

## Funding Proposal and Impact Report





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## WHAT What exactly is it?



Symphony Schools seeks to educate, equip and empower young, gifted Black boys by providing free core GCSE extra tuition classes in line with the national curriculum.

- Seth Pinnock

## **WHY?**Why are we doing this?

We aim to be an academic bridge that enables young Black boys to embody possibility by supporting them in maximising their potential and creating opportunities so that they and generations ahead can achieve more.

Our education system has allowed our young Black boys to accept mediocrity. They are often seen as less than, given negative stereotypes and the idea that certain behaviours and levels of achievement are the norm, has been enforced on them. As an initiative, we have decided to challenge these historical patterns of underachievement as it is our intention to display to the world just how intelligent and socially empowered our young men can be.

Research suggests that there is a lower expectancy on Black children and that the behaviour of young Black boys in particular is punished a lot harsher than that of their white counterparts. Symphony Schools aim to not only bridge the gap that currently plagues achievement within the Black community, but to also be an example to our students of what they can become and possibly do for others in the future.

We understand the Black boy's struggle all too well. We understand the need for extracurricular support. The need to fill the social and cultural capital gaps and provide the academic achievement support that UK schools rife with institutionalised racism, a lack of funds and misaligned priorities, just can't facilitate for Black boys.

The school to prison pipeline is a very unfortunate reality for Black boys in London. The process of criminalising Black boys begins and is carried out by disciplinary policies and practices within schools (excessive detention, isolation, suspensions, exclusions, referral units, lack of access to extra support, plus more) that push students into being disengaged with schools, into contact with violent crime and then law enforcement.

We at Symphony Schools, not only bridge the gap, we also prevent our pupils from succumbing to the same fate.

We also hope to facilitate a space that connects pastors and youth leaders to the respective students and their family, fostering opportunities for authentic, long term relationship building, allowing them to become part of the life of the church and followers of Jesus.



**OUR IMPACT VIDEO** 

## **WHEN**When did it happen?



(but was delayed due to Covid-19)

## **How**How did it happen?



#### **CURRICULUM**

Symphony Schools London offers three subjects: English, Maths and Science. We selected the two subjects each pupil would be tutored in based on the data and individual needs of each pupil. Using the data, including school reports, exam boards and baseline assessments, a comprehensive tailored curriculum was developed that would thoroughly cover all key topics needed for success in the summer exams.



#### **TEACHING + LEARNING**

At Symphony Schools London we have the highest ambitions for our students. We dedicated time and thought to delivering a curriculum that is tailored to meet individual needs. We empower students to go beyond themselves and embody excellence. The pupils are taught by specialist teachers in their respective fields. Teaching and learning is at the core of our work.



#### **ESTABLISH ACADEMIC RIGOUR**

We plan methodically and meticulously. We strive for excellence at every stage of the learning process. We break down barriers so that there is no limitation to our students' achievement.



#### PITCH HIGH AND SCAFFOLD DOWN

We teach to the top and meticulously scaffold down to gradually increase cognitive demand. We use direct instruction to explicitly teach knowledge and skills needed to access the top grades.



#### **TEACH RESPONSIVELY**

We have a systematic approach to regularly checking students' understanding throughout the lesson. We respond to assessment data and put interventions in place to tailor for individual needs. We leave no one behind.



#### **MENTORSHIP**

Alongside weekly tutoring, the pupils are guided by resident mentors during the program. These carefully selected professionals guide each student to build resilience, enhance their confidence and provide encouragement to achieve their full potential.

Mentors come from various academic and corporate backgrounds and teach necessary soft skills such as communication, self motivation and responsibility, teamwork, problem solving, decision making, time management, and creative thinking.

#### **PARTNERSHIPS**

Symphony Schools has drawn much interest from several leading businesses and organisations resulting in some notable partnerships. Our students are invited to unique experiences and engaging day trips, where they will gain knowledge and first-hand insight into areas such as leadership and marketing, receive career advice, and hear stories from Black professionals within varied industries.



#### **House of Lords**

The House of Lords is excited to welcome Symphony School students for a unique tour around the Palace of Westminster. Introducing them to Britain's iconic upper house of Parliament, which plays a crucial role in examining bills, questioning government action and investigating public policy.



#### **National Rail**

The gateway to Britain's National Rail network and portal into UK rail travel, our students will embark on a career day in the London headquarters, highlighting a range of job opportunities within the travel industry, including the board of directors and operations.



