



SOCIAL  
MOBILITY @  
UNIVERSITY  
OF YORK



UNIVERSITY  
*of York*

# LEVEL BEST

IMPACT REPORT

LEVELLING UP  
GOALS







# Contents

Foreword	◆ 04
Accelerating social mobility	◆ 06
Levelling up the field of opportunity	◆ 08
Executive summary	◆ 10
The opportunity gap	◆ 14
Opportunity for all	◆ 17
Creating opportunities	◆ 20
Expanding opportunities	◆ 24
Recommendations	◆ 32
References	◆ 34





# ◆ Foreword

Rt Hon Justine Greening

**Founder of the Levelling Up Goals, Former Secretary of State for Education**

In this country, all too often, where you start in life still decides where you finish. It's a defining challenge for us as a nation. There is certainly talent spread evenly across the country – the problem is that opportunity isn't spread so evenly. That can lead to missed opportunities at every life stage. Social mobility has been such an important part of my own life. Growing up in Rotherham in the 1980s, where there was very little opportunity, the chance to go to university enabled me to change my life for the better, leading to opportunities throughout my life that I would never have had access to without it.

The government has acknowledged that the levelling up agenda – the commitment that everyone, no matter what their background or where they are from, will have equality of opportunity – is fundamental to the social and economic well-being of the country and essential to our recovery from the impact of Covid-19. Its strategy should be a national one, with long-term ambitions which are shared by business, civil society and communities. Its efforts and resources should be focused on those parts of the country where people face the toughest challenges but have the fewest opportunities, so no one is left behind. Disadvantage accumulates and we need to reverse these negative life cycles that still exist in too many parts of the country.

That reverse starts with education and universities are in a unique position to lead the way in meeting this challenge head on, redefining the social contract they have with their local communities.

The University of York was endowed from its establishment in 1963 with a strong social purpose, drawing on a rich tradition of championing social justice and combating inequality that is distinctive to the city of York. As a member of the Purpose Coalition, a group of the UK's leading purpose-led policymakers, business leaders and university Vice-Chancellors, and currently the only Russell

Group university to be a member, the University of York is seeking to build on its founding principles of social justice by developing an ambitious agenda for the future. Its aim is to create a legacy of aspiration and opportunity for its students by widening access and participation and addressing the awarding gap, while maintaining its broader work for public and social good in its local and regional communities.

With a global reputation for inspirational and life-changing research, which is helping to address some of our biggest scientific, social and environmental challenges, the institution is working in close partnership with the Coalition to bring a fresh perspective to its work.

Under the leadership of Professor Kiran Trehan, Pro-Vice-Chancellor for Partnerships and Engagement, the University is helping the Coalition to develop a system of measurement which will enable organisations to evaluate how effectively they are improving people's chances of success across all life stages.

The 14 Levelling Up Goals developed by the Purpose Coalition are based on the United Nations Sustainable Development Goals that I worked on as Secretary of State for International Development. They provide an architecture for government, education, business, communities and others to address the lack of opportunity in the country.

Designed to focus on key life stages, from early years through to adulthood, they will also help to identify the barriers that exist at each stage. Crucially, they will also provide a benchmark to track progress, supported by the more specific system of measurement being developed in partnership with the University of York.





The University is challenging itself as an institution to explore what is possible in terms of levelling up the playing field on opportunity and to demonstrate a path forward to others. It recognises that driving change means working closely with its educational partners in local schools and colleges and with organisations including the City of York Council, the York and North Yorkshire Local Enterprise Partnership, the NHS, business and industry in the area, shaping the region's future while maintaining York's heritage of social good.

The ambitious manifesto that the University of York is developing with the Purpose Coalition demonstrates a continued commitment to social justice and to engaging in positive partnerships for the future. It also highlights how a Russell Group university can be a force for levelling up, with its focus on social justice leading to a stronger institution and a successful and lasting legacy. Working together, I believe that it will help us to build inclusive and purposeful futures for everyone.

# ◆ Accelerating social mobility

Charlie Jeffery

Vice-Chancellor and President at the University of York

The University of York's partnership with the Purpose Coalition is an institutional commitment, but one which also has a personal resonance for me. Justine Greening's strategy for linking social mobility and the eradication of inequality to the agendas of levelling up and building back better, chimes with what we as a university want to do and with who we want to be.

It also resonates with me on a personal level. I'm from a background of rural poverty, brought up by a single mum on benefits, in a low-aspiration area. But I was lucky. My mum had high hopes. She was passionate about education and constantly encouraged me. As a result, I became the only child from my primary class to go to university. She was my passport to social mobility. Great for me, but what of those left behind?

These powerful formative experiences instilled in me a deep commitment to opening up and accelerating opportunity to those whose talent is all too often ignored or wasted because the barriers to advancement prove impossible to overcome.

Our partnership with the Purpose Coalition will act as a catalyst for change within our own organisation. And it will connect us to a network of like-minded people and organisations – public, private and charitable – whose combined voice can shape the national agenda.

York's strategic vision is a return to the values of our founders – who endowed the new University with a strong sense of social purpose, drawing on a rich tradition of fighting for social justice and combating inequality that is distinctive to the city of York. These values will drive our ambition to help create the conditions needed for all parts of our society to flourish.

Even in the 1960s, our founders focused on what we now call equality, diversity and inclusion. They believed, and we share that belief today, that our teaching and research should open up new knowledge through reason, experiment and debate, and then apply it for the "amelioration of human life and conditions." The application of this teaching and research is the key to accelerating change.

The Covid pandemic has served only to emphasise the need to breathe new life into these enduring values: to ensure that the next time we face such a formidable foe we are better prepared to meet it and that we respond as a much more equal and united society.

The partnership with the Purpose Coalition will spur us on to make our student body truly representative of the society around us, as we work to widen access to the University. This is crucial, as it is from this increasingly diverse student community that the next generation of business leaders, legislators, engineers, clinicians, health professionals, lawyers, social workers, communicators and creatives will be drawn.

It also furthers our ambition to help make York the UK's first inclusive learning city through our work with Higher York and aligns with our vision to help York build back better as we emerge from the pandemic. By nurturing an integrated education partnership – from primary schools through to further and higher education – we will build a pipeline of opportunity for all, equipping more young people with the knowledge, skills and values to identify and resolve the social and economic needs of society and secure the public good.





# ◆ Levelling up the field of opportunity

Kiran Trehan

Pro-Vice-Chancellor for Partnerships and Engagement at the University of York

Covid-19 is not an equal opportunity virus. It has disproportionately affected minority communities and the poor who find themselves trapped in circumstances beyond their control, with little or no opportunity of escape.

The statistics are stark. South Asian Covid-19 patients in England, for instance, suffered the highest death rates<sup>1</sup> and were much more likely to need intensive care and invasive ventilation than white patients. On the NHS front line, while Black and Asian staff represent only 21% of the NHS workforce, early analysis reveals they accounted for 63% of deaths.<sup>2</sup>

These studies and statistics, echoed throughout the pages of this document, expose an inconvenient and troubling truth: the pandemic has shown that social mobility in the UK is in lockdown and the social distance between the super affluent and the poor is growing so wide that it is opening deep divisions in our society.

Our partnership with Justine Greening and the Purpose Coalition signals the University of York's determination to lead the national levelling up agenda, shaping it in such a way that the UK not only builds back better, but also builds back fairer.

We do this by reconnecting with our founding ethos, which is rooted in a tradition of social reform, epitomised by the Rowntree family, that remains as relevant and urgent today as it was a century ago when it helped shape the formation of the welfare state.

Our shared goal, with the Purpose Coalition, is no less ambitious. It is to make the University, the city and the wider region a powerful catalyst for unlocking social mobility, not just in York or the UK but much further afield.

My recent experience with the West Midlands Mayor, Andy Street, and his Leadership Commission's 2018 Report is helping our partnership frame an ambitious manifesto for change with clear and measurable goals. This manifesto will help remove the barriers that make it more difficult for people from under-represented groups to reach leadership positions.

