



South Yorkshire Music Hub

Inclusion Strategy: South Yorkshire Music Hub	2
Introduction to delivery partners and SYMCA	2
Inclusion Lead for South Yorkshire Music Hub	2
Definition of Access.....	3
South Yorkshire Context	3
Needs Analysis.....	4
Roles and Responsibilities of Leadership.....	4
Roles and Responsibilities of Workforce	5
Pledges.....	5
Action Plan	5
Monitoring and Review.....	11
Appendix 1.....	12
Appendix 2 – SEND needs analysis	18
Appendix 3 – Primary needs analysis.....	20
Appendix 4 – Secondary needs analysis.....	24

Inclusion Strategy: South Yorkshire Music Hub

This inclusion strategy aims to instigate lasting change across South Yorkshire. It focuses on our workforce, governance, and delivery of music education. It builds on our ambition to develop an inclusive educational culture where all children and young people are valued and recognised for their unique qualities, ideas, voices, and perspectives.

Our Vision for South Yorkshire Music Hub is to provide:

1. High quality provision from birth for all children and young people, with meaningful progression that is tailored to needs, interests and abilities.
2. Authentic and equitable access for all that celebrates the variety of life experiences of the communities we support.
3. Empowered, informed and representative workforce.

Introduction to delivery partners and SYMCA

South Yorkshire Music Hub (SYMCA) leads the delivery of music education for children and young people across this region. The SYMCA is an evolution of music education partnerships across South Yorkshire, with consortium members covering Barnsley, Doncaster, Rotherham, and Sheffield. The new collaboration is led by South Yorkshire Mayoral Combined Authorities (SYMCA) and funded by the Department for Education via Arts Council England. It is part of an ambitious national programme to provide high-quality music education for all children and young people.

The SYMCA will continue the excellent work of the four former local Music Hubs who now become main delivery partners (Barnsley Music Service, Doncaster Music Service and darts, Rotherham Music, and Sheffield Music Hub). These organisations will continue to deliver music education across South Yorkshire and be the main contacts for local schools and communities. This exciting, new partnership will enhance the offer through collaborations between educational, creative, and community organisations. It will strengthen relationships across South Yorkshire, bringing people together and linking to exciting opportunities within music education and the music industry.

Inclusion Lead for South Yorkshire Music Hub

Sarah Eastaff is the Inclusion Lead for the South Yorkshire Music Hub. She is the Director of Creative Learning at darts, which previously co-led the Doncaster Music Hub. darts is Doncaster's leading creative health and learning charity, which specialises in working in SEND settings, PRUs and with people who have been historically underserved by arts organisations. Sarah is a member of the leadership team for the Music Hub, attends the board meetings and chairs inclusion steering groups. Sarah is an experienced strategic leader, the

Safeguarding Lead for darts and a qualified children's therapist. Sarah and darts will act as the Inclusion Lead at least for the next year, to January 2026.

She provides leadership, support and direction for the Hub's Inclusion Strategy, ensuring focus on equitable access and progression for children and young people from all backgrounds. In this role, Sarah takes responsibility for undertaking additional training to better inform our inclusive approach.

This strategy was created by the Inclusion Steering Group for South Yorkshire Music Hub which includes representation from each of the four local authorities. This group includes a SENCO with previous experience teaching in a SEND school, a trauma informed practitioner and 2 Service Managers. This strategy was informed by our previous focuses on inclusion locally, former strategies, SMART targets and feedback via the needs analysis across South Yorkshire.

Definition of Access

It is crucial our work is accessible. We consider accessibility on an individual basis and recognise that people are disabled by barriers in society. We consider these elements:

- **Life Conditions** which may include communication and interaction, cognition and learning, social, emotional, and mental health, and sensory and physical needs.
- **Environmental Context.** We acknowledge that across South Yorkshire we have a vast demographic with a variety of experiences and opportunities.
- **Life Circumstances** covers the complexities of how we live, including relational experiences, Adverse Childhood Experiences (linked) and our experiences in education.

South Yorkshire Context

South Yorkshire encompasses Barnsley, Doncaster, Rotherham, and Sheffield. There are 404 mainstream primary schools, 78 mainstream secondary schools, 27 SEND schools and 6 Alternative Provisions across South Yorkshire. The regional average percent of students with SEND requiring support in school is 14.5% while 4.6% of students have Emotional Health Care Plans. Across South Yorkshire, we have rural and urban communities, and a wide range of languages are spoken. In Sheffield, 41% of students are from a Black and/or Minority Ethnic background while in Barnsley, this group makes up 12.1% of students. We recognise that in each area, we are responding to our own unique communities while we will embrace opportunities to learn from each other.

When analysing students known to be eligible for Free School Meals, the average across South Yorkshire is 30.9% which is roughly 5% more than that of England's average.

This data is taken from the DfE published Pupil Characteristics and Special Educational Needs datasets for 2023-24, based on School Census data from January 2024.

See Appendix 1 for breakdown of data.

There are also high and rising child poverty rates, particularly over the last six years (Inclusion Plan Evidence Base, 2023. SYMCA) and all schools are addressing more complex needs on the ground. We have a rich history of making music across this region, with industry professionals, schools and families, and will continue to do this through 2024/25.

Needs Analysis

Over 200 schools completed the 24/25 needs analysis. This feedback is informing our delivery in this school year and our planning for the 25/26 school year. 71% of SEND schools across South Yorkshire have fed back that they need support with:

- Developing their School Music Development plans (93% of surveyed schools)
- Resources designed specifically for SEND students (80% of surveyed schools)

We are recruiting a lead SEND School for South Yorkshire to inform our CPD offer, delivery and instrument procurement across the region. This school will be named in the next iteration of the strategy.

34% of secondary schools in South Yorkshire completed the needs analysis. They highlighted the biggest barriers as:

- Only having one music teacher in the department (47%)
- Teacher capacity (37%)
- Time within the curriculum (37%)

45% of primary schools in South Yorkshire shared feedback through this needs analysis. They highlighted the most prominent barriers as:

- Time within the curriculum (34%)
- Teacher skills and experience (30%)

As the Music Hub, teachers feel we can help by:

- Providing high quality CPD, highlighted across all school responses
- Support with travel costs for events – noted for primary and SEND schools

This feedback will inform our planning for the South Yorkshire Music Hub, including our focus on inclusion. This will be reviewed alongside further feedback from schools, partners, participants and parents/carers. Our pledges and actions below were confirmed before receiving this feedback.

More detail is available in Appendix 2 which includes the full analysis of the feedback.

Roles and Responsibilities of Leadership

The South Yorkshire Music Hub leadership team and Board are responsible for publicly advocating South Yorkshire Music Hub's vision for inclusive music education. We will directly challenge prejudice, discriminatory behaviour, and attitudes. The leadership team will also

ensure that the workforce of all consortium members and partner organisations can be trained in our ideal approach, helping us to work towards a truly inclusive offer.

Appraisals of workforce and partner delivery will be carried out with inclusion in mind and clear targets set to ensure the workforce is supported in meeting our inclusion pledges. Leadership will also ensure that individual workforce members' needs are met and that they are treated fairly regarding their own protected characteristics.

Roles and Responsibilities of Workforce

Each member of the workforce of all delivery partners and consortium members should be made aware of this policy and attend training provided by SYMH relating to inclusion. Every member of the workforce must act in accordance with this policy while representing SYMH or any of its delegated delivery partners. They should be respectful to the protected characteristics of other members of the workforce, children, and adults they may meet while representing SYMH or any of its delegated delivery partners. Members of the workforce should not undertake actions contrary to the advice in this document, which could bring SYMH into disrepute. Members of the workforce are expected to report any instances where protected characteristics are not being respected so that the leadership team can seek a prompt solution.

Pledges

These pledges inform the South Yorkshire Music Hub SMART targets and are areas of development for each borough. We will continue to deep-dive into these pledges in our regular meetings, sharing best practice and refining our SMART targets to reflect areas of development.

