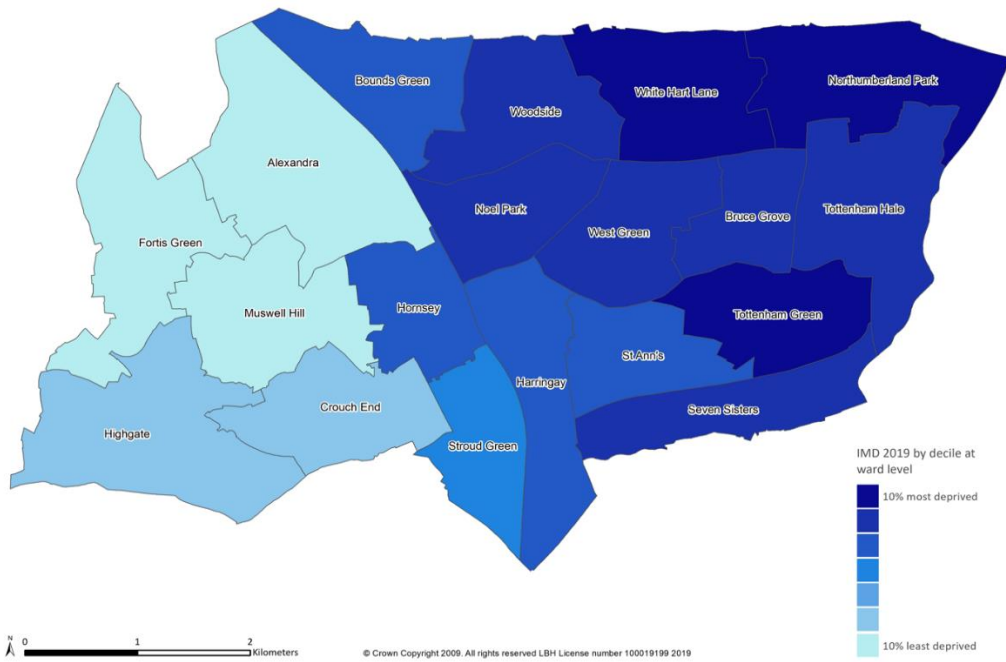
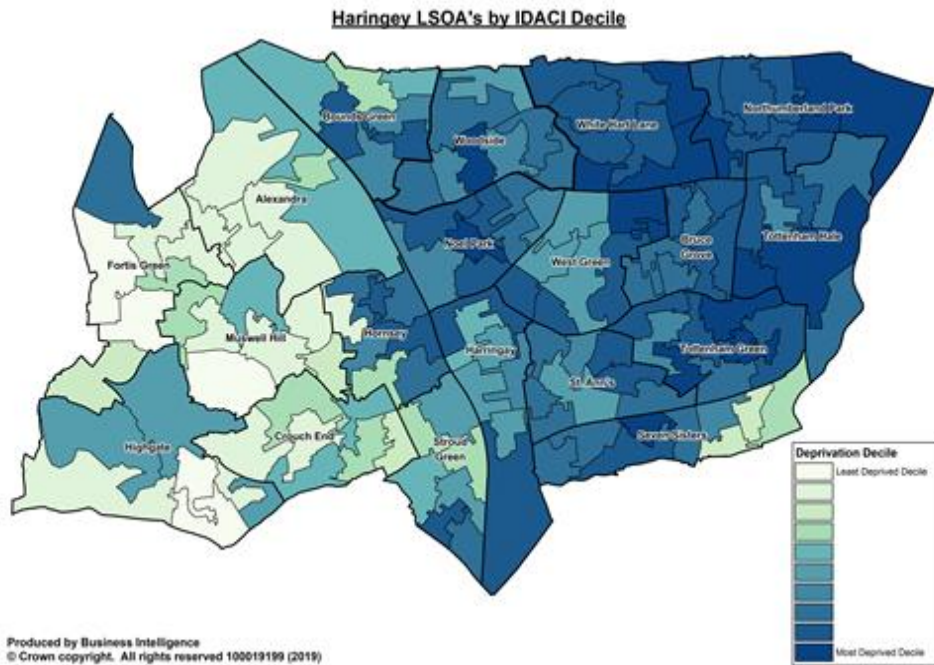


# Appendix 1 - Deprivation in Haringey by ward



Appendix 2 – Specific pockets of deprivation, using IDACI (Income Deprivation Affecting Children Index) data.



### Appendix 3 – further information and evidence on the participation gap

Of Haringey pupils<sup>1</sup> who went to Russell Group universities in 2017, 9% were from disadvantaged backgrounds and 20% from non-disadvantaged backgrounds.