Just as the *Leaders like You*<sup>3</sup> report made a series of recommendations for how the West Midlands should work together to improve diversity at senior levels, the University's work with the Purpose Coalition is transforming the social mobility pledges from leading players in the private sector and higher education into deliverables that maximise impact.

In partnership with the Coalition, we are advising on how best to measure and benchmark an organisation's success in becoming more inclusive in a way that nurtures the all-important pipeline of future leaders who will continue to level up the field of opportunity.

As a Russell Group university, we are all too aware of how institutions like ours can unconsciously perpetuate the very thing we are trying to avoid, as recent debates about the pernicious impact of so-called meritocracy have highlighted. This is very much to the fore as we think about how a university that cherishes excellence – in our students, teachers, researchers and leaders – must also open the doors of opportunity as wide as possible.

Reconnecting with our founding ethos is an essential first step in avoiding the meritocratic trap and in addressing the persistent inequalities exposed by the pandemic. We need to be as bold and as ambitious as the social reformers who followed up their research with actions that laid the foundations for the welfare state and a fairer and more open society.





## ◆ Executive summary

When Covid-19 first took the UK in its grip, it was seen as a great but cruel leveller. The virus appeared to be no respecter of position, privilege or power.

As the casualty figures poured in, however, that picture changed. Instead of a common vulnerability to an indiscriminate foe, it became clear that the death toll of the virus was spreading along the fault lines of deep-rooted inequalities in income, health, housing, education and opportunity.

### Covid's lost generation

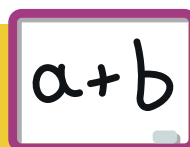
With the rapid development of a vaccine and its effective roll-out across the country, the UK has risen to the medical challenge thrown up by Covid-19. But it now finds itself facing an equally serious challenge: how to build back better from the pandemic in a way that levels up our society, so that door to opportunity is open to all and no one is left behind.

The Social Mobility Pledge and its most committed supporters in the Purpose Coalition – with the University of York to the fore – have a crucial role to play in meeting this challenge.

The Office for Budget Responsibility's Covid Reference Scenario predicts that the UK economy will contract by 35%, with unemployment potentially peaking at 10 million.<sup>4</sup> This national average, deeply troubling though it is, masks a starker reality. Some areas – predominantly in the North West and Midlands – are predicted to face an almost 50% reduction in regional economic growth. By contrast, only one of the 20 hardest hit areas is in London and the South East. Overcoming this deep divide is core to the mission of the Purpose Coalition and its role in helping deliver the levelling up agenda.

The Coalition's analysis<sup>5</sup> identifies 16 opportunity coldspots in England at risk of a 'double opportunity hit' (see page 11). Already among the worst areas for social mobility, they are going to be particularly badly affected by coronavirus. This opportunity deficit overwhelmingly affects people from more disadvantaged communities and backgrounds, with inequalities opening up at the earliest stage and continuing throughout the formative years. This is closing down social mobility and opening up the serious risk of creating a lost generation.

Across every level of education, the impact of the pandemic has blocked access to learning: from primary through to further and higher education. The lack of a computer and the internet in poorer households has exposed a deep digital divide. According to the Institute for Fiscal Studies (IFS), *Deaton Review of Inequalities* the cost of lost learning could translate to as much as £350bn, with an estimate that pupils stand to lose an average of £40,000 in lifetime earnings, with children from disadvantaged backgrounds most affected.<sup>6</sup>



the cost of lost learning could translate to as much as

**£350<sub>bn</sub>**

with an estimate that pupils stand to lose an average of

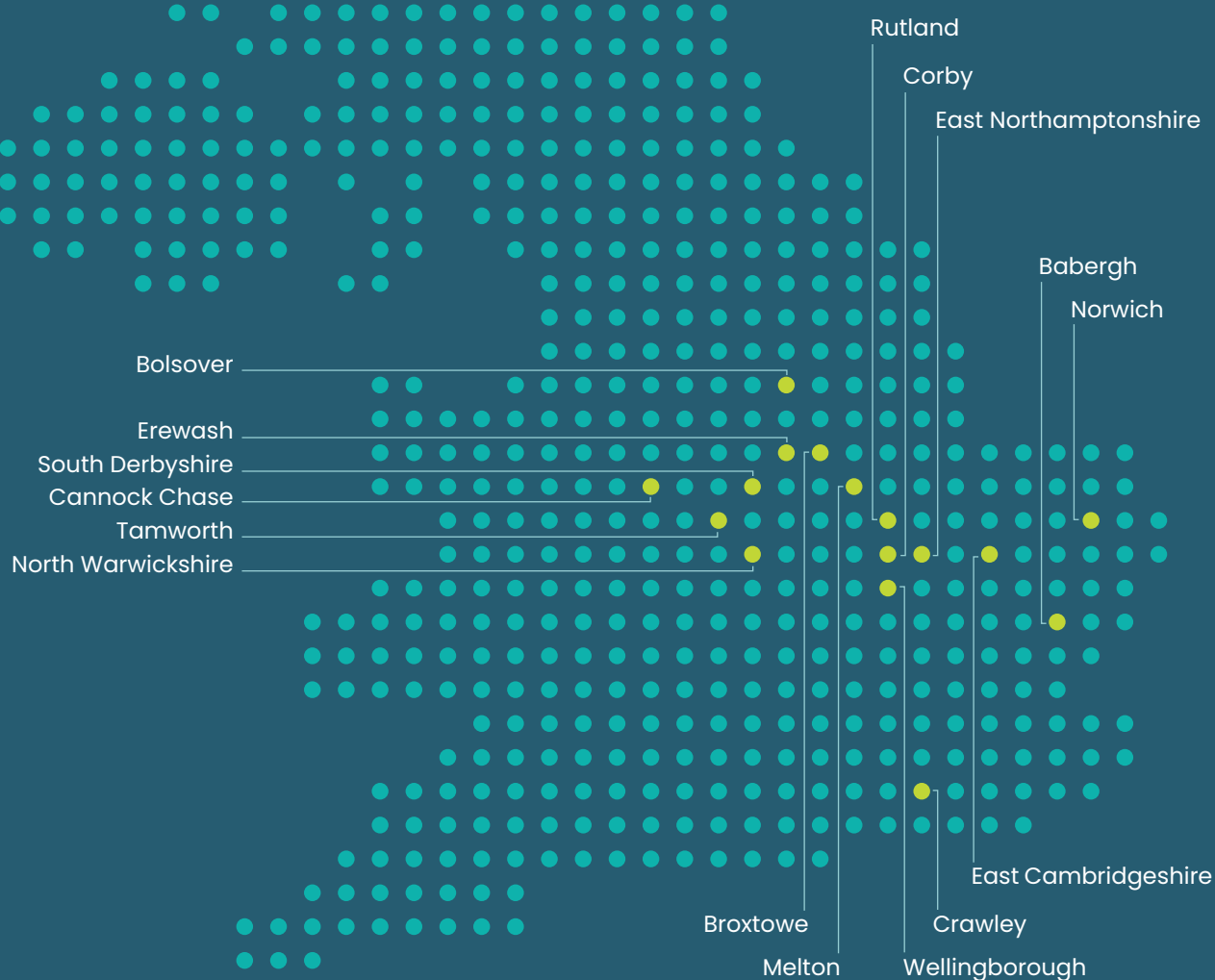
**£40,000**

in lifetime earnings



## Covid-19 opportunity coldspots

There are 16 areas in England at risk of a double opportunity hit – already among the worst areas for social mobility, these areas are going to be particularly badly impacted by coronavirus.



The IFS Deaton Review team<sup>7</sup>, which includes the University of York's Professor Kathleen Kiernan, also shows that the impact of the Covid-19 crisis will:

- ◆ widen inequalities between graduates and non-graduates
- ◆ worsen inequalities in income, education and skills
- ◆ worsen inequalities between the generations
- ◆ hit the self-employed and others in insecure and non-traditional forms of employment especially hard.

