

Music Delivery Plan 2025 - 2026

Section 1 – Budget

School Contact Details

School:	Burnside Academy
Music Coordinator:	Amy Whiffin
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Finance/Business Coordinator:	Lesley Dodds
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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)				
Individual Tuition (one-to-one)				
Small Group Tuition (two to ten pupils)	2-6	15	3	Trombone & Guitar
Large Group Tuition (more than 10 pupils but not WCET)	3-6	90	½ per class	Ukelele, Recorder, African Drums
Group Playing Activity (Ensembles or groups for example: Rock band)	4-6	25	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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Large Group Tuition (more than 10 pupils but not WCET)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Group Playing Activity (Ensembles or groups for example: Rock band)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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:	£1600
School Budget Contribution:	0
Estimated Parental Contribution: <i>(based on your school's charging policy)</i>	
Pupil Premium:	
Total:	£1600

Tutors

Freelance/Agency	Name	Instrument
Sapien Records	David Smith	Guitar/Brass
Music for Schools	Brendon Renwick	Ukelele, Recorder, African Drums

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 Inspire Multi Academy Trust, we are committed to ensuring the effective delivery of a music curriculum that is accessible to all our children. Music is a practical, creative subject, which should enhance the lives and learning of all children. Music is a unique way of communicating that can inspire and motivate children. It gives an opportunity for personal expression and it can play an important part in the personal development of an individual. Music reflects our culture and society and so the teaching and learning of music enables children to better understand the world they live in. Our children will focus on a variety of key musicians linked to their topics and they will begin to understand the development of their particular music and how that may have impacted our lives.

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

Strengths:

Music curriculum evidence
Choir
Instrument lessons
Sessions with Dr Renwick

Challenges:

Money for instrument lessons – parental contribution
Staff not being specialists and lack of subject knowledge

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

Continue instrument lessons
CPD for staff on upskilling knowledge and using the Model Music Curriculum

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.*

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

Support on implementing the Model Music Curriculum

General Data Protection Regulation (GDPR)

Your contact information will be stored by Sunderland Music Hub in accordance to GDPR guidelines. Sunderland Music Hub will use this data to contact you regarding Music Education. This data may also be used for monitoring purposes.

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

If you want to know more about how and why we store data, please read our privacy policy: <https://sunderlandmusichub.org.uk/wp-content/uploads/2019/09/Privacy-Notice-Sunderland-Music-Hub-Sept-2019-Update.pdf>