1. **Youth Voice:** We are committed to listening to and learning from our partners, participants, and local communities so that our offer, our way of working and how we communicate about our work is informed by the experiences and feedback of young people.
2. **Co-curation:** We will provide opportunities for children and young people, parents/carers, and partner organisations to help us develop a varied programme of music education experiences across South Yorkshire. We will also share our learning with partner organisations, feedback to the partners and participants who have informed our choices and be informed by further evaluation as well.
3. **Accessibility:** We are committed to developing and refining our approaches to accessibility across our work in South Yorkshire. This includes reviewing where we work and where we don't, recognising areas for development and sharing best practice from across the boroughs.

Action Plan

Please note: some of these actions are based on previous experience or policies for each area and may not align exactly with our pledges above. These are noted and will continue to be actioned alongside those focused on our pledges.

SMART Target	Which Pledge	Next steps	Tracking	Date for review
South Yorkshire				
To share learning, both successes and areas for development, on a quarterly basis with the Inclusion Steering Group, particularly focused on the pledges above.		To continue regular meetings with the Inclusion Steering Group. To continue meeting weekly with the Central Leadership Team and keep Inclusion as a regular agenda item.	On track	May 2026
To review Remissions Policies across South Yorkshire Music Services to identify different approaches. This will inform future planning, with the aim of aligning our offers. There will be a specific focus on supporting children who are eligible for Free School Meals and/or children who are Care Experienced.	3	We met in-person in October to explore these in detail and shared mapping, suggested changes were shared with the Central Leadership Team and this is informing planning for the September 2026 SYMH conference for musicians.	On track	May 2026
Barnsley				
Apply for Greater Childhood Ambition funding (and other grants if applicable) to support access to inspirational opportunities for pupils that may face barriers,	NA	Local steering group supports and support huge value this brings. BMS leadership successfully budget and plan to perform at MfY Prom 2026 – no cost to CYP	On track	June 26
Further develop our community music programme in free and open access spaces – Barnsley Civic community space and Lightbox (Library)	3	Programme booked in for 2026/27 – links with library team, arts and events and Barnsley Civic programming manager.	On track	July 26

Maintain and further expand Whole Class programme in schools ensuring all pupils have at least 1 year of free music	3	Business model continues to allow large subsidy for schools. Quality of delivery remains high. Music Festival continue to develop as a celebration opportunity and links to our new Greater Childhood Ambitions.	On track	July 2026
Doncaster				
To continue providing high-quality, accessible music education in all SEND Schools from Sept 2025 following the end of Youth Music funding.	2	darts have been successful in receiving additional funding to continue this work until July 2027. CPD remains a key area of development.	On track	Completed Feb 2026.
Devise a list of instruments and equipment specifically for students with additional needs or SEND to be ordered as part of the capital grant.	2	We have purchased items to build SEND music packs for each area, based on feedback across partners and consulted our lead SEND School. We have some final items to order in Spring 2026.	On track	Spring 2026
Prioritise financial support for families on low incomes in accessing music education in Doncaster.	3	Maintain free access to all out-of-schools' ensembles run by Doncaster Music Service. Review annually. To build more effective communications about this offer so the public can access it more easily and school Music Leads can signpost effectively.	On track On track	July 2026
Rotherham				
Build on the work currently being carried out alongside the Children's Capital of Culture to bring Youth Voice into the co creation of experiences and offers for Rotherham Children	1	From March 2025, review the feedback from the Signals 2025 event – an event co-created with young people – Co creation debrief and plan with Youth commissioning panel Implement youth led weekly music social open to all young people interested in	Completed Completed	July 2025 Apr 2025

		<p>music led by social workers running from Feb 25 – Dec 25</p> <p><i>Starting May 9th at new space Rock Out Music provision with a Pathways To Industry evening.</i></p>		
Offer music engagement provision that is not dependent on previous paid for lessons and is equitable to all.	3	<p>Continue to develop our DJ/Music Tech provision and Increase numbers by 10% by June 2025</p> <p><i>Numbers now increased by 20% and awaiting outcome of Signals 2026 bid which will bring in a 0.5 tutor to deliver this for one year rather than relying on freelancers (Feb 26)</i></p> <p>Continue to work with more tutors from a diverse range of backgrounds.</p> <p><i>Breaking Through, Saturday Music centre and Sounds of Rotherham have increased diversity amongst our delivery staff (Feb 26)</i></p> <p>Work with Electronic Music Club and Pattern and Push to bring this work into a globally leading provision with access to career relevant opportunities. Bring in two Electronic Music Club guest sessions at Saturday Music centre by May 2025.</p> <p><i>This happened as part of Signals 2025 which bought Electronic Music Club and RP Boo founder of the footwork movement to the UK. EMP have been invited to contribute to the new Music Technology strategy</i></p>	<p>Completed.</p> <p>Ongoing.</p> <p>Ongoing</p>	<p>June 2025</p> <p>Ongoing</p> <p>May 25</p> <p>May 25</p>

		<i>that is being created alongside or Community Music strategy (Feb 26)</i>		
To create and resource a SEND specific offer (Continue to work in all SEND schools)	2	Appoint SEND specialist role Sep 2025 Work with SEND schools on a specific curriculum.	Partially on track Further delayed until April 26 although the staff member has been appointed.	Sept 26
To have a universal offer for Care experienced children	3	Continue to work with Virtual head after initial successes around Summer Schools 2024. <i>More work to be done here although Summer School offer with free spaces for Virtual School offered again with Arts Mark accreditation.</i> Make summer school free to all with addition of Arts Award and HAF funding July 2025 Agree offer for funding lessons for care experienced children.	On track Change – HAF funding not appropriate for this year. On track	July 2026 Jan 26
Work with more children in AP	1	Continue Signals funding for Sounds of Rotherham project in all AP across Rotherham Produce public outcome enabling performance for AP children <i>Outputs of this will now include tracks on the forthcoming CCOC album project Feb 26</i>	Completed	Feb 2026
Sheffield				

<p>To continue to develop our Youth Voice collection and implementation</p>	<p>1</p>	<p>We will do further work on meaningful conversation with young people to make sure youth voice is put at the heart of learning. We will find a way to document this effectively that will be a long-term solution to effectively track progression.</p> <p>Updates, Feb 2026:</p> <p>We now have a Youth Voice box on the front desk of all our rehearsal/out of hours lessons giving regular opportunities to feed back. This resulted in a petition against a change we had made to concerts.</p> <p>We have increased our work experience significantly. We are going to track the young people who have engaged in this to see if we can diversify the young people we work with and start to build this into our progression plans in relation to pathways to industry.</p> <p>As a follow on from our youth voice event, we are going to have young producers at our Gala concert. These 9 young people will be working across a variety of areas including stage management and lighting.</p>	<p>On track</p>	<p>Ongoing</p>
<p>To create a fit-for-purpose remissions strategy</p>	<p>3</p>	<p>We will make sure that our bursaries have a stronger expectation on progress linked to them. We will do a bench mark data analysis</p>	<p>On track</p>	<p>May 26</p>

		<p>so we can track how effective this is.</p> <p>Updates Feb 26:</p> <p>We are going to start by tracking young people on the CLA and Connect program. We will discuss individual progress/barriers at Sheffield inclusion team meetings. This will help us identify case studies and also areas for us to focus our work on before widening expectations to other programmes.</p> <p>Projects Team are going to track the attendance of young people in receipt of free bursary places against attendance from paying group members.</p>		
Improved public communications about our intent around EDI	1	<p>We are going to share more small wins regularly to tell the story of progression and inclusion.</p> <p>Update Feb 26:</p> <p>As well as the CLA and Connect students, we will discuss the pupils that have been watched in lesson observations. Outstanding moments will be put into the newsletter, Three Things Thursday, to look at shifting the culture of celebrating the small wins and setting the expectation of what we are looking for.</p>	On Track	May 26

Monitoring and Review

This policy will be monitored annually, with the next review due in **Summer term 2026** in preparation for the end of academic year, followed by sign off from the South Yorkshire Music Hub board. If you have any questions or comments regarding this policy, please contact the

Inclusion Lead for South Yorkshire Music Hub, Sarah Eastaff, Director (Creative Learning) at darts, sarah@wearedarts.org.uk

Appendix 1

South Yorkshire Local Authority Education Demographics

This data is taken from the DfE published Pupil Characteristics and Special Educational Needs datasets for 2023-24, based on School Census data from January 2024.