Unless we tackle these challenges wisely and fairly, these increasing inequalities pose a serious threat to our economic, social and political well-being.

### The power of partnership

The Purpose Coalition – formed by the most committed signatories of the Social Mobility Pledge – is determined to meet these challenges. We are turning the lessons of the pandemic into a powerful agent for change: informing and shaping the policies behind the levelling up agenda and building back better to create a fairer, more socially mobile society that is diverse, sustainable and inclusive.

We have developed a new framework to address the persistent inequality of opportunity which prevents so many from reaching their full potential and to help drive levelling up on the ground.

Drawing on founder Justine Greening's experience in helping establish the United Nations Sustainable Development Goals, this framework is built around 14 Levelling Up Goals that track social mobility through key life stages, from early years through to adulthood and older age. These Levelling Up Goals identify the key challenges that need to be overcome if we are to prevent Covid-19 from permanently locking down opportunity and social mobility.

The Levelling Up Goals create a common language and common purpose for Social Mobility Pledge partners – in both the private and the public sector – to benchmark, monitor and measure their progress in removing the barriers to achieving these goals, and in opening up the widest possible opportunities to create a socially mobile society.





The partnership with the University of York is critical to this purpose. Leading by example, it will help deliver the social mobility and levelling up agenda in the way it promotes and extends social mobility and equality as an organisation; sharing best practice with other institutions to open opportunity for all. It also gives the Purpose Coalition access to its world-class research expertise in evidence-based policy making, to ensure that the 14 Levelling Up Goals are fit for purpose, and can be easily monitored and accurately measured.



## ◆ The opportunity gap

Social mobility in the UK stalled in the 1990s. In tandem, the gap between rich and poor has widened, with severe social, economic and political consequences.

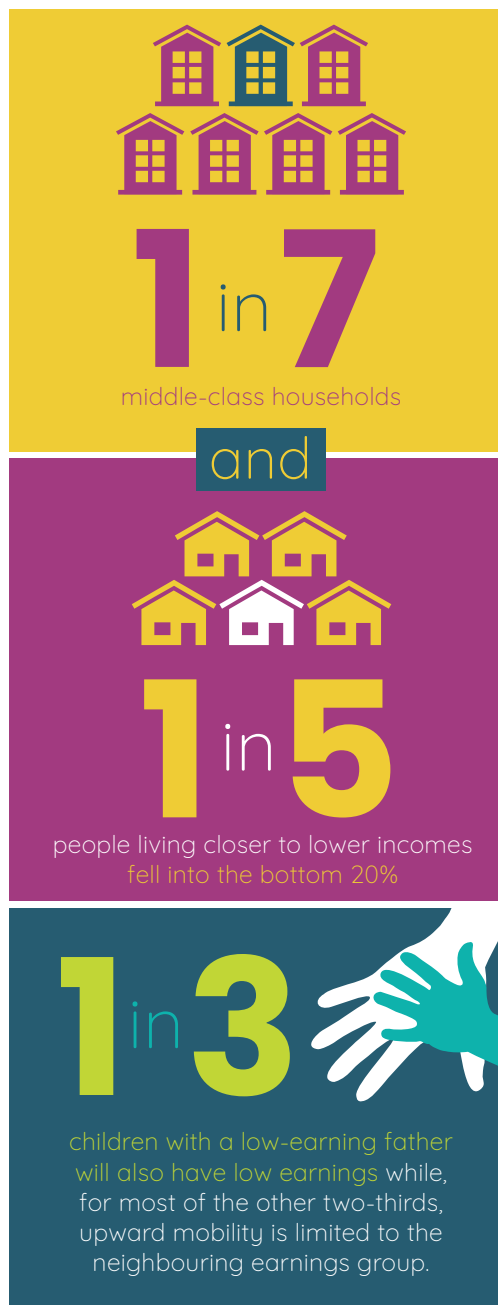
The OECD's report<sup>8</sup> *A Broken Social Elevator? How to Promote Social Mobility* reveals that, given current levels of inequality and intergenerational earnings mobility in the UK, it could take at least five generations, or 150 years, for the child of a poor family to reach the average wage, compared to two generations in Denmark, and three in Finland and Sweden.

The report also highlights that, whereas many people born to low-educated parents between 1955 and 1975 enjoyed income mobility, this has stagnated for those born after 1975. Over the four-year period examined by the report, about 60% of people remained trapped in the lowest 20% income bracket, while 70% remained at the top.

At the same time, one in seven middle-class households, and one in five people living closer to lower incomes, fell into the bottom 20% income bracket. One in three children with a low earning father will also have low-earnings while, for most of the other two-thirds, upward mobility is limited to the neighbouring earnings group.

These figures reinforce the findings of the University of York's Professor Kate Pickett, co-author alongside Richard Wilkinson of the groundbreaking and best-selling *The Spirit Level*<sup>9</sup> which exposes the pernicious effects that inequality and lack of social mobility have on societies: eroding trust, increasing anxiety and illness and encouraging excessive consumption.

A patron and co-founder of the Equality Trust, Pickett shows that for each of 11 different health and social problems – physical health, mental health, drug abuse, educational attainment, imprisonment, obesity, social mobility, trust and community life, violence, teenage pregnancies and child well-being – outcomes are significantly worse in more unequal rich countries.



Research by the Institute for Fiscal Studies (IFS)<sup>10</sup> amplifies these findings, showing how inherited wealth is increasing, thus blocking the path to social mobility. Rising house prices, growing wealth and stagnant earnings mean that inheritances are becoming ever more important in determining life chances and lifetime income. Relative to other sources of income, inheritances are likely to be about twice as important to the generation born in the 1980s as they were for those born in the 1960s.

The IFS concludes that: “unless we can get productivity, earnings and incomes growing as they used to in the 20th century we are likely to continue to regress towards a 19th-century settlement in which inheritance becomes ever more important in determining our place in society.”<sup>11</sup> Social mobility, in other words, is going into reverse gear.

This is reflected in the Purpose Coalition’s own research from before the pandemic which reveals that young people in the UK are finding it harder to progress in the workplace than their parents or grandparents did. The survey<sup>12</sup> of 2,000 people revealed that most UK workers believe breaking through the ‘class ceiling’ is harder for young people now than it was for earlier generations.

A majority (60%) of workers aged 35 to 64 believe economically disadvantaged people in the generation below them have a harder time advancing their careers than those one generation older.

The survey also asked thousands of workers aged between 18 and 64 to score how easy it is to get on in life in the UK, regardless of background, with 1 being ‘very hard’ and 10 being ‘very easy’. An average score of 5 was registered, although a quarter of those surveyed rated it ‘hard’ or ‘very hard’.

Getting on as a disadvantaged young person is either ‘difficult’ or ‘very difficult’, according to the majority (54%) of respondents, rising to 62% in London.

## The pandemic and social mobility

The Covid-19 pandemic has shone a fierce spotlight on the widening inequalities that exist within and across regions, cities and towns in the UK. New research led by the University of York’s Professor Susan Griffin is examining how these inequalities affected the delivery of effective responses to disadvantaged populations during the pandemic.<sup>13</sup> It will produce a toolkit to guide the government’s levelling up policy and its ongoing responses that reflect the importance of prioritising the health and well-being of the most disadvantaged.

The wider economic impact of the pandemic, as outlined in the Office for Budget Responsibility’s *Covid Reference Scenario*<sup>14</sup> predicts that the UK economy will contract by 35%, with unemployment potentially peaking at 10 million. This national average masks the fact that, in regions such as the North West and the Midlands, economic growth could be reduced by as much as 50%. By contrast, only one of the 20 hardest hit areas is in London and the South East.

The Purpose Coalition’s research<sup>15</sup> shows that eight of its 14 Levelling Up Goals used to calculate social mobility will be adversely impacted. The Purpose Coalition used existing place-based social mobility analysis, together with the predicted impact of coronavirus, to examine the size of a community’s ‘opportunity gap’.

