

# Catalyst

# After School Program

Proposal and Pilot Program  
June 2019

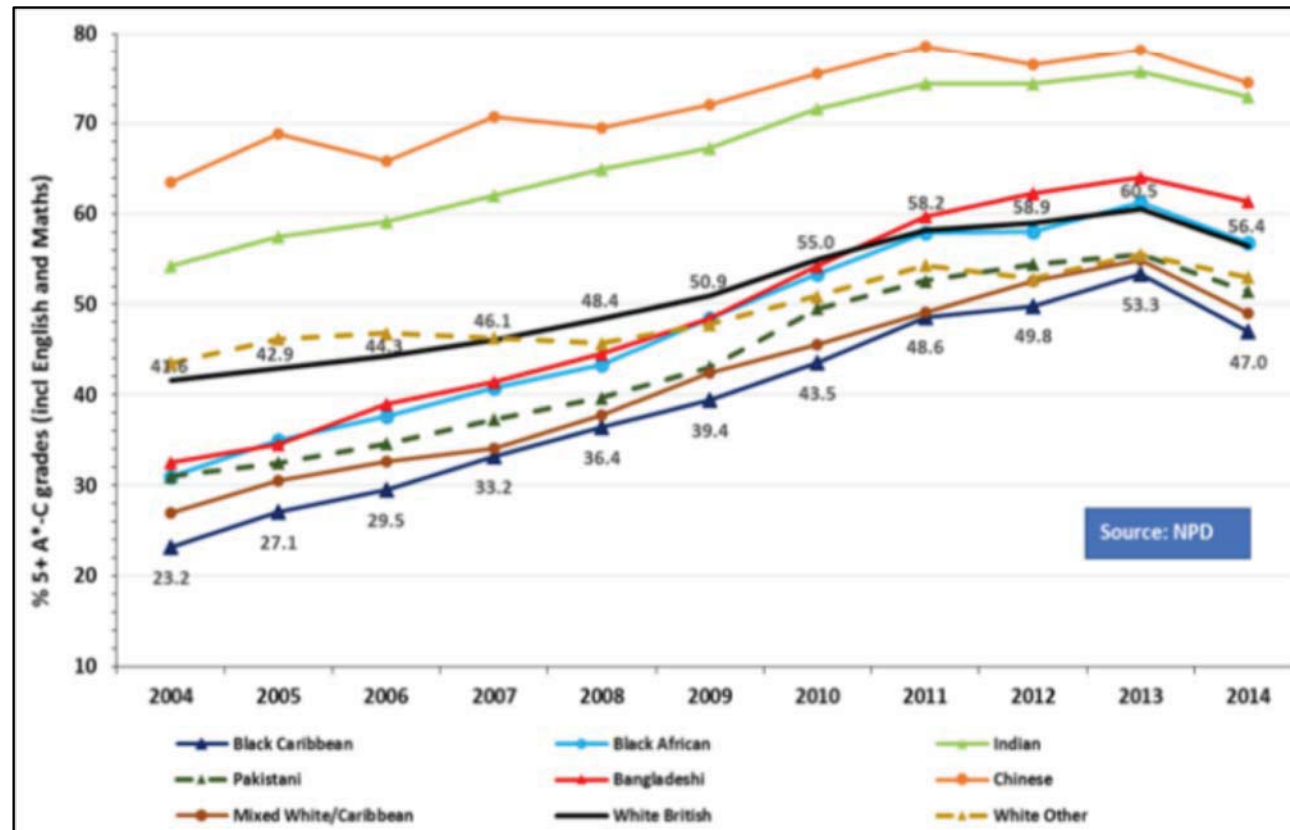
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# Ethnic Minority Performance in Education

- The performance of ethnic minority students lags that of their white counterparts
- 75% of Black Caribbean and 77% of Pakistani pupils achieved level 4 and above at key stage 2 compared to the national average of 80%
- 46% of Black Caribbean and 52% of Pakistani pupils achieved 5+A\*-C at GSCE including Maths and English compared to the national average of 54%
- Black African and Bangladeshi pupils show signs of improvement
- Indian and Chinese pupils performance remains strong

Fig.1 Student Achievement in England (5+A\*-C including English and Maths)



# The Socio-Economic Context

- However, groups socio-economic context is also a determinant of performance with only 32% of pupils eligible for free school meals attaining 5+ GCSE's A\*-C.
- Only 32% of Black Caribbean pupils eligible for free school meals achieved 5+ A\*-C
- Only 42% of Pakistani pupils eligible for free school meals achieved 5+ A\*-C
- This socio-economic context crosses the ethnicity divide as only 28% of White British pupils eligible for free school meals achieved 5+ A\*-C including Maths and English

