

Music Delivery Plan 2025 - 2026

Section 1 – Budget

School Contact Details

School:	Grindon Infant School
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Finance/Business Coordinator:	Mrs Gill Charlton
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Planned Instrumental delivery for academic year 2025/2026

Please confirm your planned music education delivery for the academic year from September 2025 to July 2026.

	Year Groups	Estimated Numbers	No. of terms delivery	Instruments being taught
CIL (Classroom Instrumental Learning – previously called WCET)	1 and 2	79	3	Keyboard
Individual Tuition (one-to-one)				
Small Group Tuition (two to ten pupils)				
Large Group Tuition (more than 10 pupils but not WCET)	2	12	1½	Keyboard
Group Playing Activity (Ensembles or groups for example: Rock band)	1 and 2	30	3	Choir

Budget

Please give an indication of how each of the following will be funded this academic year. Please select all that apply.

	Music Hub Subsidy	School Budget	Parental income	Other (please state)
CIL (Classroom Instrumental Learning – previously called WCET)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Individual Tuition (one-to-one)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Small Group Tuition (two to ten pupils)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Large Group Tuition (more than 10 pupils but not WCET)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Group Playing Activity (Ensembles or groups for example: Rock band)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Please give an indication of your school's expected financial contributions towards music activity for the academic year 2025/2026.

Income	£
Music Hub Subsidy:	1800
School Budget Contribution:	600
Estimated Parental Contribution: <i>(based on your school's charging policy)</i>	0
Pupil Premium:	300
Total:	2800

Tutors

Freelance/Agency	Name	Instrument

Section 2 – Music Development Plan

You can choose to complete this section of the form OR send your school's completed Music Development Plan on a different template

Music Development Plan – key points

The NPME states that each school should have a School Music Development Plan in place and that the summary should be published on the website. Sunderland Music Hub as a partner of the North East Music Hub have a responsibility to support schools to develop this.

We know that for many schools, this plan will sit within the wider School Improvement Plan and where relevant the Multi Academy Trust Improvement Plan. We understand that schools may be at different stages of development of their MDP and so for those who are at the start of their journey we have created the below guidance to support this thinking.

The NPME states that schools should offer the following and you might like to use this to support your answers to the following questions

- **Timetabled curriculum of at least one hour each week of the school year for key stages 1-3**

- **Access to lessons across a range of instruments and voice**
- **A school choir and/or vocal ensemble**
- **A school ensemble/band/group**
- **Space for rehearsals and individual practice**
- **A termly school performance**
- **Opportunity to enjoy live performance at least once a year**

Below are 5 questions that will help us to understand your school's Music Development Plan. Please use this space to provide context for the information provided in Section 1. Should you need support completing this part of the form please contact hannah.taylor@sunderland.gov.uk

What is the vision for music in your school and how does this align with the wider school vision or mission?

At Grindon Infant School we aim for all of our pupils to develop a life-long love of music through a wide range of quality musical experiences which engage and inspire them. At the heart of our music curriculum are creativity, curiosity and excitement. We would like our children to demonstrate increased self-confidence, self-esteem and collaborative skills. Music opportunities will support children's mental health and well-being and allow them time to express their emotions. Children will perform, listen and analyse critically, sing, improvise and compose music and understand the musical elements as building blocks within music.

What do you feel the current strengths and challenges are for music in your school?

Strengths:

Current strengths are that there are now two members of school staff who can play keyboard to teach the children in school and so keyboard sessions are now evident in our long term planning across Key Stage 1. Each year group has at least one allocated hour towards music sessions, in addition to the additional music work that they complete as part of whole school assemblies, singing assembly and curriculum linked music.

Challenges:

The challenge for our school is the lack of available tutors to replace the Ukulele tutor that delivered the sessions and after school provision in our school.

What key components/strategies will you put in place to support the development of music in the school during the academic year 2025-26?

The Sparkyard Music curriculum will continue to be used in September 2025 for weekly music sessions and the Sparkyard assembly sessions will be incorporated into our assembly plan also.

In September the children in year 2 will have an opportunity to sign up to complete large group tuition following on from the school Classroom Instrumental Learning of Keyboards.

Keyboard tuition will take place in year 1 and year 2 and glockenspiel tuition will take place in reception.

A school choir will recommence in September led by the Music Lead and include both children and Staff in the school.

The school will work towards achieving Artsmark with the focus on a high quality curriculum and experiences of the Arts in our school.

Each term the children will have the opportunity to enjoy live music performances within our school and to perform within year group performances across the school year.

In what ways are you able to facilitate inclusive music making opportunities for Children and Young People in your school? This could include information about your remissions policy for 25-26. To support you to answer this question we have highlighted some barriers to music making, as identified by the music organisation Sound Connections:

- *Economic - children and young people whose family income restricts or prevents their participation in music-making, because it is unaffordable or inaccessible*
- *Life condition - children and young people with a condition which makes their participation in music-making more expensive or complex, such as a disability or sensory impairment*
- *Life circumstances - children and young people who are living in situations which makes their participation in music-making more expensive or complex, such as looked-after children, young carers or those living in rural isolation.*
- *Behavioural - children and young people whose behaviour means they need additional support or specialist services in order to be able to participate in music-making, such as young offenders or young people at risk of exclusion.*

Attendance for all children across Key Stage 1 from our school at events organised by the Sunderland Music Hub externally and attendance paid for by school music budget.

Attendance for all children across school in EYFS and Key Stage 1 at termly live music performances in the school hall.

Children to be given the opportunity to participate in the school choir alongside other pupils and staff for no cost and to participate in subsidised keyboard group tuition sessions.

The use of an inclusive music scheme-Sparkyard which prioritises the importance of lessons that provide children with the opportunity to develop their instrumental and vocal skills.

The Music Lead was successful in a Music grant application and so a range of instruments have been purchased to be used in our outdoor and indoor environments for Key Stage 1 and EYFS in order that children have greater opportunities for music making in their continuous provision and playtime sessions.

Links with Tiny Tweeties to complete workshops in school which are inclusive to all children in EYFS.

Are there any areas for development within your setting and how can the Music Hub support with this?

We have contacted all of the Ukulele Tutors on the Tutor Database and have not been successful in replacing the Ukulele Tutor that we used to have as none of the tutors who are trained to work with younger children are available to work in our school.

General Data Protection Regulation (GDPR)

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Should you wish for your data to be removed from our records, you can do so by emailing:
lizzie.nixon@sunderland.gov.uk

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