This analysis reveals there are 16 areas in England at risk of a ‘double opportunity hit’. Already among the worst areas for social mobility, they are going to be particularly badly affected by coronavirus (see map on page 11). Those in the top 20 with the largest opportunity gap are referred to as Covid opportunity coldspots.

This opportunity gap overwhelmingly affects people from more disadvantaged communities and backgrounds and the gap starts to open up from a very early age. Coronavirus widens that opportunity gap for young people at every stage of their formative years and it is becoming clear that we are at risk of creating a lost generation.





### Locking down social mobility

Nowhere is this more telling than in the impact of lockdowns and other restrictions on schools, which have had deeply damaging consequences for young learners from disadvantaged backgrounds.

Prior to the pandemic, primary school children spent around six hours a day on educational activities regardless of family income. With school closures, time spent on educational activities decreased but the wealthiest third of families saw their learning time fall by less.<sup>16</sup>

The Sutton Trust has found that privately educated pupils are twice as likely to have used online lessons every day and that 60% of private schools have an online work platform. In the most affluent areas, 37% of all schools have an online work platform compared to only 23% of schools in deprived areas<sup>17</sup>.

Across every level of education, the impact of the pandemic has been severe, with the digital divide emerging as a key barrier, from primary school through to university. The IFS assessed<sup>18</sup> that the cost of lost learning could translate to as much as £350bn in lost earnings, with an estimation that pupils stand to lose an average of £40,000 in lifetime earnings, with children from disadvantaged backgrounds most affected<sup>19</sup>.

Research into the impact of those with severe mental illnesses by the University of York concluded that many of the digital solutions generated by the current restrictions might become normal practice even after the pandemic has ended. "This sets the scene for non-digitally engaged people with mental illnesses to face yet another inequality for years to come, exacerbating the health and social inequalities they already experience."<sup>20</sup>

The Office for National Statistics (ONS) has shown that young people were particularly affected by the impact of the pandemic: while employment levels for those aged 16 to 64 have fallen by an average of 1.4%, employment levels among 16- to 24-year-olds have fallen by 5% as of April 2021.<sup>21</sup>

The ONS study shows that 15% of workers in shut-down sectors are from a BAME background, while 12% of all workers are from a BAME background and 57% are women compared to a workforce that is 48% female. Those who are low paid are more likely to work in shut-down sectors as well as less likely to be able to work from home.

In the field of higher education, there is concern that university may become less affordable for those relying on part-time work to fund their studies, as casual work in bars and restaurants and other social settings is affected by restrictions and closures.

Other students may have previously found it a struggle but nevertheless managed to balance study with wider family and financial responsibilities. For those already on a course, it may mean they simply cannot afford to see it through to the end and drop out. This would be a dramatic backward step on social mobility.

The University of York's activities demonstrate that it is possible to deliver positive outcomes for social mobility and the wider public good even in the face of a devastating pandemic. Professor Kate Pickett, whose second book with Richard Wilkinson *The Inner Level*<sup>22</sup> explored the impact of inequality on mental illness and social cohesion, argues that alongside the pain and damage inflicted by the pandemic there "has also been an increase in social cohesion, friendliness and mutual support".

But she cautions against complacency: "Income differences in the UK are likely to have widened rather than narrowed during the crisis, as the low-paid lose sources of income while higher-earners<sup>23</sup> who work at home continue to draw salaries."

As a university with a passionate belief in civic engagement and social mobility, York is determined that public good should come from the shared adversity of Covid-19. The next section of this report shows how, as an organisation, the University is unlocking barriers to social mobility at the local, regional and national levels through widening access and participation strategies that promote diversity, inclusivity, and equality of opportunity.

## ◆ Opportunity for all

The University of York's founding principles, profoundly influenced by the thinking of the social reformers Joseph and Seebohm Rowntree, include a deep commitment to the public good, sharpened by an ambition to eradicate inequality by widening opportunity. Principles that chime perfectly with the Social Mobility Pledge and the Levelling Up Goals of the Purpose Coalition.

Widening access, opening up opportunity, including for those who have been left behind, is a powerful part of the University's heritage and resonates across the institution to this day. The partnership with the Purpose Coalition will help the University of York explore what these principles mean today for an organisation that is committed to the city and the wider region and to pushing the pursuit of the public good across and beyond national boundaries.

Guided by a shared purpose that comes from caring about inclusiveness, its leadership team is committed to the long-held ambition of overcoming decades of persistent inequality based on educational and socio-economic hardship. This means fostering opportunities through outreach, access and support not only for young people but also for mature learners who may have been denied the chance to realise their potential and aspirations.

The approach has inspired the creation of a network of targeted social mobility programmes that are reaching out to less advantaged and left-behind communities.

These programmes – based on evidence, evaluation and support – have five key pillars:

- ◆ outreach – supporting learners from less advantaged or under-represented backgrounds both locally and nationally, engaging through community, on campus and online activity
- ◆ access – opening minds and opportunity to life-long learning
- ◆ attainment – empowering learners to achieve their full potential

◆ mentoring – inspiring role models to light up the path to learning

◆ community – creating an inclusive learning community where no one is left behind

◆ public engagement – inspiring under-represented communities to see higher education as a powerful option that is open to them.

The following infographic gives an at-a-glance view of the University of York's deep and wide engagement with stakeholders and schools in the city of York, the wider region and country.



**As we look to rebuild the economy after the pandemic we must work towards one that offers everyone the opportunity to get a good job and to live in a community that enables them to be free from poverty wherever they live."**

**"The government's levelling-up agenda is now more important than ever. Done right, it has the potential to propel the economy to recovery and loosen poverty's grip. The stakes could not be higher."**

**DAVE INNES,  
JOSEPH ROWNTREE FOUNDATION**

# Opening opportunity

Reaching out to less advantaged families and left-behind communities to provide pathways to higher education

## 1,000

secondary school pupils each year in collaboration with

Est. 1841 | YORK ST JOHN UNIVERSITY | YORK COLLEGE

ASKHAM BRAYAN COLLEGE



## 500

pupils annually in collaboration with University of Hull and York St John on North Yorkshire Coast

## 2,000

pupils each year in Yorkshire and Humber with Universities of Leeds and Sheffield

## 1,000

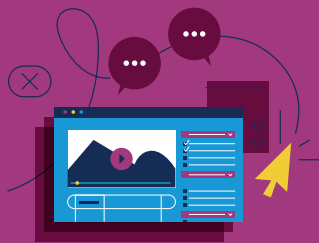
sixth form and college learners nationally every year





**£391,050**

alumni-funded York Futures scholarships awarded since 2017 to 672 students from less advantaged backgrounds.



**186,000+**

online learners engaged in our massive open online courses (MOOCs) since their launch in 2017



**4,000**

parents and children took part in YorNIGHT 2020 widening access to and understanding of how our research benefits society



**200+**

teenagers from less advantaged backgrounds given enterprise experience in business collaborations each year



**65,000+**

The York Festival of Ideas delivered 150 free events over a 13 day period in June 2021 with more than 50 local partner organisations to a global audience of more than 65,000 people from 130 countries.



**300+**

students awarded a York Opportunity Scholarship of £3,300 since 2017 funded by philanthropic donations and the University



**REALISING OPPORTUNITIES**  
Working Together | Supporting Talent

**1,000+**

local young people helped to progress to higher education since a Russell Group Realising Opportunities initiative began in 2011



**20,000**

less advantaged inner city children engaged throughout the delivery of a partnership between York's four higher education providers

**1,200**

learners with no family history of higher education attending sixth forms and colleges in the north of England have taken part in Next Step York since it began in 2013

**21,000+**

hours from 700 student volunteers taking part in York Students in Schools each year



## ◆ Creating opportunities

York prides itself on being a city of ideas and innovation: by harnessing this inventive spirit with partners across the city, the University is playing a key role in staging events throughout the year that reach and inspire the region's diverse communities. Here are just two examples.

### YorNight

The goal of this hugely successful family-focused event is to engage parents and children from some of the poorest neighbourhoods of York and the wider region, to show them that higher education and research is open to them. YorNight is their night.