Number of Schools

phase_type_grouping	Barnsley	Doncaster	Rotherham	Sheffield	SY Total
State-funded nursery			3	2	5
State-funded primary	77	98	96	133	404
State-funded secondary	11	20	16	31	78
State-funded special school	2	6	7	12	27
Non-maintained special school		1		1	2
State-funded AP school	1	3	1	1	6
Independent school	3	5	2	9	19
Total	94	133	125	189	541

Number of Pupils (all ages)

phase_type_grouping	Barnsley	Doncaster	Rotherham	Sheffield	SY Total
State-funded nursery			463	196	659
State-funded primary	20974	28452	24647	47021	121094
State-funded secondary	13811	19397	19215	36371	88794
State-funded special school	453	771	1194	1669	4087
Non-maintained special school		40		54	94
State-funded AP school	36	45	114	262	457
Independent school	182	963	84	2437	3666
Total	35456	49668	45717	88010	218851

Number of Pupils (of compulsory school age and above)

phase_type_grouping	Barnsley	Doncaster	Rotherham	Sheffield	SY Total
State-funded nursery			0	0	0
State-funded primary	16719	22314	19622	37754	96409
State-funded secondary	13720	19397	19215	36081	88413
State-funded special school	444	760	1164	1618	3986

Non-maintained special school		39		51	90
State-funded AP school	36	45	114	262	457
Independent school	182	870	84	2303	3439
Total	31101	43425	40199	78069	192794

Number and Percentage of pupils with SEN Support

phase_type_grouping	Barnsley	Doncaster	Rotherham	Sheffield	SY Total
State-funded AP school	29	8	92	142	271
State-funded nursery			89	29	118
State-funded primary	2716	4251	4341	7512	18820
State-funded secondary	1590	2447	3091	4985	12113
State-funded special school	0	6	9	8	23
Non-maintained special school		1		0	1
Independent school	0	86	3	387	476
Total	4335	6799	7625	13063	31822

phase_type_grouping	Barnsley	Doncaster	Rotherham	Sheffield	SY Total
State-funded AP school	80.6%	17.8%	80.7%	54.2%	59.3%
State-funded nursery			19.2%	14.8%	17.9%
State-funded primary	12.9%	14.9%	17.6%	16.0%	15.5%
State-funded secondary	11.5%	12.6%	16.1%	13.7%	13.6%
State-funded special school	0.0%	0.8%	0.8%	0.5%	0.6%
Non-maintained special school		2.5%		0.0%	1.1%
Independent school	0.0%	8.9%	3.6%	15.9%	13.0%
Total	12.2%	13.7%	16.7%	14.8%	14.5%

Number and Percentage of pupils with EHC Plans

phase_type_grouping	Barnsley	Doncaster	Rotherham	Sheffield	SY Total
State-funded AP school	6	31	17	43	97
State-funded nursery			1	13	14
State-funded primary	647	573	652	1241	3113
State-funded secondary	503	390	595	919	2407
State-funded special school	453	765	1185	1661	4064
Non-maintained special school		39		54	93
Independent school	172	54	81	66	373

Total	1781	1852	2531	3997	10161
--------------	-------------	-------------	-------------	-------------	--------------

phase_type_grouping	Barnsley	Doncaster	Rotherham	Sheffield	SY Total
State-funded AP school	16.7%	68.9%	14.9%	16.4%	21.2%
State-funded nursery			0.2%	6.6%	2.1%
State-funded primary	3.1%	2.0%	2.6%	2.6%	2.6%
State-funded secondary	3.6%	2.0%	3.1%	2.5%	2.7%
State-funded special school	100.0%	99.2%	99.2%	99.5%	99.4%
Non-maintained special school		97.5%		100.0%	98.9%
Independent school	94.5%	5.6%	96.4%	2.7%	10.2%
Total	5.0%	3.7%	5.5%	4.5%	4.6%

Pupils by Ethnicity

ethnicity_minor	Barnsley	Doncaster	Rotherham	Sheffield	SY Total
White - White British	30592	37393	35245	48811	152041
White - Irish	34	52	54	127	267
White - Traveller of Irish heritage	26	63	15	40	144
White - Gypsy/Roma	83	578	690	1712	3063
White - Any other White background	1917	3643	1585	3231	10376
Asian - Any other Asian background	101	836	479	2153	3569
Asian - Bangladeshi	20	36	36	1046	1138
Asian - Chinese	37	221	198	738	1194
Asian - Indian	221	467	417	1435	2540
Asian - Pakistani	76	663	2809	6595	10143
Black - Any other Black background	98	164	107	888	1257
Black - Black African	521	1282	1230	5957	8990
Black - Black Caribbean	16	44	36	436	532
Mixed - Any other Mixed background	488	668	425	1969	3550
Mixed - White and Asian	181	522	596	2003	3302
Mixed - White and Black African	113	349	313	1109	1884
Mixed - White and Black Caribbean	149	364	422	2307	3242
Any other ethnic group	191	658	506	3525	4880
Unclassified	410	702	470	1491	3073
Total	35274	48705	45633	85573	215185

BME %	12.1%	21.8%	21.7%	41.2%	27.9%

*Pupil numbers exclude Independent schools

We have presented this data as it has been provided, whilst being aware that the terms BAME/BME are not recommended for data collection for various reasons detailed in the link. ([Commission on Race and Ethnic Disparities, UK Government, March 2021](#)) This terminology is and will not be used in our planning and delivery of music activity.

Percentage of pupils by Ethnicity

ethnicity_minor	Barnsley	Doncaster	Rotherham	Sheffield	SY Total
White - White British	86.7%	76.8%	77.2%	57.0%	70.7%
White - Irish	0.1%	0.1%	0.1%	0.1%	0.1%
White - Traveller of Irish heritage	0.1%	0.1%	0.0%	0.0%	0.1%
White - Gypsy/Roma	0.2%	1.2%	1.5%	2.0%	1.4%
White - Any other White background	5.4%	7.5%	3.5%	3.8%	4.8%
Asian - Any other Asian background	0.3%	1.7%	1.0%	2.5%	1.7%
Asian - Bangladeshi	0.1%	0.1%	0.1%	1.2%	0.5%
Asian - Chinese	0.1%	0.5%	0.4%	0.9%	0.6%
Asian - Indian	0.6%	1.0%	0.9%	1.7%	1.2%
Asian - Pakistani	0.2%	1.4%	6.2%	7.7%	4.7%
Black - Any other Black background	0.3%	0.3%	0.2%	1.0%	0.6%
Black - Black African	1.5%	2.6%	2.7%	7.0%	4.2%
Black - Black Caribbean	0.0%	0.1%	0.1%	0.5%	0.2%
Mixed - Any other Mixed background	1.4%	1.4%	0.9%	2.3%	1.6%
Mixed - White and Asian	0.5%	1.1%	1.3%	2.3%	1.5%
Mixed - White and Black African	0.3%	0.7%	0.7%	1.3%	0.9%
Mixed - White and Black Caribbean	0.4%	0.7%	0.9%	2.7%	1.5%
Any other ethnic group	0.5%	1.4%	1.1%	4.1%	2.3%
Unclassified	1.2%	1.4%	1.0%	1.7%	1.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%
BME %	12.1%	21.8%	21.7%	41.2%	27.9%

*Pupil numbers exclude Independent schools

Pupils whose first language is known or believed to be English

phase_type_grouping	Barnsley	Doncaster	Rotherham	Sheffield	SY Total
State-funded nursery			402	139	541
State-funded primary	18985	23877	21379	35031	99272
State-funded secondary	12655	17083	17024	28198	74960
State-funded special school	418	705	1102	1357	3582
Non-maintained special school		29		52	81
State-funded AP school	36	45	94	189	364
Independent school	0	0	0	0	0
Total	32094	41739	40001	64966	178800