Data for Haringey is limited (figures are only available for four schools/colleges), but the table below indicates the percentage of young people from different ethnic groups who went to a Russell Group university (between 2017-2019). Further detail on breakdown of ethnicity and destinations will be included in the autumn Cabinet report.

Ethnic group	% going to a Russell Group university
White British	35%
White Other	24%
Black African	25%
Bangladeshi	43%
Black Other	13%
Mixed Other	24%
Black Caribbean	24%
Other	17%
Unknown ethnicity	80%
Asian Other	33%
Mixed White and Black African	23%
Asian Indian	25%
Mixed White and Black Caribbean	14%
Mixed White and Asian	18%
Pakistani	14%
Chinese	14%
White Irish	0%
<b>Average</b>	<b>26%</b>

3.6% of disadvantaged young people from the least advantaged areas entered a highly selective university, compared to 21.3% of applicants from the most advantaged areas<sup>2</sup>.

At Key Stage 2, Haringey pupils from the lowest income neighbourhoods in Haringey score an average 55% in the expected standards for reading, writing and maths. Pupils from the highest income areas score on average 76%.

IDACI (Income Deprivation Affecting Children Index). 1 is the most deprived decile	% achieving reading, writing and maths
1	55%
2	57%
3	56%
4	61%
5	71%
6	74%
7	76%
8	78%
9	88%
10	76%
<b>Average</b>	<b>64%</b>

<sup>1</sup> <https://www.gov.uk/government/statistics/destinations-of-ks4-and-ks5-pupils-2017>  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/781090](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781090)

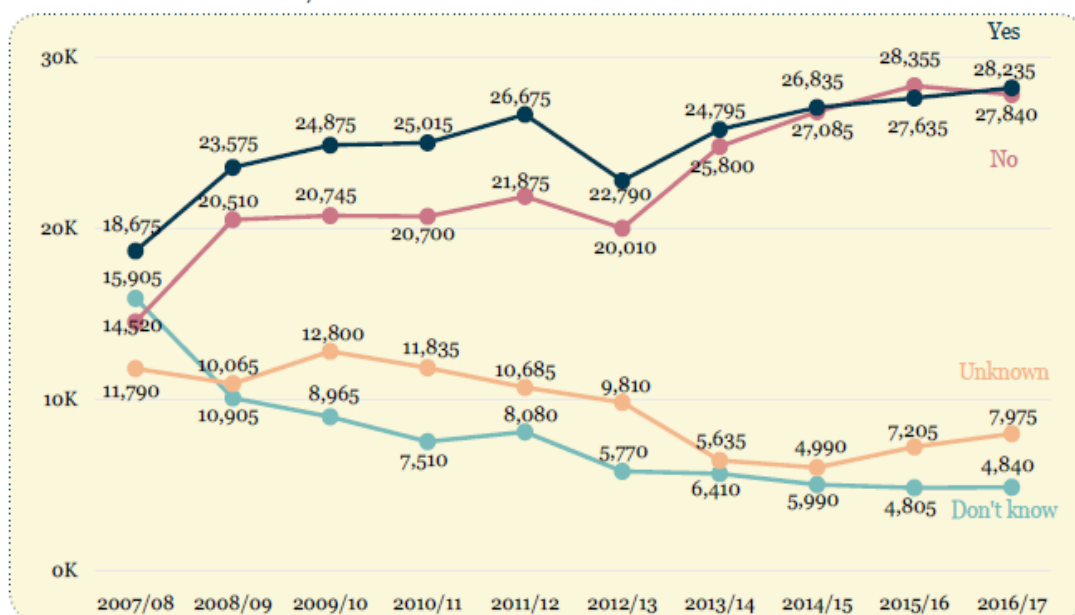
<sup>2</sup>UCAS (2016) End Cycle report: <https://www.ucas.com/files/2016-end-cycle-report-2016>

Analysis from the Institute for Fiscal Studies shows the impact of school attainment at Key Stage 2 and 3 on later application rates to higher education.<sup>3</sup>

The Institute for Fiscal Studies also finds that parental characteristics, including whether parents attended higher education, continues to have a significant influence on the likelihood that their children will apply to higher education.<sup>4</sup>

The trend line from London Councils below shows the number of young people in London who entered higher education, broken down by whether their parents went into higher education. The number entering whose parents did *not* attend university is starting to fall (from 28,355 in 2015 to 27,840 in 2016).

**FIGURE 17: PRIOR PARENTAL PARTICIPATION IN HE - TIME-SERIES**



5

The university dropout rate is rising. For students from disadvantaged backgrounds it is 8.8%, compared to 6% for more advantaged students<sup>6</sup>.