#### **Beats by Dre**

Beats by Dr. Dre is a world-leading audio brand founded in 2006 by Dr. Dre and Jimmy Lovine, introducing an entirely new generation to the possibilities of premium sound entertainment and was acquired by Apple Inc. in 2014. Our students will participate in a two-day immersive experience at the Apple HQ in King's Cross, London, during which time they will learn about the different roles across Apple Beats, influencer marketing, what it takes to work within the tech space, as well as interview techniques and much more.



## **WHO**Who is involved?

Symphony Schools has been run by some of the best academic professionals and tutors across London, primarily but not exclusively from the BAME diaspora.

These qualified and passionate professionals from within the education sector have been tasked with the facilitation, teaching and mentoring of our students through innovative and cutting edge lessons.

It cannot be stressed enough how important it is for Black pupils to be taught by Black teachers. Being taught by a Black teacher provides the necessary identification in academic success that pupils need modelled and demonstrated so that in turn their own academic aspirations will grow.

There is something that only teachers of ethnic minorities can transfer to Black pupils - the tools to supersede the very institutions that are built to hold you back.

This is why we are so proud of our BAME tutors.

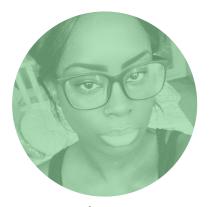
#### **LEADERSHIP TEAM**



Joshua Oladimeji



**Tina Amadi** 



**Candice Hunter** 



**Matthew Popo** 



# **WHERE**Where does it happen?

The Church is one of the largest organised institutions and is historically recognised as being the inventor and facilitator of the first state schools. Standing on these shoulders, Symphony Schools will enhance the lives of young Black boys, and also be a benefit to the local churches by becoming more connected with their communities.

This pilot was hosted at KICC Walthamstow with a few sessions held online.



# **O6 wow**What impact have we had?



We've had full attendance by pupils



Tutors were well prepared, well resourced and taught great lessons



We provided the pupils with essential equipment including workbooks, revision guides and stationery



The pupils have had pastoral and soft-skill building sessions that accompany the academic tuition received







Pupils were engaged, receptive and had a positive attitude to learning



The students were amazing: enthusiastic, well-mannered and well disposed



They WANTED to learn and do well



Their work ethic was exemplary



They have produced outstanding results already and have exceeded every expectation we had of them to study



We have pupils moving from the Foundation to the Higher paper in Maths



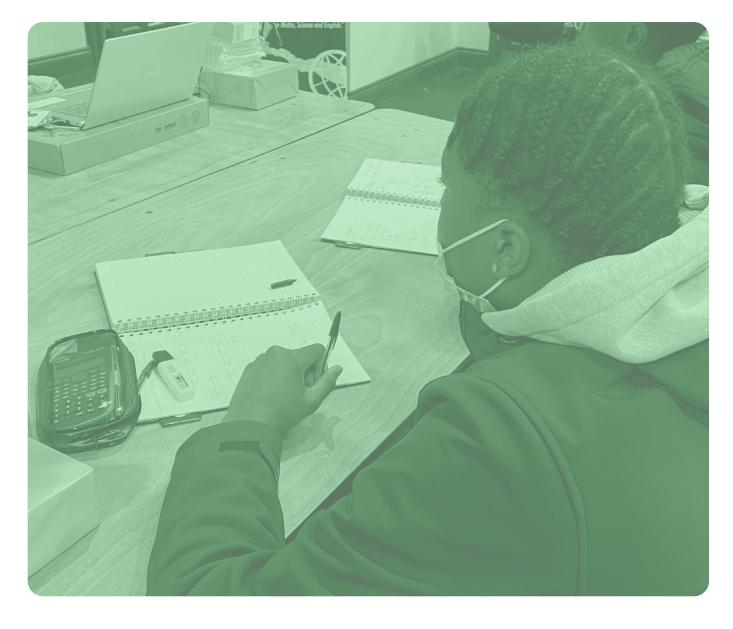
Pupils who have improved their predicted grades in Science



Pupils who produced 2+ pages of additional English work, in both language and literature

#### Plus so much more.

We held a parents evening and midterm review early March 2021. This was a great opportunity for parents to meet tutors and discuss targets for improvement. We were also able to gather feedback from tutors, parents and pupils





#### We've had full attendance by pupils

100% pupil attendance across the 12 week program



# They have produced outstanding results already and have exceeded every expectation we had of them to study

80% of students attending increased their predicted GCSE grade in English since starting the program



## Pupils who have improved their predicted grades in Science

60% of students have improved their predicted grade in Science



#### Their work ethic was exemplary

90% of the students agreed that their confidence, work ethic and self-esteem regarding their GCSEs improved after the 12 week program



## WHAT What are we going to do?

#### **VISION STATEMENT**

Symphony Schools seeks to educate, equip and empower young, gifted black boys by providing free core subject extra tuition classes in line with the National curriculum.

