

Music Delivery Plan 2026 - 2027

Section 1 – Budget

School Contact Details

School:	Hylton Castle Primary School
Music Coordinator:	Lisa Wood
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Finance/Business Coordinator:	Emma Olsen
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Planned Instrumental delivery for academic year 2026/2027

Please confirm your planned music education delivery for the academic year from September 2026 to July 2027.

	Year Groups	Estimated Numbers	No. of terms delivery	Instruments being taught
CIL (Classroom Instrumental Learning – previously called WCET)	5 & 6	60	3	keyboards
Individual Tuition (one-to-one)				
Small Group Tuition (two to ten pupils)	2 - 6	35	3	Brass, violins, guitars, drums
Large Group Tuition (more than 10 pupils but not WCET)				
Group Playing Activity (Ensembles or groups for example: Rock band)				

Budget

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

	Music Subsidy	School Budget	Parental income	Other (please state)
CIL (Classroom Instrumental Learning – previously called WCET)	☒	☒	☐	
Individual Tuition (one-to-one)	☐	☐	☐	
Small Group Tuition (two to ten pupils)	☒	☒	☒	

Large Group Tuition (more than 10 pupils but not WCET)	☐	☐	☐	
Group Playing Activity (Ensembles or groups for example: Rock band)	☐	☐	☐	

Please give an indication of your school's expected financial contributions towards music activity for the academic year 2026/2027.

Income	£
Music Subsidy:	1700
School Budget Contribution:	4000
Estimated Parental Contribution: <i>(based on your school's charging policy)</i>	3000
Pupil Premium:	4000
Total:	12700

Tutors

Freelance/Agency	Name	Instrument
North East Music Foundation	Thomas Moorin	Keyboards and violins
North East Music Foundation	Eric Lewis	Drums
North East Music Foundation	Ben Chinery	Brass
North East Music Foundation	Michael Potts	Guitars

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. Music Connects Sunderland 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?

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. At Hylton Castle Primary, we wish for children to develop a genuine passion, interest and enthusiasm for Music throughout their school life. Children will explore a range of different concepts within Music, from learning to play an instrument, to exploring the history of Music from different periods.

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

Strengths:

- Music is taught regularly throughout the school
- Singing in assembly
- Range of instruments taught in school – brass, guitars, drums, violins, keyboards
- Children's enthusiasm
- Staff engaged enthusiastically in CPD in summer term
- Two additional choirs have begun this year.
- Saw an increase from 22 to 37 chn having small group instrument lessons this year.

Challenges:

- Curriculum needs reviewing and revising
- Staff confidence and subject knowledge
- We won't be using a specialist music teacher for whole-class keyboard lessons next year – we will use a member of school staff and 'add-a-note'.

What key components/strategies will you put in place to support the development of music in the school during the academic year 2026-27?

Continue with staff CPD – particularly for Year 5/6
Would love to set up an ensemble.

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 26-27. 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.*

Heavily subsidise instrumental lessons and other opportunities (eg Sunderland Sings, live performance)

Are there any areas for development within your setting and how Music Connects Sunderland support with this?

- Music ensemble – need advice for music for the instruments we hav

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

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