The Institute for Fiscal Studies publication<sup>7</sup> finds that young people from the most deprived backgrounds are still 3.4 percentage points more likely to drop out, 5.3 percentage points less likely to complete their degree and 3.7 percentage points less likely to graduate with a first or 2:1 than those from the least deprived backgrounds

70% of students from the least deprived socio-economic background graduate from university with a 2:1 or first class degree. 40% of those from the most deprived socio-economic background do so.

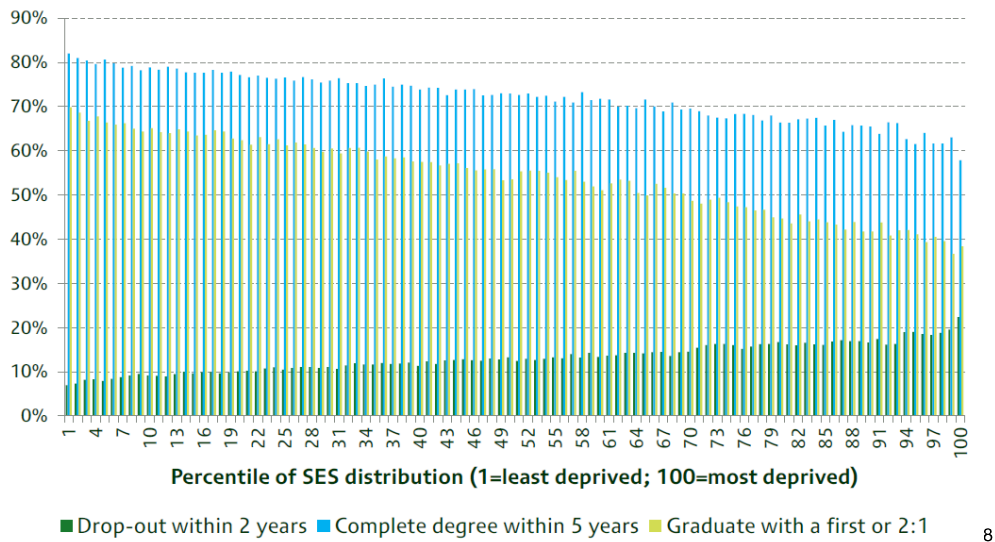
<sup>3</sup> <https://www.ifs.org.uk/wps/wp1004.pdf>

<sup>4</sup> <https://www.ifs.org.uk/wps/wp1004.pdf>

<sup>5</sup> <https://www.londoncouncils.gov.uk/sites/default/files/The%20Higher%20Education%20Journey%20of%20Young%20London%20Residents%202018.pdf>

<sup>6</sup> <https://www.hesa.ac.uk/news/07-03-2019/experimental-uk-performance-indicators>

<sup>7</sup> <https://www.ifs.org.uk/uploads/publications/wps/WP201431.pdf>

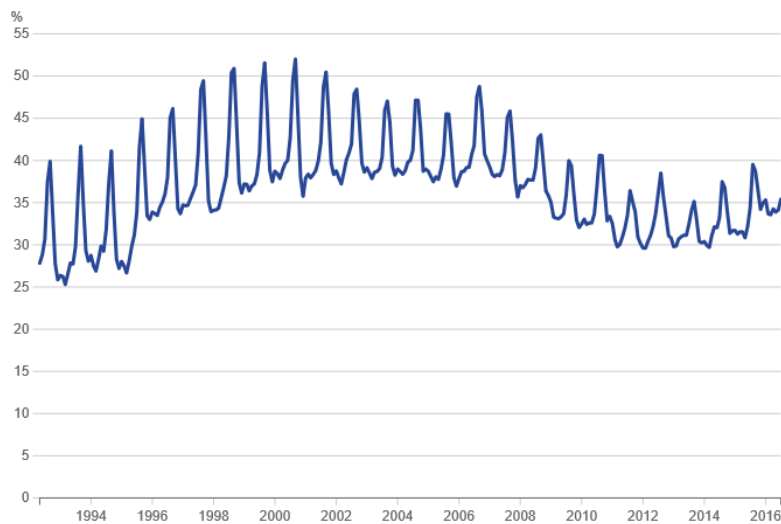


8

A persistent inequality at universities (and other higher education institutions) is that some students find they need to work alongside their studies, while others do not (or at least can afford to work less).

The graph<sup>9</sup> below shows that the number of students working whilst in full-time education has been falling, but that more than a third continue to do so.