We believe the great education that students receive today will enable them to become the answers to society's problems tomorrow. The government has deemed an individual's postcode to be a determining factor of their exam success in state schools - this has got to change!

# WHAT What does next look like? (2023-24)



Symphony Schools will expand to work across 2 more cities (totalling 3), hosting a minimum of 12 week sessions for 10+ students



Symphony Schools will seek to employ a part time fundraiser and operations manager who will support the regional leads (principles) and their volunteer teams and tutors



Symphony Schools will build partnerships with brands and similar organisations and voluntary agencies to upscale the quality of work, output and cohesive community involvement



In addition to the tutorial sessions we will be offering mentorship and talks from some of the UK's most inspirational role models, the class will also have opportunities to go on day trips, visiting historic cultural sites and leading businesses.

## **WHY**Why are we doing this?

When we consider the rippling effect of the pandemic, the murder of George Floyd, the Black Lives Matter movement and the most recent global cost of living crisis, I think the times we are living in demonstrates further why things like this are needed. No, it's not the absolute antidote, but we do believe it is part of the solution.

#### THE FACTS



#### ATTAINMENT

- 1. Teachers' low expectations have been particularly cited by many researchers as contributing to low attainment amongst Black children.
- 2. An African American boy born in 2001 has a 1 in 3 chance of going to prison in his lifetime compared to a 1 in 17 chance for a White boy.
- 3. Teachers' low expectations appear to be influenced by racism which contributes to Black children being expected to experience some problems that will interfere with their performance.
- 4. Black pupils have for several years been the lowest-performing ethnic group in England's schools.
- 5. Last year 70% of African-Caribbean boys in London left school with fewer than five or more GCSEs at the top grades of A\*-C or equivalent, while African-Caribbean men are the least likely of any group to have a degree.
- 6. Over the past 40 years national research has shown that Black Caribbean heritage pupils' achievements persistently lag behind the average achievement of their peers and the gap is growing at the end of primary and secondary education. Coard (1971) argued that they encountered widespread lack of understanding about the needs of Black pupils, 'fuelling the widely-held belief that Black children were somehow educationally subnormal'. He explained how the low expectations of teachers damaged pupils' motivation and confidence thus dooming them to a life of underachievement.
- 7. Only 16% of all Black Caribbean men go on to University. They are nearly 8 times as likely to be stopped and searched by the Police as their White counterparts. What is worrying is that 15% of Black Caribbean men are unemployed compared to 5% of their White British counterparts and 30% of Black Caribbean individuals currently live in poverty.
- 8. A key factor influencing the attainment of Black children is the extent to which they are excluded from school and learning opportunities. Black children are most likely to be excluded from school and represent the most excluded group of pupils in British schools (Gillborn and Youdell 2000; Cabinet Office 2007 and EHRC 2015).
- 9. Researchers now agree that the biggest obstacles to raising Black Caribbean achievement is the 'colour blind' approach which has put the group at a disadvantage and the failure of the National Curriculum to adequately reflect the needs of a diverse, multi-ethnic society (Gillborn 2002; MacPherson 1999). All Government education reform acts and white papers failed to explore the specific needs of Black Caribbean pupils (Gillborn 1995).

#### **SCHOOLING**

- 1. The proportion of permanent exclusions is higher for black people and people with mixed black heritage than any other ethnic group; rate of exclusion for Black Caribbean people is 3x that of white people.
- 2. Department for Education revealed that Black Caribbean children are three and a half times more likely to be excluded than all other children at primary, secondary and special schools because educators perceive Black children as fundamentally disruptive, hopeless, and inferior, regardless of what they do.
- 3. There is a lack of diversity across teaching teams as Black boys don't see themselves represented enough in the professional world i.e., their teachers. Only 7.4% of London's teachers are from ethnic minorities and 2.9% are black.
- 4. In the study, conducted under the direction of the mayor's London Development Agency and an advisory board led by MP Diane Abbott, focus groups reached a wide degree of agreement: "The consensus was that low teacher expectations played a major part in the underachievement of African-Caribbean pupils.
- 5. Overall evidence suggests that schools perceive and respond to the behaviour of Black children more harshly than to other ethnic groups.
- 6. OFSTED reports further stated that: 'The evidence that has been available from individual LEAs has tended to show that the relative performance of Black pupils begins high, starts to decline in Key Stage 2, tails off badly in Key Stage 3 and is below that of most other ethnic groups at Key Stage 4.'
- 7. The reasons for the underachievement of Black Caribbean pupils are wide-ranging and complex. 'Within education literature recently four main schools related factors have emerged: stereotyping; teachers' low expectations; exclusions and Headteachers' poor leadership on equality issues (Demie 2003:243).
- 8. Cultural tendencies impact the way pupils participate in education. Teachers who lack knowledge about cultural differences may cause them to inaccurately judge students from some cultures as poorly behaved or disrespectful. In addition, because cultural differences are hard to perceive, students may find themselves reprimanded by teachers but fail to understand what they did that caused concern.