Pupils whose first language is known or believed to be other than English

phase_type_grouping	Barnsley	Doncaster	Rotherham	Sheffield	SY Total
State-funded nursery			61	57	118
State-funded primary	1846	4530	3248	11843	21467
State-funded secondary	866	2241	2032	7916	13055
State-funded special school	35	65	92	296	488
Non-maintained special school		11		2	13
State-funded AP school	0	0	18	73	91
Independent school	0	0	0	0	0
Total	2747	6847	5451	20187	35232
% Other than English	7.8%	14.1%	11.9%	23.6%	16.4%

Pupils whose first language is unclassified

phase_type_grouping	Barnsley	Doncaster	Rotherham	Sheffield	SY Total
State-funded nursery			0	0	0
State-funded primary	143	45	20	147	355
State-funded secondary	290	73	159	257	779
State-funded special school	0	1	0	16	17
Non-maintained special school		0		0	0
State-funded AP school	0	0	2	0	2
Independent school	0	0	0	0	0
Total	433	119	181	420	1153
Total Pupils	35274	48705	45633	85573	215185

*Pupil numbers exclude Independent schools

Free School Meal eligibility

Number of pupils known to be eligible for free school meals (Performance Tables)

phase_type_grouping	Barnsley	Doncaster	Rotherham	Sheffield	SY Total
State-funded nursery			0	2	2
State-funded primary	5834	7885	6496	14776	34991
State-funded secondary	3965	5350	5189	10638	25142
State-funded special school	228	314	579	836	1957
Non-maintained special school		21		12	33
State-funded AP school	26	29	80	198	333
Independent school	0	0	0	0	0
Total	10053	13599	12344	26462	62458

Number of pupils used for FSM calculation (Performance Tables)

phase_type_grouping	Barnsley	Doncaster	Rotherham	Sheffield	SY Total
State-funded nursery			92	66	158
State-funded primary	19835	26789	23529	44262	114415
State-funded secondary	13523	17599	17550	31720	80392
State-funded special school	400	677	1054	1456	3587
Non-maintained special school		40		50	90
State-funded AP school	36	45	114	262	457
Independent school	160	791	83	2007	3041
Total	33954	45941	42422	79823	202140

Percentage of pupils known to be eligible for free school meals (Performance Tables)

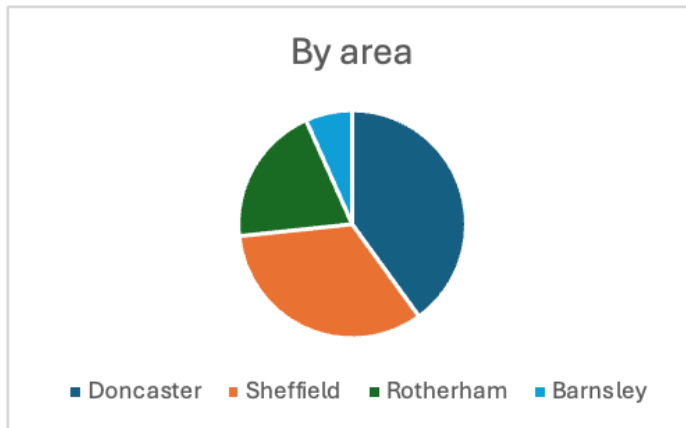
phase_type_grouping	Barnsley	Doncaster	Rotherham	Sheffield	SY Total
State-funded nursery			0.0%	3.0%	1.3%
State-funded primary	29.4%	29.4%	27.6%	33.4%	30.6%
State-funded secondary	29.3%	30.4%	29.6%	33.5%	31.3%
State-funded special school	57.0%	46.4%	54.9%	57.4%	54.6%
Non-maintained special school		52.5%		24.0%	36.7%
State-funded AP school	72.2%	64.4%	70.2%	75.6%	72.9%

Independent school	0.0%	0.0%	0.0%	0.0%	0.0%
Total	29.6%	29.6%	29.1%	33.2%	30.9%

Appendix 2 – SEND needs analysis

South Yorkshire Music Hub schools need analyses

SEND schools

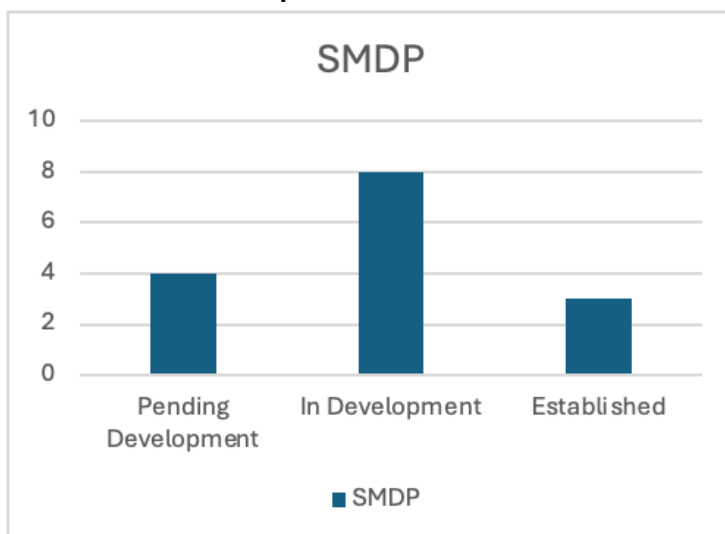


15 schools completed, total 21 SEND schools across South Yorkshire (71%).

100% of surveyed schools engage with the Music Hub.

73% of surveyed schools' have all their classes take part in music weekly. 63% (10 schools) also have termly performance opportunities. *To note, these are not the same schools.*