Our aim is to:

- ◆ educate, entertain and inspire
- ◆ raise aspirations, particularly in those least likely to engage with higher education
- ◆ attract a wide and diverse public audience to engage with York research and researchers
- ◆ demonstrate how the University of York is responding to society's biggest challenges
- ◆ break down barriers around the perception of research and researchers
- ◆ illustrate the diversity of research careers.

As a university for public good, one of the University of York's key priorities is to open up pathways for under-represented groups to gain access to higher education.

In addition to marketing aimed at families, the University conducted a targeted marketing campaign to attract those who would not normally engage with higher education.

This included:

- ◆ intensive door-to-door leafleting in lower income Council wards
- ◆ Facebook adverts to key demographics
- ◆ Minster FM advertising
- ◆ money-off vouchers for schools with a high percentage of free school meals.

#### YorNight in February 2020

**4,275**  
attended

**84%**  
as a family

**84**  
local & regional  
schools

**20%**  
from low participation  
neighbourhoods

**42%**  
under 11 years old

**28%**  
heard about the event  
through social media

**90,000**  
reach over two social  
media platforms

**80%**  
agreed they will get involved  
with other engagement events



I love that they are sharing their work with the public and finding ways for children to access it."

"It made research more accessible and appropriate to our lives."

"I wish I was a scientist or researcher and would encourage my children to consider it as a career."





## Bags of Creativity

Improving social mobility requires partnerships. In the decade since it was established, York Festival of Ideas has been a partnership between the University and a range of cultural, social and business organisations across the city and at national and international level.

In 2021, we made another addition to our partnership. Working with REACH – the York Cultural Education Partnership - the Bags of Creativity project is making York Festival of Ideas more accessible to a wider local audience. By engaging with 20 local partners to develop and produce Bags of Creativity, the University has distributed bags packed with a range of creative resources, to every York primary school, who will hand them out to pupils in receipt of free school meals – more than 2,000 children across 51 schools in the city.

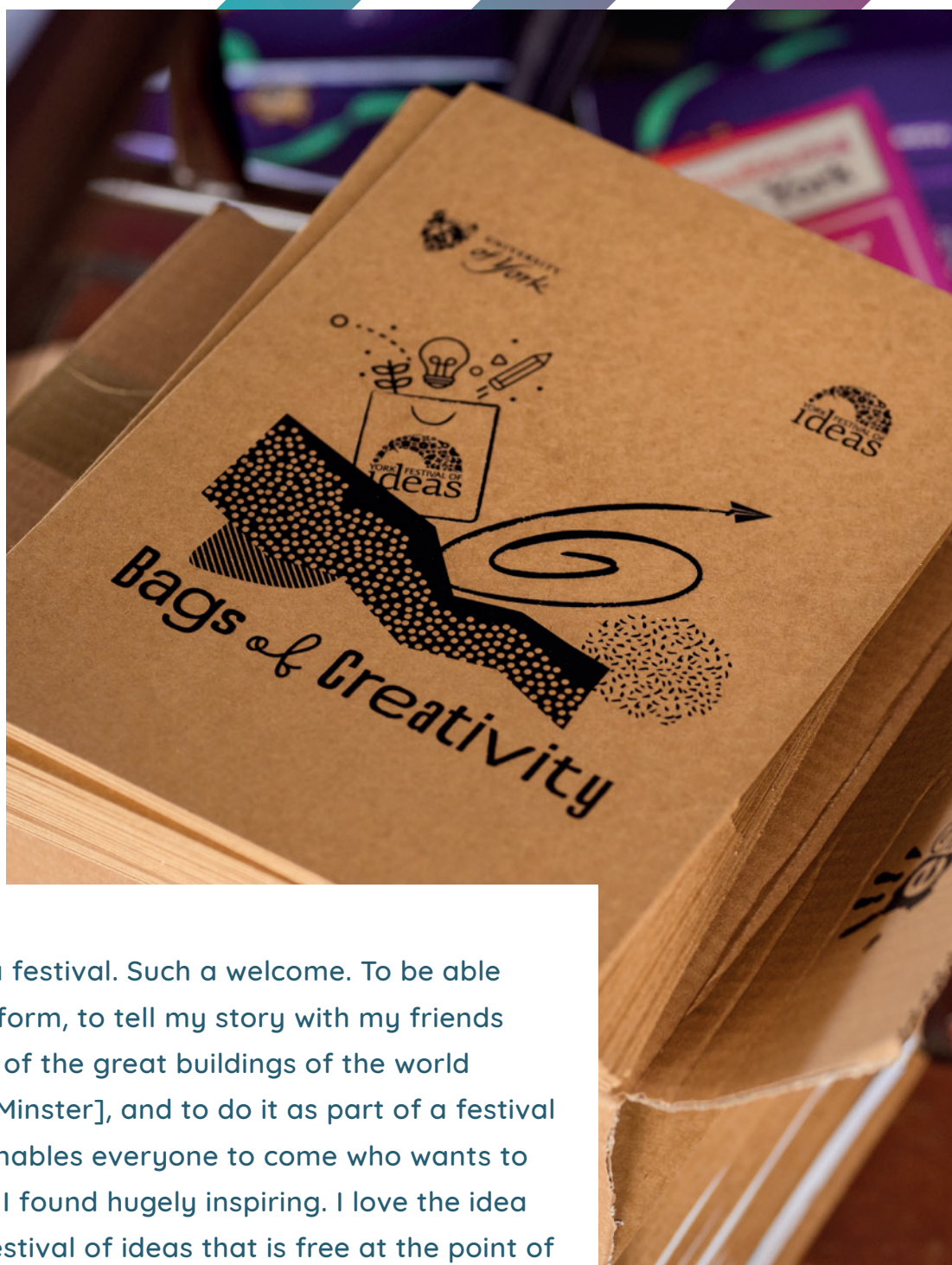
James Rourke, Headteacher at Lord Deramore's Primary School, said: "Alongside the basics of reading, writing and maths, creativity and the arts are an absolutely vital part of a child's education. These new bags will help reach those families who often struggle to finance and resource the creative pursuits regularly accessed by our more advantaged children."

*Festival Director Joan Concannon said:*



This exciting initiative signifies our passionate commitment to widening participation in our home city by embracing novel modes of inclusion, allowing us to reach a wider audience while remaining steadfast to our ethos to educate, entertain and inspire audiences of all ages."





//

Such a festival. Such a welcome. To be able to perform, to tell my story with my friends in one of the great buildings of the world [York Minster], and to do it as part of a festival that enables everyone to come who wants to come, I found hugely inspiring. I love the idea of a festival of ideas that is free at the point of delivery. In an ideal world that is how it should always be. Long may this festival continue and may I be invited back from time to time to enjoy the place, the people and the idea."

SIR MICHAEL MORPURGO

## ◆ Expanding opportunity

By sharply focusing our access and outreach work on breaking down the barriers of circumstance and prejudice, the University of York is unlocking the latent talent of people for whom university appeared an unattainable goal. In the personal stories that follow we show how best practice policy can change lives.

### Care leavers not left behind

**With just 6%<sup>24</sup> of care leavers known to be in higher education, the University of York is dedicated to ensuring that care-experienced young people are not excluded from higher education. Developed in partnership with more than 20 local authorities across the UK, our support measures are tailored to the specific needs of this vulnerable group.**

During the pandemic the University boosted its graduation bursary for students without family support from £1,000 to £5,000. This helped 18 students last year as they transitioned from university to employment.

One of those was Jenni, BSc Biology, who said: "You could never know the true extent that this extra bursary payment has changed my life but all I can say is thank you and that future cohorts of independent/care-experienced students are incredibly lucky to have such an amazing support system in place that is so unique to this particular university."