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#### **HOUSEHOLD**

- 1. The majority of African-American children live in low-income families and qualify for free school meals.
- 2. An extremely high proportion of Black Caribbean boys are raised in lone-mother households, with the father being absent. In the late 1990s, studies showed that 57% of Black Caribbean families with dependent children were headed by a single parent, compared to only 25% of white families.
- 3. Mothers of African American children are also less likely to receive adequate prenatal care and are 2.4 times more likely to give birth as a teenager compared to White women.
- 4. African American women are two to three times as likely to have babies with low birth weight due to financial discrepancies and lack of support.
- 5. Other researchers also noted the lack of adequate support to schools from parents, economic deprivation, poor housing and home circumstances (Rampton 1981; Swann 1985).















# WHERE Where will this happen?

#### WHY LONDON? WHY BIRMINGHAM? AND WHY MANCHESTER?

As at the 2011 Census, the most ethnically diverse region in England and Wales was London, where 40.2% of residents identified with either the Asian, Black, Mixed or Other ethnic group. Out of all regions, London had the smallest percentage of White British people, at 44.9%, and the North East had the highest percentage, at 93.6%. 58.4% of Black people in the UK live in London.

In Manchester, 13.3% of the population are Black and Black people in total make up 9% of the population in Birmingham.

Taking these statistics into consideration, the south and south east of England are the most economically buoyant areas of the U.K, the North West being the least. Nonetheless, data shows that all ethnic minority groups in England are more likely to live in deprived neighbourhoods than the White British majority.

The Mixed and Black ethnic groups have worse labour

market outcomes regardless of whether they live in better off or deprived neighbourhoods. This is also the same for educational outcomes.

Although there are disparities, i.e. West African namely Nigerian and Ghanian pupils achieving better grades than their Caribbean counterparts, Black pupils on average fare worse, irrespective of living in London, Birmingham or Manchester.

This is why it is ever so important to bridge the material deprivation gaps that our Black boys in our 3 chosen cities face.

Percentage of Black boys getting a grade 5 or above in English and Maths GCSE in 2021 was 43.6%, the national average was 51.9%. If the Black boy was in receipt of free school meals, this average dropped to 38.75, indicating that deprivation is a big issue.

#### Percentage of Black pupils getting a grade 5 or above in English and Maths GCSE by ethnicity and local authority:



As you can see, there is much work to be done.

Thus, choosing cities with both high, median and low deprivation rates as well as educational outcomes in the three most highly Black populated cities allows us to ensure we are not only providing boys with a variety of needs with the extra-curricular assistance they require, but we are also developing a strong foundation of regional knowledge.



## **HOW**How will we do this?

#### **PEOPLE**





We will seat a national advisory board that will be managed by our trustees meeting quarterly. The committee is tasked - among other things - with helping to establish and shape new policies, processes and campaigns



We will recruit a part-time Operations manager. Seth Pinnock (founder) has also left full-time employment to upscale his focus on this

#### **PROMO**



We will use grassroots marketing and promotional tools not only to share more widely about the mission and objectives of Symphony Schools but to advocate more loudly against the systemic issues that consequently cause Symphony Schools to exist

#### **POUNDS**





A fundraising model will see the launch of a new regular (monthly) giving programme, trust funding and general donations from local stakeholders

#### **BUDGET**

LEGAL + INSURANCE	UNIT	COST	TOTAL COST
Safeguarding (DBS Checks)	12	£ 52.25	£ 627.00
Insurance	1	£ 200.00	£ 200.00