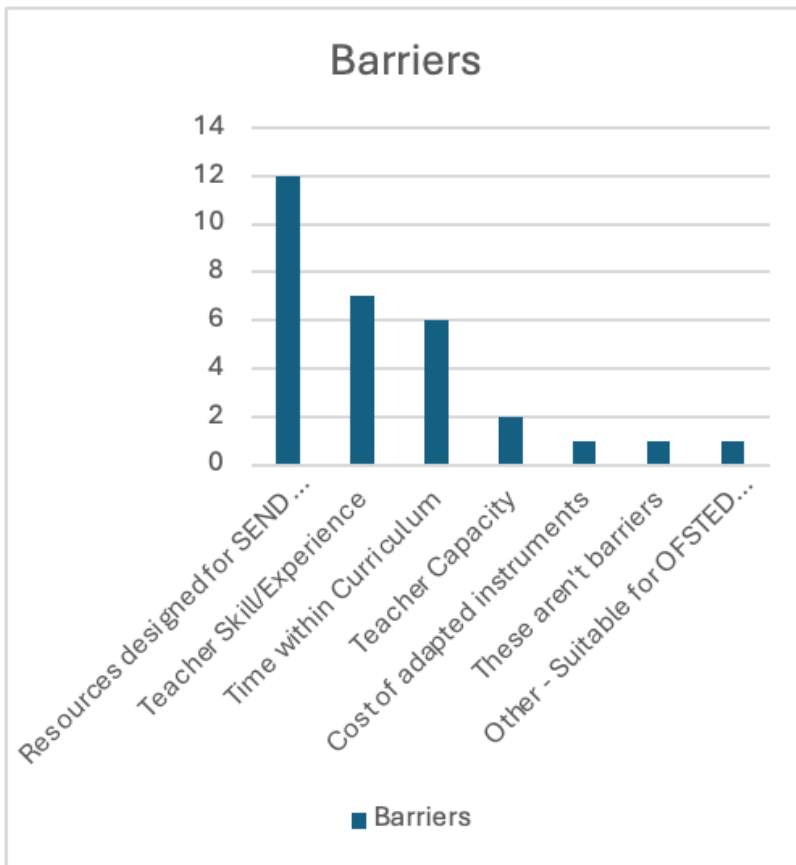
School Music Development Plans



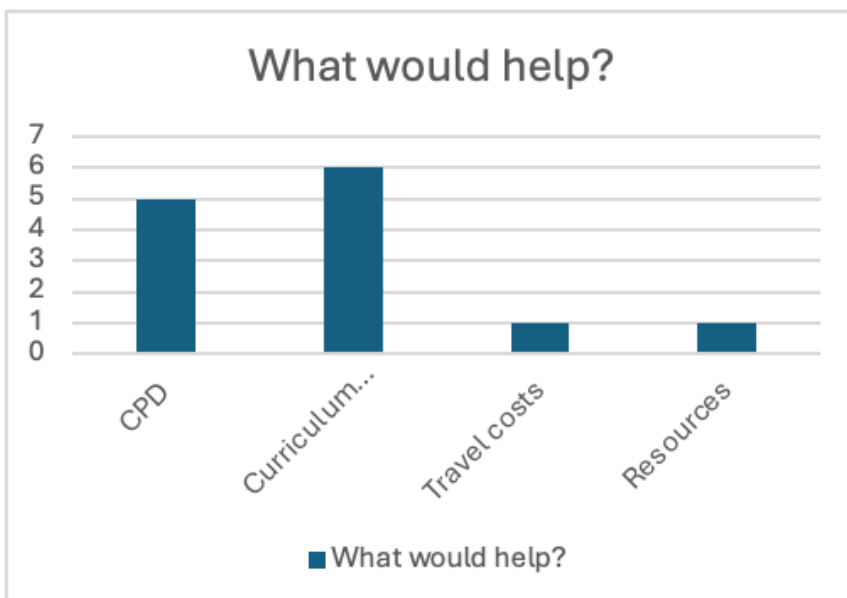
Pending: 1 in Doncaster, 2 in Sheffield.

In Development: 3 in Doncaster, 2 in Rotherham, 2 in Sheffield and 1 in Barnsley.

Established: 2 in Doncaster, 1 in Rotherham.

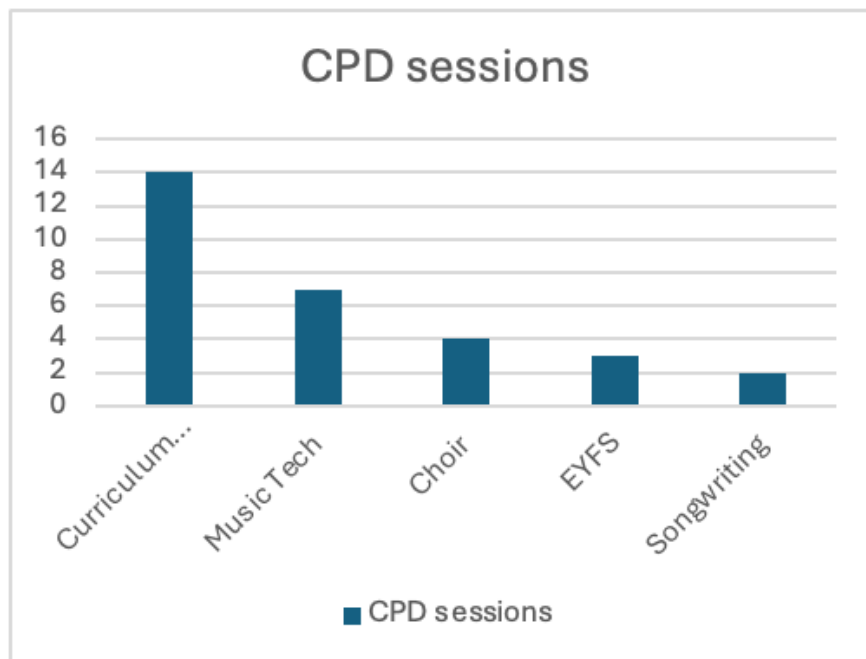


12 schools would like resources specifically designed for SEND schools. 1 school feels these aren't barriers, but it should be noted they've had weekly darts' sessions for four years. Other is a Music Lead who noted that they need support building a curriculum for their children which will be suitable to OFSTED.



Everyone didn't complete this question, but curriculum support and design were the areas most identified that would help, followed by teacher CPD.

9 schools have singing once a week, for 4 this isn't appropriate/applicable and 2 don't.



14 schools (93%) need support with curriculum design for SEND settings.

7 Music Leads know they have budget allocated for music in their school, 2 don't have budget and 6 are unsure.

12 schools may be interested in being a lead school for music for the South Yorkshire Music Hub.

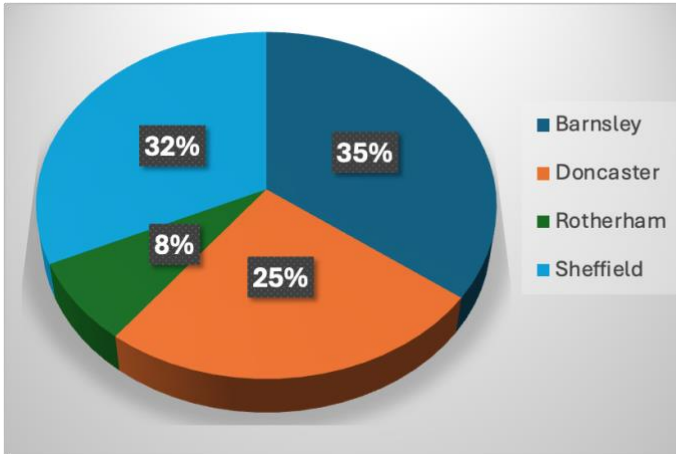
Other feedback:

- Very positive feedback from schools which are working with Rosie Hood
- More inclusive groups outside of schools would be useful.
- Network meetings and CPD are useful.

Appendix 3 – Primary needs analysis

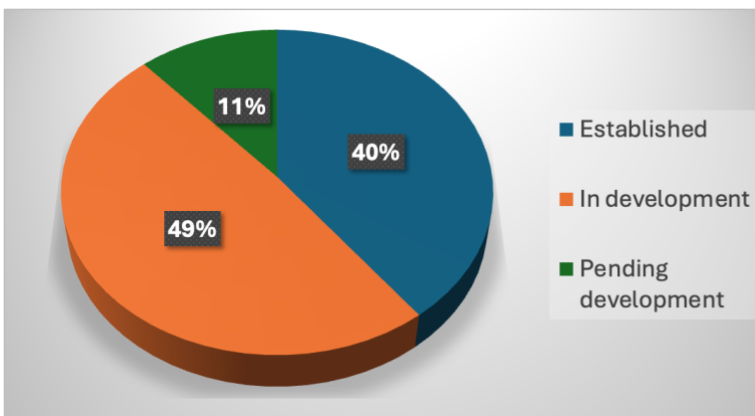
Primary Schools Survey responses

Responses by borough



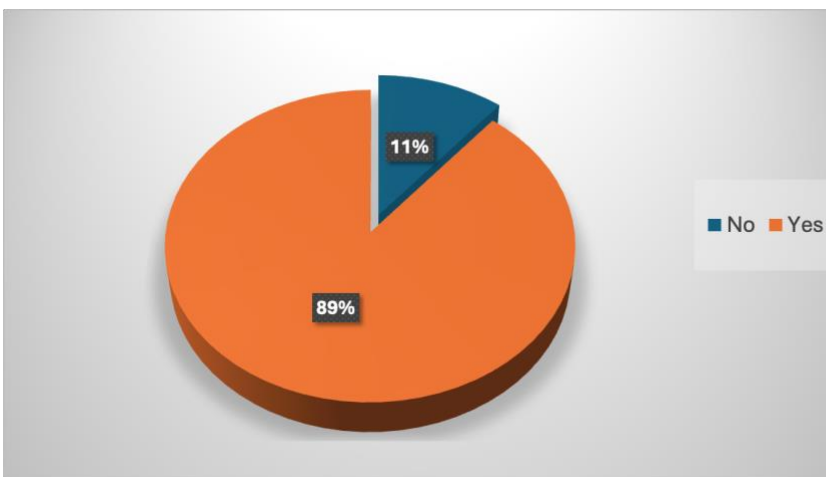
	Responses	Completion Rate
Barnsley	64	83%
Doncaster	46	47%
Rotherham	14	15%
Sheffield	58	44%
South Yorkshire	182	45%