Our package tailored to care-experienced students has won national plaudits and recognition from the Office of Students and includes:

- ◆ the provision of contextual offers for care-experienced applicants who apply to York
- ◆ a dedicated bursary of more than £2.5k each year of study and a graduation bursary of £1k
- ◆ free or discounted accommodation throughout the duration of their course
- ◆ welcome packs for all care-experienced students moving into halls, including kitchen and bedding packs, and free access to on-campus freshers' events

- ◆ help arranging and paying for secure storage of belongings whenever helpful, such as during year abroad, year in industry placements and outside term time
- ◆ a dedicated student support contact providing emotional and practical support and access to social networks, regular social events and one-to-one coffee and catch-ups
- ◆ dedicated careers advice and extra support to access year abroad and year in industry placements
- ◆ free gym membership for York students and care-experienced young people in the city.

Although the University has a nationwide programme for care-experienced students, our deepening partnership with the North Yorkshire County Council's (NYCC) Care Leaving Team is critical to helping some of the most vulnerable young people in our region access what is often a life-change learning experience.

For Maggie Allen, who heads up the NYCC team, the partnership with the University "has grown over the years until we are at the point now where we know that discussion between our two teams means we have been able to address individual and systemic issues." As a result, "opportunities have been widened and increased" for those with care experience.

In early 2021 the University of York launched a targeted outreach programme for care-experienced young people called On Track run in partnership with two local authorities and local higher education providers. The University also hosted the Partners in Practice Virtual Event attended by over 200 people from across 36 local authorities, including Isabelle Trowler, Chief Social Worker for Children and Families in England.



## Milda makes her mark

From the age of seven, Milda knew that she wanted to go to university to study mathematics; but life had other plans for the little girl from Lithuania whose family came to the UK when she was five years old.

As a teenager, just when she should have been concentrating on her exams, her world was turned upside down. Instead of studying quietly for the future, she was forced to focus on the day-to-day struggle of homelessness, a women's refuge and ultimately admission to hospital.

Having dropped through the gaps in Cornwall's social care network, Milda fell further as the local mental health services failed her at the worst moment, resulting in seven months as an in-patient when she should have been preparing for A Levels.

"Everything I had was lost," says Milda, now in the second year of a Mental Health Nursing degree at the University of York. But, with the help of friends – "anyone but the professionals" – she somehow pulled her life together, returning a year later to complete her studies and the chance to fulfil her childhood dream of going to university.

But, once again, the professionals let her down. No one at her school knew the answers to any of Milda's many questions about support for university study. "I was living on Universal Credit, just about getting by from payment to payment, but really stressed out that I would not be able to afford to study at university," she said. It was then she discovered the University of York.

She wanted somewhere far from the south of England and a place that understood the needs of people who had been in care. York was the only university she found that had a visible webpage dedicated to care leavers, and that answered all her questions about financial support and accommodation during the holidays. On top of that, she fell in love with the city of York.

"I had no real expectations of what support I would get, other than being given some money at some point," says Milda. An email from the University's dedicated care support team a week before commencement told her not to worry about kitchen utensils – a welcome pack would be provided.



"The first thing I saw when I went to my room was that someone had made the bed for me and that a little chocolate bar had been placed on the pillow," she added. Even better, she was soon to learn that new bursaries would pay her accommodation. "That saved me £5,000 a year," she smiled.

Early socials – organised by the University's care leaver support team led by Fran Hornsby – connected her to other students with similar experiences and proved to be the start of lasting friendships that also helped bring Milda out of her shell.

"I was very quiet about my background at first, but it is hard to hide the fact when almost everyone else goes home at the end of term and you stay behind," said Milda, who now plays a key role in the working groups supporting new care leavers.

Halfway through her four-year course – she will have a Masters degree under her belt when she qualifies – Milda feels she has found her vocation in forensic youth care. Her current placement in an adult forensic unit, where "no two days are the same", is giving her valuable experience in the front line of care for people who are a risk to themselves and others.

"I had such a terrible experience with mental health services. If I can do something to change that and help others avoid what I went through, I will feel it's not been in vain," she says. And her advice to other care leavers who may think that university is beyond their reach and the door to social mobility locked? "Never think that. Most universities take care of the big financial worries. Just focus on what you want to do and go where you want to go, and go out and do it."

## Black mobility matters

When Soul was invited to apply for a paid student internship to develop a radical new programme that will expand higher education opportunities for Black teenagers across England, the Brooklyn-born law student seized the opportunity.

"I love that the whole point of the Black Access programme is that it is for Black students by Black students," says Soul, who came to the North of England with her "part-Nigerian, part-Scottish mom" when she was 13 years old.

That move to Newcastle from a richly diverse New York neighbourhood where she never thought of herself as belonging to a minority was an "overwhelming experience" where she suddenly found she had "become very noticeably a member of a minority."

While she found the University of York a much more diverse environment, Soul also sensed something missing. "Ever since I moved to England I felt I had lost the communities I had around me while growing up. But this project has changed that: we have created a really diverse community of amazing Black people from different backgrounds and experiences.

"Even though we have all been working from home, because we all depend on one another and have different skill sets we have been creating some really powerful content by picking up on each other's experiences and attributes and melding them into a great project."

Access and Outreach Manager Andrew Hunter explains the thinking behind Black Access, a new initiative designed to widen access to diverse Black populations: "This is a unique project, where the University recognises we are not the experts; this is very much about empowering our Black students to design, develop and deliver a project that will



engage potential Black students across the UK in a way that is more relevant and innovative than we, as professionals, would be able to achieve." Following a series of focus groups into the experience of Black students at York – during which the University learnt some valuable truths – an open call went out for Black students to lead the emerging Black Access project. "Every decision that has been made since those early focus groups has been made by this team of very passionate and committed young people," Andrew added.

Soul agrees: "You can tell from the content we are developing that this is Black student-led; it is a bunch of creative teenagers exploring ways to communicate with other teenagers. We are all engaged in social media, we know how it works, we know what works, so the content speaks directly to other Black teenagers."

Although the Black Access project will continue to evolve, it will be broadly based on two key strands. The first provides three-year support to sixth form and college learners, helping with exams, revision and UCAS applications, which will continue through the first year of life at university should they choose to come to York.

The second strand will be to identify role models, drawn from the diverse group of Black students at the University, to engage with targeted schools and community groups. All the while, behind the scenes, Andrew and his team are poring over data to pinpoint communities and neighbourhoods, where this student-led project could have the greatest impact.

He says, "Our student team will be role models to programme participants, they will help young people through school and college, and be there for them when they are having to make big life decisions. They'll create a peer group and a sense of community that our student team agree is so important for success at university. The students themselves also gain invaluable paid, work experience and a chance to have a major impact on the widening access landscape."

For Soul, being engaged in this project during the pandemic has been a transformative experience. "I knew I wanted to study law from the age of 11 and have never wavered from that path. I became very aware of the injustices being faced by minorities, especially Black Americans, and knew from a young age that I had to do something to help make a world that is better for everyone



**I knew I wanted to study Law from the age of 11 and have never wavered from that path. I became very aware of the injustices being faced by minorities, especially Black Americans, and knew from a young age that I had to do something to help make a world that is better for everyone and thought that law was the way to make a difference."**

and thought that law was the way to make a difference," she says.

But now Soul is questioning that thinking. "Doing the student ambassador work and being an intern on this amazing programme has made me feel for the first time that I am actually doing something that is making a difference, I can see the change that I am helping to make. So, when I graduate next year, the plan now is to do access, outreach and inclusion work."

With more recruits like Soul and her colleagues, social mobility is sure to get a boost.



## From next steps to giant leaps

For three working class teenage boys in three Yorkshire towns – Doncaster, Hull and Scarborough – our outreach work was the lifeline they needed to reach their goal of studying at a prestigious Russell Group university and progressing to careers in finance and higher education.

### Head over hands

Rich is sure of one thing. Had it not been for Next Step York he would not have gone to university. "It's that simple," says the Doncaster-born graduate now working for global professional services firm RSM.

Rich, whose father is a joiner, had always aspired to work with his head rather than his hands, but, as A Levels loomed, he began to realise that he might not make the grades to get to a good university. So, he began to explore an apprenticeship route to accountancy, securing a place with Deloitte to train in audit.

