by inspirations female speakers from ethnic minority backgrounds

#### **Data on students applying to Oxbridge for 2021 entry**

Of the 144 students in year 13 who applied to university, 13 applied to Oxford or Cambridge. For these 13 the data is as follows.

| 2021 entry            | Total | Black | Asian | Other Ethnicity | Mixed | White | Unknown |
|-----------------------|-------|-------|-------|-----------------|-------|-------|---------|
| Oxbridge Applications | 13    | 1     | 1     | 0               | 2     | 9     | 0       |
| Bursary               | 2     | 1     | 1     | 0               | 0     | 0     | 0       |
| Offers made           | 2     | 0     | 1     | 0               | 0     | 1     | 0       |

Of the students who applied to Oxbridge 69% identified having a White ethnicity and 31% as having a Black, Asian or Mixed ethnicity. This compares with 53% and 47% (respectively) the year before and 77% and 23% (respectively) two years before.

Of the students who applied to Oxbridge 15% were Bursary students (one of Black African ethnicity and one of Pakistani ethnicity). This compares with 0% in both the year before and two years before.

Of the offers made to students, one was to a student who identified as Asian (Pakistani ethnicity) and one who identified as White (White British). So, in percentage terms 50% of offers were to White students and 50% to RM students.

The percentage of students joining the Programme who identify as Asian, Black or Mixed ethnicity has moved between 38% and 46% over the last four years and the retention rate of these students compared to White ethnicity student retention has been lower but also quite varied, with a difference of 8% (current year 13) and 1% the year before and 12% two years before.

We recognise that we need to stabilise and improve both participation and retention of Asian, Black and Mixed ethnicity students and Bursary students. This is the plan we have put in place with the aim of ensuring that all students who might benefit from the Programme are encouraged to join and to make an application to Oxbridge where this is suitable for them, particularly those who are most disadvantaged and from the most under-represented backgrounds at Oxbridge.

|   | <b>What we currently do</b>   | <b>What we will do instead/in addition</b>  | <b>Reason</b>   | <b>Who will implement this and how</b>   |
|---|---|---|---|--|
| 1 | Launch the year 12 Oxbridge Programme at the start of Spring A  | Launch the Oxbridge Programme in week 4 of Autumn B   | This will allow PH time to check with HOFs and HODs that all appropriate students have joined and an invitation made to those who have not signed up. And it will allow the Spring Term to be less interrupted by new joiners.  | This is in the calendar for next academic year   |
| 2 | Advertise the TARGET Oxbridge Programme (for Black African, Black Caribbean and mixed heritage students) to year 12 by email/TEAMS. | Hold a lunchtime meeting for students of Black African, Black Caribbean and mixed heritage ethnicities who might be interested in Oxbridge in week 4 of Autumn B- following up the Assembly   | So that PH can get to know the students and encourage them to apply for the TARGET opportunity at the meeting itself.   | PH has put this in the calendar and will invite students at the launch of the Oxbridge Programme in week 4 of Autumn B   |
| 3 | Have various speakers joining the Oxbridge classes with only some focus on ethnicity  | This year we have made RM speakers a priority in our speaker profile (10 out of the 15 speakers this year have been RM)   | To emphasise the message to all of our students that Oxbridge is a place for all high-attaining and capable students and that ethnicity is not a bar to inclusion at Oxbridge.  | PH will continue to keep this as a focus and will log ethnicity of speakers who support the Programme.   |
| 4 | Collaboration with Rare Recruitment on an ad hoc basis  | Regular contact with Rare Recruitment about opportunities for our students (some of which are for Black African, Black Caribbean students and mixed heritage students only). The new head of Rare Recruitment, Taiwo Oyebola, is very switched on and this year our contact with them has really improved with regular emails throughout this term offering 15 different opportunities this term already. | There are many opportunities which come up and Rare Recruitment aims to bring them together to help schools know everything to offer their students. This collaboration will help us provide more opportunities to our students from taster days to specific programmes targeted at under-represented groups. | PH and Taiwo Oyebola have established a good relationship with regular email contact. PH to ensure that this contact remains regular (at least twice every half term). |

|   |  |   |   |   |
|---|--|---|---|---|
| 5 | A trip for year 10s to Oxford in Summer B              | Instead of this being a one-off event we could have a series of lunchtime programmes leading up to it or following it using material from the "Oxpire" programme run by Oxford University for key stages 3 and 4.                   | To help the Oxford trip have greater impact and to start the year 10s thinking about Oxbridge and benefit from lessons in critical thinking.  | We have a trip to Balliol College, Oxford on 29 June for year 10. PH will speak with HOY to discuss which students should be prioritised for this trip- with focus on RM and Bursary. |
| 6 | Year 11s have had a short Oxbridge Programme this year | Year 11 should primarily focus on GCSEs but one Oxbridge session at the time students are making sixth-form options would be good to help them consider possible degrees and how this might affect sixth-form choices.              | To ensure year 11s have some contact re Oxbridge (to build on what they will have had in year 10) and to help the students make good choices for sixth-form to help them in their degree interest (or keep options open).   | PH to liaise with HOY to discuss best timing for this session.  |
| 7 | Foundation Programmes have not had much prominence     | When students ask to leave the Programme PH will talk with them about the Foundation Programmes (which will be relevant to students who have faced more disadvantage in life than others) and find out if they might be interested. | To put equity into action by recognising the intersectionality of disadvantage which some of our students face. The Foundation Programmes are for students with great academic potential who have not yet achieved all they are capable of because of various disadvantages in life. The programmes can lead to either an offer from Oxbridge or a step on to another university. | PH to arrange to meet students who ask to leave the Programme and present this as an option to students for whom it might be of interest.   |
| 8 | Nothing on rare subjects                               | Introduce our students to rarer subjects such as Latin, Mandarin, and History of Art not offered at the school.   | State school students generally, and RM students in particular, apply disproportionately for the most competitive subjects. If we want to see a change in our offer rates from Oxbridge one sensible approach would be to give our students some experience of new subjects.  | PH has contacted KCS and they have agreed to put together a "rare subjects" programme to be offered as part of the year 12 enrichment programme in 2021/22.                           |