School Music Development Plan; Stage of Development



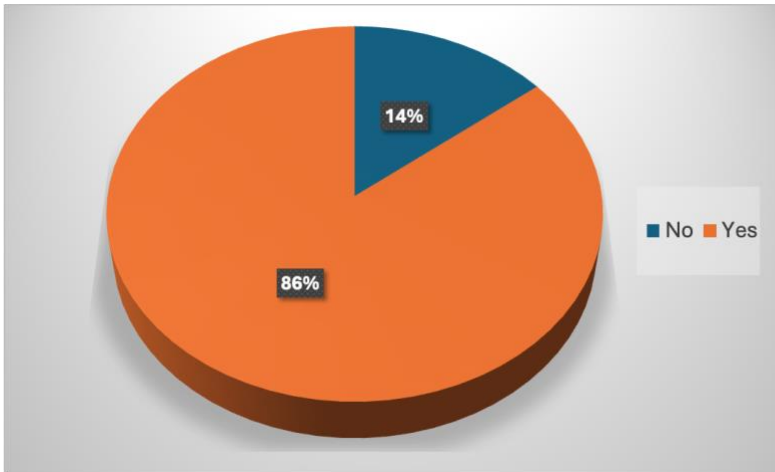
	Established	In development	Pending Development
Barnsley	34%	56%	9%
Doncaster	46%	41%	13%
Rotherham	7%	71%	21%
Sheffield	48%	41%	10%

Engagement with Local Music Service



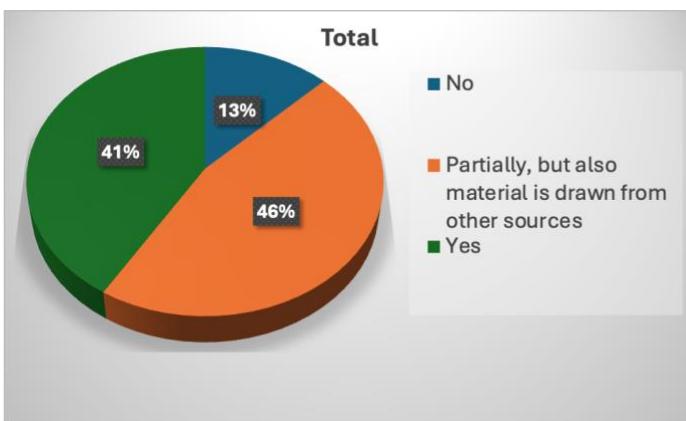
	Yes	No
Barnsley	91%	9%
Doncaster	93%	7%
Rotherham	86%	14%
Sheffield	84%	16%

Weekly Curriculum Music Lessons



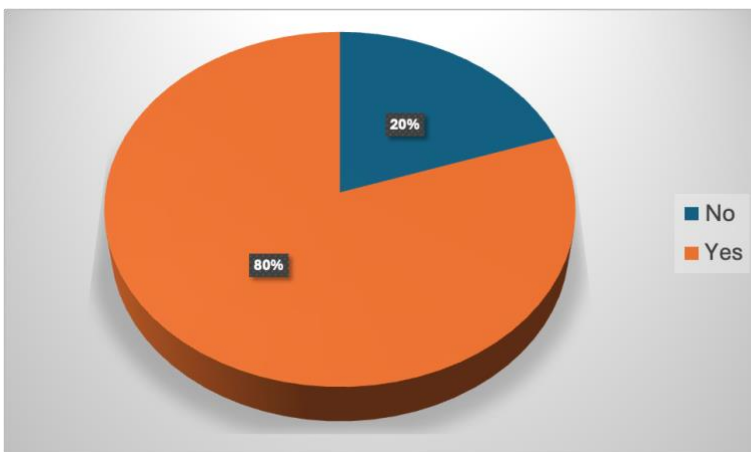
	Yes	No
Barnsley	84%	16%
Doncaster	87%	13%
Rotherham	64%	36%
Sheffield	91%	9%

Do music lessons in your school follow the model music curriculum?



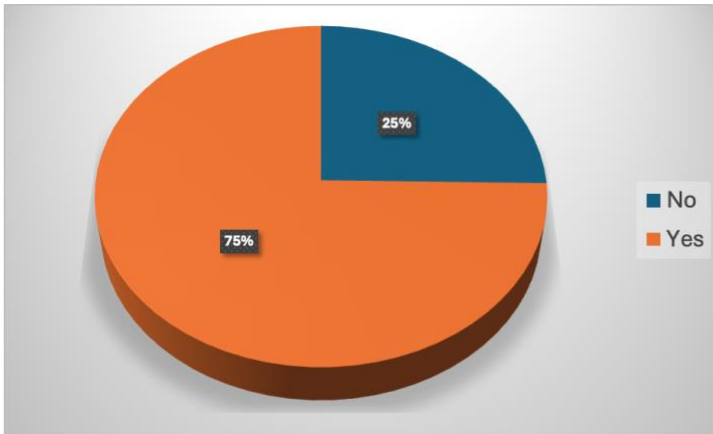
	Yes	Partially	No
Barnsley	47%	41%	13%
Doncaster	54%	39%	7%
Rotherham	14%	79%	7%
Sheffield	31%	50%	19%

Does your school offer whole class instrumental lessons?



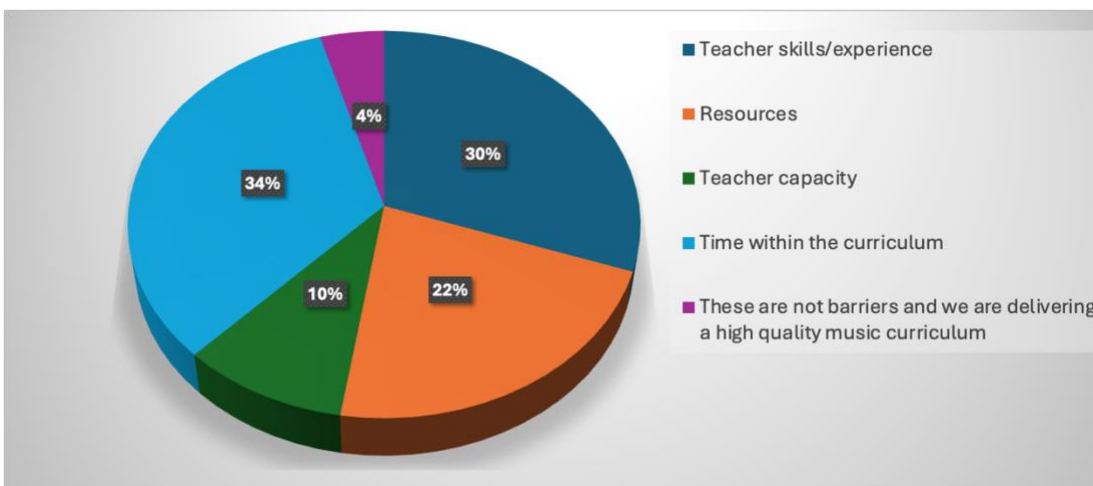
	Yes	No
Barnsley	78%	22%
Doncaster	85%	15%
Rotherham	71%	29%
Sheffield	81%	19%

Do pupils in your school have the opportunity to perform at least once a term?