**Percentage of 18 to 24 year olds in full-time education who are in employment, non-seasonally adjusted, UK, March to May 1992 to May to July 2016**



<sup>8</sup> <https://www.ifs.org.uk/uploads/Claire%20Crawford%20-%20SES%20differences%20in%20HE%20participation%20and%20outcomes.pdf>

<sup>9</sup> <https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/livebirths/articles/howhasthestudentpopulationchanged/2016-09-20>

Participation in higher education has widened enormously in recent decades, but a degree remains a passport to higher salaries. The average (median) graduate salary<sup>10</sup> is £10,000 higher than a non-graduate salary.

**Resilience** - in weighing up whether or not to go into higher education, plenty of pupils conclude that they can secure the same job or career without a degree – and without the associated costs. They may also quite reasonably take account of the faster progress they can make without devoting 3 or 4 years to study. One of the downsides to this is that as the job market and the structure of the economy changes over time, it is useful to have a higher education qualification as evidence of an individual's ability (including their capacity to learn, adapt, and of course self-motivate). The mentoring and advisory support proposed under this scheme would set out to emphasise the long-term benefits of higher level qualifications – and the contribution they make to individual economic resilience.

Barriers are still present after graduation. 81.4% of graduates from the most advantaged backgrounds were in high-skilled jobs six months after graduating, compared to 76.1% of those from less advantaged backgrounds.<sup>11</sup>

**BAME** - Russell Group BAME graduates<sup>12</sup> are more likely to be unemployed than their white counterparts.

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<sup>10</sup>[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/797308/GLMS\\_2018\\_publication\\_main\\_text.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/797308/GLMS_2018_publication_main_text.pdf)

<sup>11</sup>[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/757897/WP2018-MainText.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/757897/WP2018-MainText.pdf)

<sup>12</sup> <https://www.runnymedetrust.org/projects-and-publications/employment-3/the-colour-of-money.html>

Appendix 4

<b>Academic year</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>
	£	£	£	£
<i>Bursary payments: £3,000pp per year</i>	3,000.00	3,000.00	3,000.00	3,000.00
Total students	0	10	20	30
		£	£	£
Total cost	£ -	30,000.00	60,000.00	90,000.00
	£	£	£	£
<i>Higher education campus visits: £50 per visit x2</i>	100.00	100.00	100.00	100.00
Total students	25	25	25	25
	£	£	£	£
Total cost	2,500.00	2,500.00	2,500.00	2,500.00
	£	£	£	£
<i>UCAS application fees: £26pp</i>	26.00	26.00	26.00	26.00
Total students	100	100	100	100
	£	£	£	£
Total cost	2,600.00	2,600.00	2,600.00	2,600.00
	£	£	£	£
<i>Pre-application mentoring (10 hours pp per year)*</i>	-	-	-	-
Total students (50 pupils: 25 from Y11, 25 from Y12)	50	50	50	50
	£	£	£	£
Total cost	-	-	-	-
	£	£	£	£
<i>Post-application mentoring (10 hours pp per year)*</i>	-	-	-	-
Total students (25 pupils from Y13)	25	50	75	100
	£	£	£	£
Total cost	-	-	-	-
	£	£	£	£
<i>Application support</i>				
Total students	N/A	N/A	N/A	N/A
	£	£	£	£
Total cost	4,000.00	4,000.00	4,000.00	4,000.00

	£	£	£	£
<i>Placements (8 weeks, 2 days per week @ £10.75ph)</i>	1,224.64	1,224.64	1,224.64	1,224.64
Total students	0	0	10	10
			£	£
Total cost	£ -	£ -	12,246.40	12,246.40
 <i>Council-based coordinator (10% of a full-time PO1 role @ £31,548)</i>				
Total students	100	TBC	TBC	TBC
	£	£	£	£
Total cost	3,154.80	3,154.80	3,154.80	3,154.80
	£	£	£	£
<b>Grand total</b>	12,254.80	42,254.80	84,501.20	114,501.20
			£	
Budget line (£120k) surplus/deficit			5,498.80	

\* It is anticipated that mentoring will be from former students (as they graduate), officers in the council and in partner organisations and that there will be no cost to this as it will be done on a voluntary basis

Academic year	2020/21	2021/22	2022/23	2023/24
Number of student bursaries	0	10	20	30
		£	£	£
Bursary payments to students		30,000	60,000	90,000
	£	£	£	£
Application and placement support	13,000	13,000	24,000	30,000

	£	£	£	£
<b>Total cost of scheme</b>	<b>13,000</b>	<b>43,000</b>	<b>84,000</b>	<b>120,000</b>