Fig.2 KS2 and GCSE performance by Ethnic Origin in England Schools (%)

Ethnic Background	KS2 Reading, Writing and Maths (Level 4+)			GCSE 5+A*-C including English and Maths		
	FSM	Non FSM	Gap	FSM	Non FSM	Gap
Bangladeshi	80	83	3	56	65	9
Black African	75	83	8	46	59	13
Black Caribbean	67	79	12	32	50	18
Chinese	85	88	3	74	77	3
Indian	75	88	13	55	74	18
Pakistani	72	78	6	42	55	13
White and Black Caribbean	67	81	14	31	54	23
White British	63	84	21	28	61	33
White Other	64	74	10	38	55	17
<b>All Pupils</b>	<b>66</b>	<b>83</b>	<b>17</b>	<b>33</b>	<b>61</b>	<b>28</b>

# The Gender Gap

- Girls outperform boys across all groups
- The gap widens amongst Black Caribbean, Black African and White British groups
- The gap is widest for Black Caribbean boys
- Chinese girls outperform Chinese boys but this should be put into the context of an overall positive educational attainment by this group
- This suggests Black Caribbean boys are the worst performers with only 39% achieving 5+ A\*-C
- Significant is that the fact that at KS2 the gap for Black Caribbean boys is only 9 and not far behind that of other minority groups
- This leads us to question why there is such a fall off in performance by Caribbean boys by GCSE age.

Fig.3 KS2 and GCSE performance by Gender and by Ethnic Origin in England Schools (%)

Ethnic Group	KS2 Reading, Writing and Maths			GCSE 5+A*-C including English and Maths		
	Boys	Girls	GAP	Boys	Girls	GAP
Bangladeshi	80	84	4	58	66	8
Black African	78	83	5	51	61	10
Black Caribbean	71	80	9	39	52	13
Chinese	85	90	5	70	83	13
Indian	85	89	4	69	76	7
Pakistani	74	79	5	48	56	8
White and Black Caribbean	73	80	7	44	54	10
White British	78	84	6	52	62	10
White Other	70	75	5	48	57	9
<b>All Pupils</b>	<b>77</b>	<b>83</b>	<b>6</b>	<b>53</b>	<b>62</b>	<b>9</b>

# The Causes of Ethnic Minority Underachievement

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Social deprivation can result in a stigmatising of young people from these backgrounds with lower expectations of minority pupils

Conversely socially-deprived segments undervalue the importance of education. There is often the existence of an alternative culture and peer pressure which runs counter to educational attainment

This is compounded by a lack of relevance of the curriculum to particular groups

Minority pupils have few recognisable role models in education or in careers which may result from educational attainment

The state education system is not able to equip schools with a more vocational education or the aspirations to enter the corporate world

Businesses are under increasing pressure to contribute to wider societal needs and diversify their workforce

The Catalyst After School Program is a joint venture between local schools, the Corporation of the City of London and #Talkaboutblack to overcome these challenges

# Why the City of London Corporation?

Fig. 4 Black Caribbean Pupils GCSE Performance by Local Authorities (5+A\*-C including English and Maths)



Source: National Pupil Database 2015  
Black Caribbean Underachievement in Schools, Feyisa Demie and Christable McLean, 2017

- The City of London comprises 6.5% of the UK's GDP but the area is surrounded by three of the most deprived boroughs in London:
- **Tower Hamlets** has a poverty rate of 39%. The largest ethnic minority group is Bangladeshi at 32%
- **Hackney** has a poverty rate of 36%. The largest ethnic minority group is Black African and Caribbean at 23.1%
- **Southwark** has a poverty rate of 31%. The largest minority group is Black African and Caribbean at 22.6%
- The City of London Corporation is the municipal governing body of the City of London and is well equipped to sponsor the creation of after school program
- The Corporation: overseas four secondary academies, three primary academies and one sixth-form centre. This includes the City of London School and City of London School for girls
- The Corporation has a sizeable property portfolio with premises located in and around the square mile.
- The body also has a £1.3BN endowment which is dedicated to charitable and philanthropic causes.

# The Catalyst After School Program

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Proposed Scheme	Proposed Schedule (2019)		Requirements and next steps
One school to be selected from Tower Hamlets, Hackney or Southwark	January - March	1 day per week	Pupil selection criteria to be established
Pilot program to be instituted for one year	April – June	2 days per week	Curriculum to be established
Sessions to be held from 4.30pm - 5.30pm	July - September	3 days per week	Premises to be identified
Curriculum to provide pupils with soft and hard skills but also the <b>aspiration, belief and tools</b> to enter the corporate world	October - December	4 days per week	Working group to be created
Target pupils from age 11			Funding requirements to be assessed