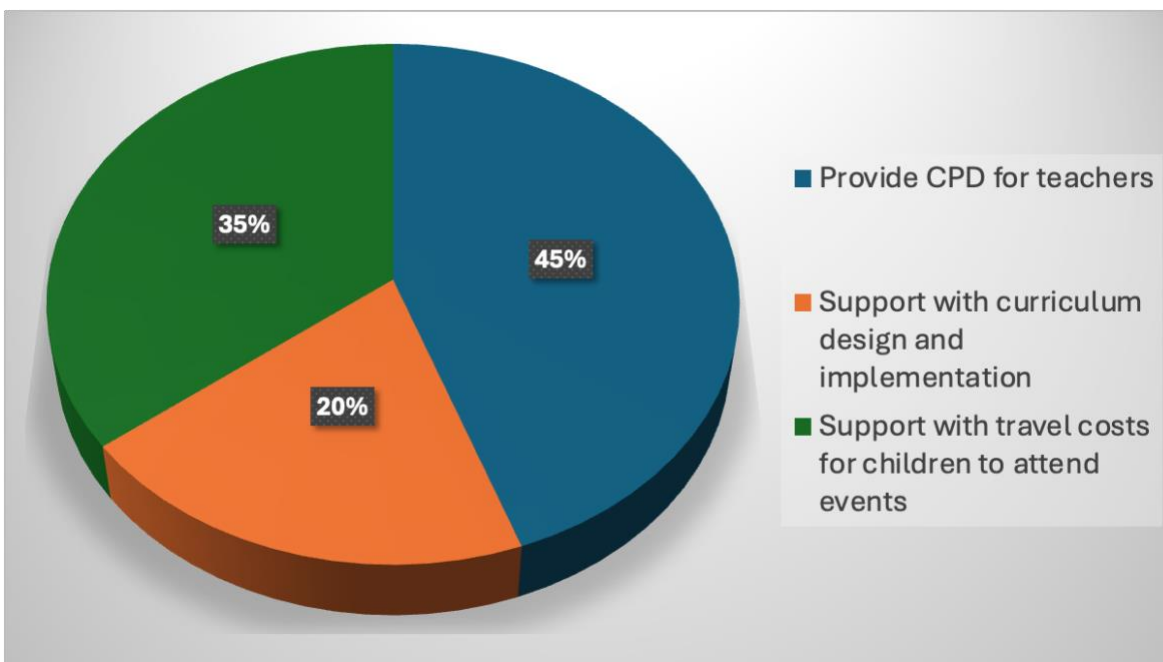


	Yes	No
Barnsley	81%	19%
Doncaster	74%	26%
Rotherham	57%	43%
Sheffield	72%	28%

Barriers to delivering a high-quality music curriculum



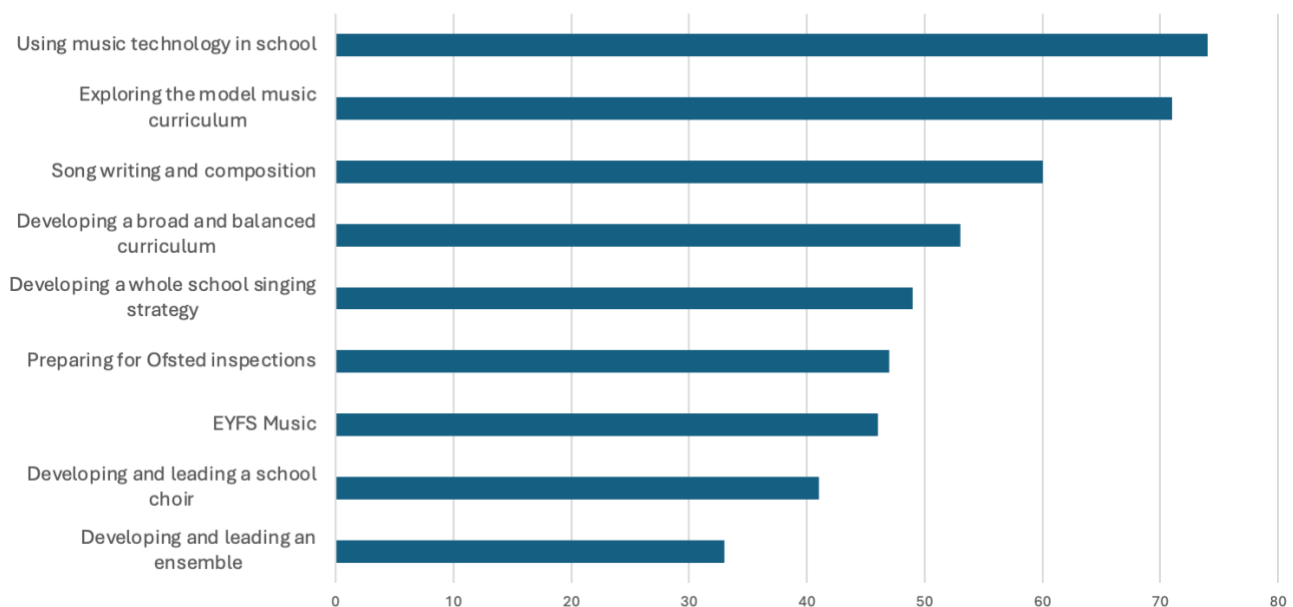
What can we do to help to overcome these barriers?



Other support:

- Bids to support resourcing of instruments
- Funding for Release of Music Lead to model lessons to staff and regularly monitor delivery of lessons
- More awareness of opportunities available and possible transport to get us there
- Musical instrument class set hire
- Another barrier ...is lack of dedicated space. This makes it difficult for us to get resources into classrooms. We are looking at this as a school
- Stress the importance of music to SLT and governors in schools
- Music doesn't have the same priority as a subject and as part of our school identity that it did have pre-covid. The uptake of instrumental lessons has also dropped significantly despite marketing this much more than we used to. Having more clarity about the availability and capacity of instrumental lessons would help with managing this

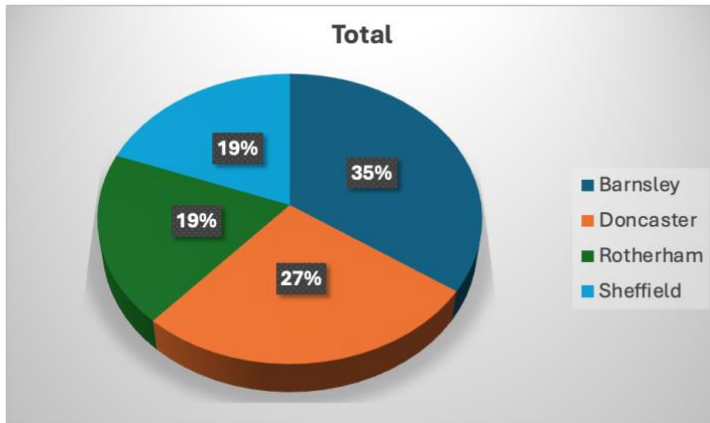
What CPD sessions would staff from your school be interested in attending?



Appendix 4 – Secondary needs analysis

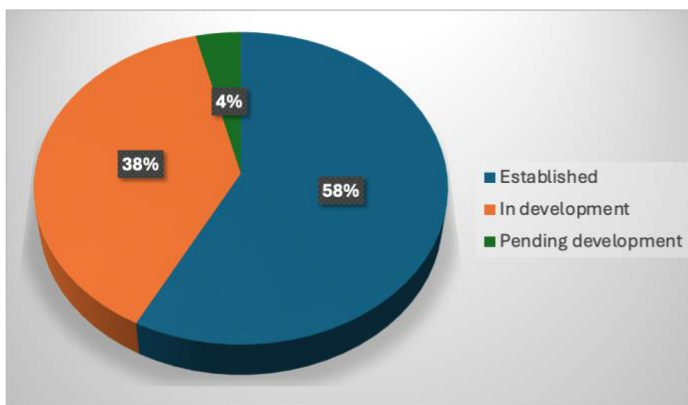
Secondary Survey results

Responses to survey



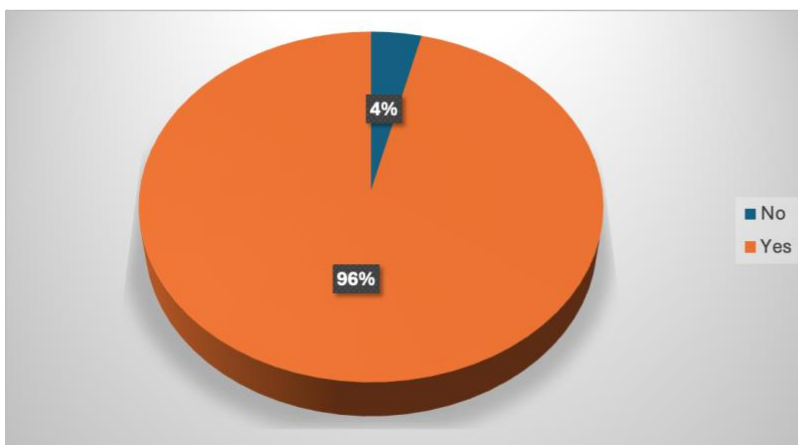
	Responses	Completion Rate
Barnsley	9	82%
Doncaster	7	35%
Rotherham	5	31%
Sheffield	5	17%
S Yorks	26	34%