It was then that Next Step York visited his school. "It was a lifeline. It gave me hope that I could get into a Russell Group university." But both his school and his parents urged him to take the apprenticeship route, with no debt and a guaranteed job at a time when good jobs were scarce.

At that point, while Rich knew he wanted to work in finance, he was undecided about the specific role. A three-year degree course would provide him with the time he needed to make that decision. The apprenticeship route risked closing his options.

His experience of Next Step York – with its residential summer on campus, peer group mentoring, and practical insights into research, referencing and writing – gave him the confidence to go against the grain and ignore the advice of his teachers and parents.

And that confidence – along with lasting personal friendships – stayed with him throughout his time

at York. "I was the only one who wasn't nervous on the first day, because I was in familiar surroundings and after doing Next Step York I felt I knew more about university life than other students from wealthier backgrounds who had friends and family who had been to university. If anything, I felt like I had an advantage over them."

The decision to go against the advice of teachers and parents also inspired him to make the very most of his experience at York, throwing himself into the wider world of university life, securing work experience and internships with investment banks along the way, to ensure he was in the strongest possible position to get a job. By the final year of his BSc Economics and Finance degree, he had become the President of the Economics Society and had secured a graduate place with RSM.

Today, with an ACA qualification under his belt, he is part of a niche team within corporate finance advising on corporate disposals and acquisitions. Reflecting on the degree and his four years working in Leeds, one thing is clear; "I wouldn't be where I am today if not for Next Step York. That is the cold, hard truth."

It is also the reason he is passionate about social mobility. "I am the social mobility champion at RSM in Leeds. I want to help students from similar backgrounds to me as much as I can. We are working on a variety of programmes and initiatives that help bridge the gap and ensure equal opportunities for all. I am sure my friends Matt and Loui will agree, it's for us to help give the next generation of students more access to opportunities than we had."

//

I wouldn't be  
where I am  
today if not for  
Next Step York.  
That is the cold,  
hard truth.





## Bigger and better

When Loui was in Year 10 at a school on the east side of Hull he won a Dragon's Den-style competition run by *The Apprentice* runner-up, Ruth Badger.

"I used the prize money to set up my own business selling sporting merchandise," says the keen rugby league fan who now works for PwC in audit. Maths, business, accountancy and computing were his passions at school, but that meant an 80-minute round trip commute to study at a Sixth Form College on the other side of the city.

While at college, a work placement with EY saw him bag another prize: Student of the Year and the offer of an apprenticeship in audit, which created a dilemma. "It was great getting the EY offer but I didn't know at the time whether it was for me, as I would be tied to a contract for five years," says Loui.

Around the same time he was invited to take part in the Next Step York programme. Until then York had not been on his radar. The residential stay on campus changed that; just as it changed his life. "I fell in love with the place. I knew York was where I wanted to go and where I wanted to study." Conversations with one of the student ambassadors who was studying accounting at the time – the course Loui was interested in – gave him invaluable insights into what to expect and how to prepare, more than any lecturer had done.



**Next Step York taught me so much and made me better prepared. If someone could do that for me, that is something I can do for others."**



Being a numbers person rather than a wordsmith, he learned that he would have to hone his essay-writing skills – "referencing was a nightmare" – if he was to make the most of the course. By the time term started, he was ahead of the game, advising others on how best to plot an essay thanks to the "massively helpful" insights from the student ambassador.

His four-year sandwich course involved a placement with PwC who liked him so much they offered him a full-time position for when he completed his studies. But he maintains close links with the University and acts as an ambassador. "Next Step York taught me so much and made me better prepared. If someone could do that for me, that is something I can do for others," Loui added.

While loving life at PwC, there is still an entrepreneur inside Loui bursting to get out. "I really like the idea of running a business myself, of being my own boss, making my own decisions. But first I need to build the qualifications and skills that will enable me to do bigger and better things."





### Opportunity shines in Scarborough

When Matt was finishing his GCSEs at school in Scarborough, he faced a difficult choice: to study A Levels at the town's Sixth Form College or opt for what was then Yorkshire Coast College and a vocational course.

Neither his self-employed father nor his mother had gone to university and conversations with school friends rarely, if ever, featured discussions about higher education. "I was very torn, I didn't know what to do, I had no one to turn to for advice and information," says Matt who now heads up Shine, one of the University of York's flagship outreach programmes.

Looking back on those crucial years, not once from year 7 to year 11 did a university visit his school. Countless others like Matt face the same challenge every year. And now he and his team at York are determined to do something about it.

"I can remember like it was yesterday when the University's widening participation team – the forerunner to the Access and Outreach team I now work with – came to the college. They told us about Next Step York, a chance to meet like-minded students, take part in academic sessions, visit campus and take part in student life on a residential stay. I thought this was such an

amazing opportunity to help me make an informed decision. Hand on heart, without the Next Step York programme I wouldn't have gone to university at all," says Matt.

Today Matt is playing a leading role in Shine, one of the University's most successful access initiatives, working with secondary school pupils across the region from Hartlepool, Middlesbrough, Hull and Grimsby to Leeds, Bradford, Doncaster and Wakefield. "We are now planning to grow Shine from a network of 21 schools to 35 schools. We are reaching out to Scarborough, raising awareness of higher education in a way that was not available to young people of my generation. It's great to be leading a team that is opening up opportunity and aspiration all along the east coast."

## ◆ Recommendations

The University of York is committed to spreading social mobility best practice within its own institution and the wider education network, at national, regional and local level.

We will work with the Purpose Coalition and its partners to help shape and influence the emerging levelling up agenda and to embed the 14 Levelling Up Goals in our own practice.

**The following recommendations have been agreed with the Purpose Coalition as the first steps in our partnership to promote social mobility at every level.**

### **1. Integrate the student voice into all outreach programmes**

The University of York already has a strong culture of representing the student voice across all areas of the institution and student lifecycle having built student voice into the University's academic, governance and pastoral systems and structures.

The Access and Outreach team employ student ambassadors and mentors to support the delivery of their widening access programmes. The University established the Student Expert Panel in 2019, delivered collaboratively by the University of York and YUSU, to generate ideas, provide feedback on our interventions and hold the University to account with respect to our progress in widening access and participation.

- ◆ Building on this experience, the University of York could engage with students further to shape, develop and grow its suite of outreach programmes.
- ◆ Having a more prominent student voice, fully and formally blended with the excellent

initiatives already taking place, could see the outreach programme grow and target under-represented groups more effectively building a more diverse pipeline of future students into higher education and at York.

- ◆ The work already underway supporting care experienced students and the new Black Access initiative are examples of how student voice could be effectively embedded into programmes for the mutual benefit of current students and those yet to apply to higher education.

Our recommendation is that the University strive to do more, working with students as a part of every outreach initiative.

### **2. Continue thought leadership on measuring the success of levelling up**

Professor Kiran Trehan chairs the Purpose Coalition's Measurement Task Force with the University of York as the academic partner. The taskforce is working to develop a measurable framework for levelling up for the first time. The first set of measurements are nearly complete and have been submitted for feedback. The measurements identify key targets for each goal and will enable more detailed analysis of an organisation's performance and social impact. However, the work also highlights the shortcomings of existing

data and statistics collection to fully map progress on levelling up.

In addition it highlights the need for more structured research to develop 'theory of change' models to underpin smart interventions. Phase 2 of the work will see the metrics developed for individual organisations to use.

The University of York is a thought leader in establishing levelling up measurements and should continue to play a leading role in the Levelling Up Goals Measurement Taskforce as the metrics from Phase 1 are completed and launched. As the measurements launch the University of York has an important role to play in raising awareness and leading the way as a University that is committed to being purpose-led. It should continue its leadership role within Phase 2 and engage its student body and research capacity to show leadership in building a comprehensive evidence base on levelling up interventions.