STAFFING	UNIT	COST	TOTAL COST
Operations Manager	1	£ 43,200	£ 43,200*

\*Based on 36 months

FUNDRAISING	UNIT	COST	TOTAL COST
Bid Writer	1	£ 3,000	£ 3,000
Accountant	-	-	-
English Teacher	1	£ 2,880.00	£ 2,880.00*
Mathematics Teacher	1	£ 2,880.00	£ 2,880.00*
Science Teacher	1	£ 2,880.00	£ 2,880.00*

\*Based on 36 months

PRODUCTION	UNIT	COST	TOTAL COST
Pull-Up Banners	12	£ 36.00	£ 432.00
Webpage	1	£ 500.00	£ 500.00
Laptops	6	£ 400.00	£ 2,400.00
Large Whiteboards	6	£ 100.00	£ 600.00
Mini Whiteboards	7	£ 5.00	£ 35.00
Stationery Costs (Whiteboard Pens, Board Wipes, Notepads, Pens)	2	£ 150.00	£ 300.00
Extension Leads	6	£ 25.00	£ 150.00
Projector Controls & Clicker	6	£25.00	£ 150.00
USB Extensions	6	£ 10.00	£ 60.00
Printer	2	£ 70.00	£ 140.00

MARKETING + PROMOTION	UNIT	COST	TOTAL COST
Packs, Branding, Copy, Social Media	1	£ 5,000.00	£ 5,000.00

VENUES	UNIT	COST	TOTAL COST
RCCG Jubilee Church [MANCHESTER]	-	-	-
Cannon Street Baptist Church [BIRMINGHAM]	-	-	-
KICC - Walthamstow [LONDON]	-	-	-

VOLUNTEERS (EXPENSES)	UNIT	COST	TOTAL COST
Travel + Sustenance	24	£ 120.00	£ 2,880.00
Other	24	£ 25.00	£ 600.00

CATERING	UNIT	COST	TOTAL COST
Snacks	30	£ 40.00	£ 1,200.00
Parents Evening	3	£ 300.00	£ 900.00

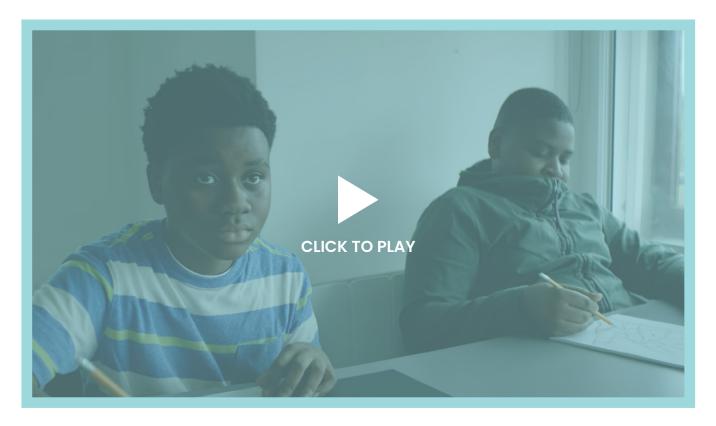
RESOURCES	UNIT	COST	TOTAL COST
Revision Books	20	£ 6.00	£ 120.00
Activities and excursions	3	£ 400.00	£ 1,200.00

MISCELLANEOUS	UNIT	COST	TOTAL COST
Contingency	3	£ 1,000.00	£ 3,000.00

#### TOTAL SYMPHONY SCHOOLS BUDGET

£ 75,334.00

### 12 wow What can your support do?



#### **VISION VIDEO**

Thank you for sharing your interest and celebrating the simplicity and scalability of this project, I believe it will play a part in cementing sustainable change.

Over the next few months we need to raise £75,000 to see this vision come to life. We believe that your organisation endorses our objectives and I am confident our ethos reflects your support criteria.

Symphony Schools can only continue to change the trajectory of countless lives through the partnership and support of organisations such as yourself.

Acknowledging the budget and the time constraints that are facilitated due to the national curriculum and academic calendars, now more than ever we would love for you to consider standing with us.

We see it as an honour if an organisation of your calibre would seize the moment and take full advantage of the opportunity to invest in this distinctive pioneering, grassroots initiative.

If you are ready to embark with us and partner with Symphony Schools you can find the bank details below, or a link to securely give via Direct Debit.

#### **WAYS TO GIVE:**

## CLICK HERE TO SPONSOR A STUDENT **£20 A MONTH**

CLICK HERE TO GIVE (GENERAL FUND)

£8 A MONTH

CLICK HERE TO MAKE A ONE-OFF DONATION

**BANK DETAILS** 

**SYMPHONY CO | LLOYDS BANK | SC: 30-90-92 | ACC No: 33603968** 

# THANK YOU