### **3. Expand your network of partnerships with education providers across the city and the wider region with the goal of creating a learning ecosystem that opens opportunity for all, establishing York as the UK's first 'learning city'.**

#### **The University of York could do this by:**

- ◆ Using their extensive network across the region to foster a collaborative culture with post-16 education institutions in York and North Yorkshire based around the Levelling Up Goals of the Purpose Coalition.
- ◆ Creating a working group with the region's FE network to develop a joined-up approach to providing the technical skills, higher skills and research base to enable the transition to a greener economy (using the partnership with BioYorkshire and Askham Bryan College as an exemplar).
- ◆ Including a focus on support for spin-outs, start-ups and small and medium-sized firms that are the lifeblood of the local economy.

- ◆ Establishing a framework of clear and measurable KPIs that is fully aligned with a post-16 education ecosystem in the region that is committed to levelling up.

These measures will promote the development of the Higher York initiative: an integrated education partnership combining the strengths of York St John University, York College, Askham Bryan College and education providers across the city and neighbouring towns.

#### **This will lay the foundations for York to become the UK's exemplar 'learning city' characterised by:**

- ◆ An inclusive, high-quality responsive system for lifelong learning, that fosters a resilient and vibrant economy and society where no one is left behind
- ◆ An inclusive sense of place and shared futures where learning is the motor of social mobility, aspiration and ambition
- ◆ An inclusive approach to health and well-being that builds on the collaborative ethos of the Hull and York Medical School, to harness our research and training of health workers for the good of all
- ◆ An inclusive and vibrant arts and cultural life across the region, by harnessing our extensive community engagement work to raise aspiration and lowering the barriers to betterment through learning.
- ◆ A seamless skills' development ecosystem that plays to the R&D and economic strengths of the region in sustainability, digital and creative.
- ◆ Clear pathways from work-based apprenticeships to degree apprenticeships: uniting hand and head.

The University of York's ambition should be for this new learning city to become a powerful magnet for inward investors keen to locate to a place where the doors to social mobility and opportunity are open to all



## References

1. Public Health England. (2020) *Disparities in the risk and outcomes of COVID-19*. Pp 39-50.  
Available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908434/Disparities\\_in\\_the\\_risk\\_and\\_outcomes\\_of\\_COVID\\_August\\_2020\\_update.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908434/Disparities_in_the_risk_and_outcomes_of_COVID_August_2020_update.pdf)
2. Tim Cook, Emira Kursumovic, Simon Lennane. (April 2020). *Exclusive: deaths of NHS staff from covid-19 analysed*. Health Service Journal (22 April 2020).  
Available at: <https://www.hsj.co.uk/exclusive-deaths-of-nhs-staff-from-covid-19-analysed/7027471.article>
3. West Midlands Combined Authority's Leadership Commission (2018), *Leaders Like You*.  
Available at: [https://www.wmca.org.uk/media/2218/leadership-diversity-in-the-west-midlands\\_-002.pdf](https://www.wmca.org.uk/media/2218/leadership-diversity-in-the-west-midlands_-002.pdf)
4. Richard Partington (2020) *UK economy could shrink by 35% with 2m job losses, warns OBR*. The Guardian (14 April 2020).  
Available at: <https://www.theguardian.com/business/2020/apr/14/uk-economy-could-shrink-by-35-with-2m-job-losses-warns-obr>
5. Social Mobility Pledge, *Study reveals areas facing double hit in opportunities after COVID-19*.  
Available at: <https://www.socialmobilitypledge.org/news/study-reveals-areas-facing-double-hit-in-opportunities-after-covid-19>
6. Luke Sibieta (February 2021) *The crisis in lost learning calls for a massive national policy response*. Institute for Fiscal Studies Observation.  
Available at: <https://ifs.org.uk/publications/15291>
7. Paul Johnson, Robert Joyce and Lucinda Platt (2021) *The IFS Deaton Review of Inequalities: a New Year's message*. Briefing note (05 January 2021).  
Available at: <https://ifs.org.uk/publications/15241>
8. OECD (2018), *A Broken Social Elevator? How to Promote Social Mobility*, OECD Publishing, Paris. pp 15-16.  
Available at: <https://www.oecd.org/social/broken-elevator-how-to-promote-social-mobility-9789264301085-en.htm>
9. Pickett, Kate, and Richard Wilkinson. (2010) *The Spirit Level*. Penguin Books, 2010.  
Available at: <https://www.theguardian.com/books/2018/jun/20/the-inner-level-review>
10. Paul Johnson. (2021) *Family fortunes: inherited wealth stands in the way of social mobility*. Institute for Fiscal Studies. (26 April 2021).  
Available at: <https://ifs.org.uk/publications/15413>
11. Paul Johnson. (2021) *Family fortunes: inherited wealth stands in the way of social mobility*. Institute for Fiscal Studies. (26 April 2021).  
Available at: <https://ifs.org.uk/publications/15413>
12. Social Mobility Pledge, *Study reveals areas facing double hit in opportunities after COVID-19*.  
Available at: <https://www.socialmobilitypledge.org/news/study-reveals-areas-facing-double-hit-in-opportunities-after-covid-19>

13. Griffin, S., Walker, S. M. & Weatherly, H. L. A. (2021) *NIHR PRP: Appraising the social distributions to guide levelling up health and wellbeing during covid-19 recovery*.  
Available at: [https://pure.york.ac.uk/portal/en/projects/nihr-prp-appraising-the-social-distributions-to-guide-levelling-up-health-and-wellbeing-during-covid-19-recovery\(a539165b-1c2c-4ab3-b575-b7d25684a-df6\).html](https://pure.york.ac.uk/portal/en/projects/nihr-prp-appraising-the-social-distributions-to-guide-levelling-up-health-and-wellbeing-during-covid-19-recovery(a539165b-1c2c-4ab3-b575-b7d25684a-df6).html)
14. Office for Budget Responsibility, (2020) Covid Reference Scenario.  
Available at: <https://obr.uk/coronavirus-analysis/>
15. Social Mobility Pledge, *Study reveals areas facing double hit in opportunities after COVID-19*.  
Available at: <https://www.socialmobilitypledge.org/news/study-reveals-areas-facing-double-hit-in-opportunities-after-covid-19>
16. Paul Johnson, Robert Joyce and Lucinda Platt (2021) *The IFS Deaton Review of Inequalities: a New Year's message*. Briefing note (05 January 2021).  
Available at: <https://ifs.org.uk/publications/15241>
17. Cullinane, Carl and Montacute, Rebecca (2020) *COVID-19 and Social Mobility Impact Brief #1: School Closures*. The Sutton Trust.  
Available at: <https://www.suttontrust.com/wp-content/uploads/2021/01/School-Shutdown-Covid-19.pdf>
18. Luke Sibiet (February 2021) *The crisis in lost learning calls for a massive national policy response*. Institute for Fiscal Studies Observation.  
Available at: <https://ifs.org.uk/publications/15291>
19. Luke Sibiet (February 2021) *The crisis in lost learning calls for a massive national policy response*. Institute for Fiscal Studies Observation.  
Available at: <https://ifs.org.uk/publications/15291>
20. Spanakis, Panagiotis et al., *The digital divide: amplifying health inequalities for people with severe mental illness in the time of COVID-19*, *The British Journal of Psychiatry* 1–3. 23 April. 2021, doi:10.1192/bjp.2021.56.  
Available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8111186/>
21. ONS, (April 2021) *Employment in the UK: April 2021*.  
Available at: <https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/bulletins/employmentintheuk/april2021>
- 22/23. Pickett, Kate, and Richard Wilkinson. (2019) *The Inner Level*. Penguin Books, 2019.  
Available at: <https://www.theguardian.com/books/2018/jun/20/the-inner-level-review>
24. *Principles to guide higher education providers on improving care leavers access and participation in HE* (2019). Department for Education Policy Paper.  
Available at: <https://www.gov.uk/government/news/universities-asked-to-do-more-to-support-care-leavers>

SM  
UY

SOCIAL  
MOBILITY @  
UNIVERSITY  
OF YORK



UNIVERSITY  
*of York*

LEVELLING UP  
GOALS

THE PURPOSE  
COALITION

MAKING AN IMPACT