School Music Development Plan, Stage of Development



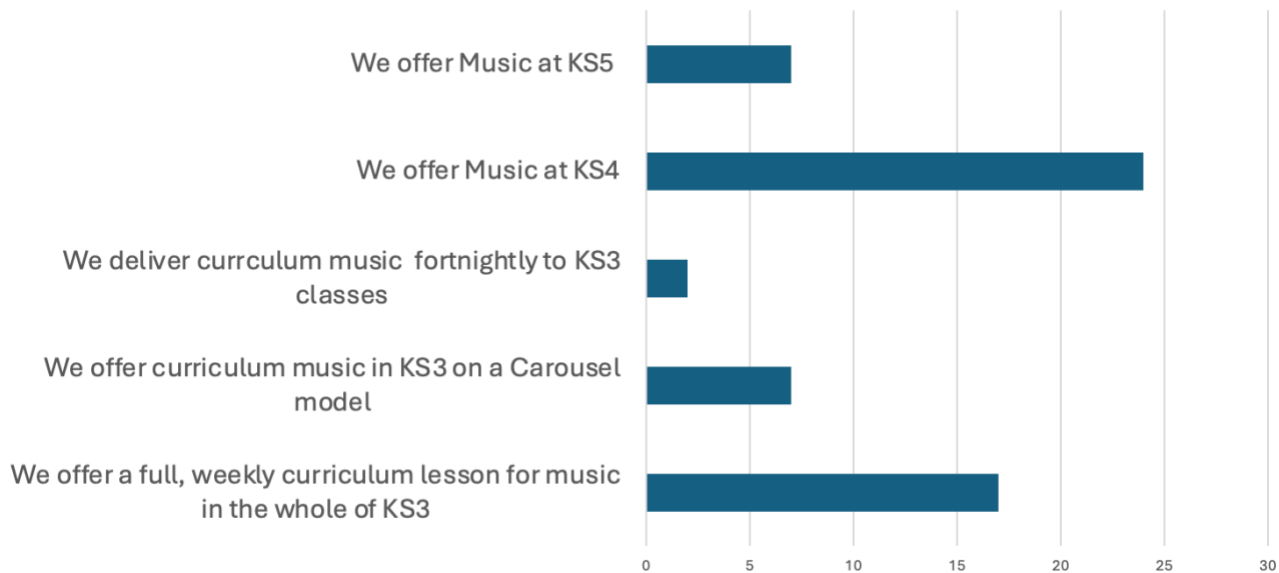
	Established		In development		Pending Development	
Barnsley	7	78%	2	22%	0	0%
Doncaster	3	43%	4	57%	0	0%
Rotherham	3	60%	2	40%	0	0%
Sheffield	2	40%	2	40%	1	20%
S Yorks	15	58%	10	38%	1	4%

Engagement with Local Music Services

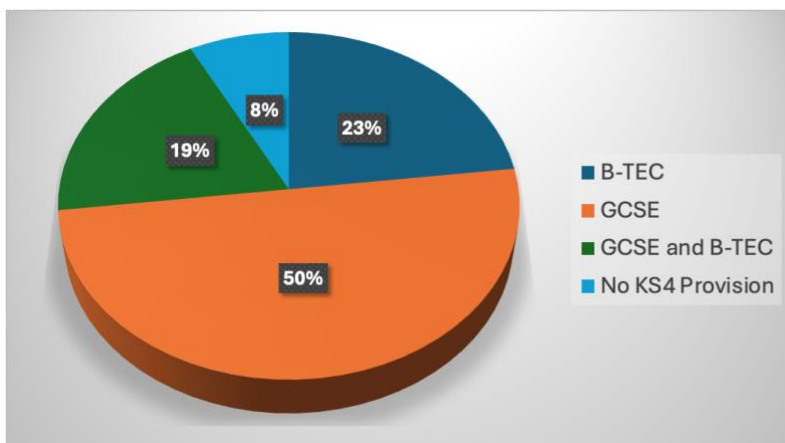


	Yes	No
Barnsley	100%	0%
Doncaster	86%	14%
Rotherham	100%	0%
Sheffield	100%	0%
S Yorks	96%	4%

How is curriculum music delivered in your school?



Music Provision at KS4

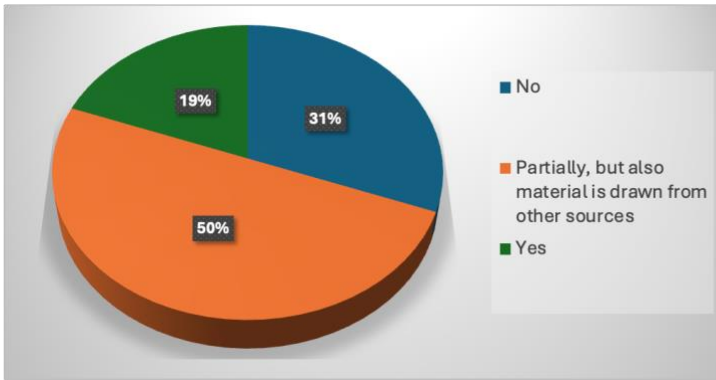


- 92% of respondents offer either GCSE, B-TEC or both at KS4

Music Provision at KS5

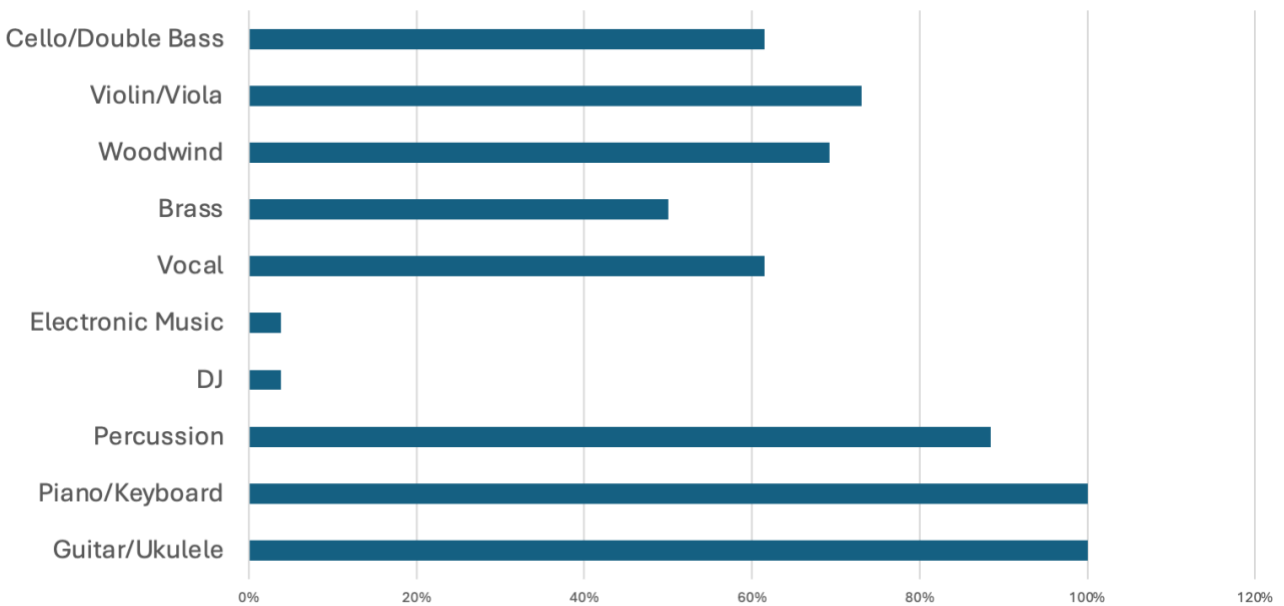
Qualification	Schools offering
A-level;	7
A-Level Music Technology;	1
BTEC Diploma;	2

Do music lessons in your school follow the Model Music Curriculum?

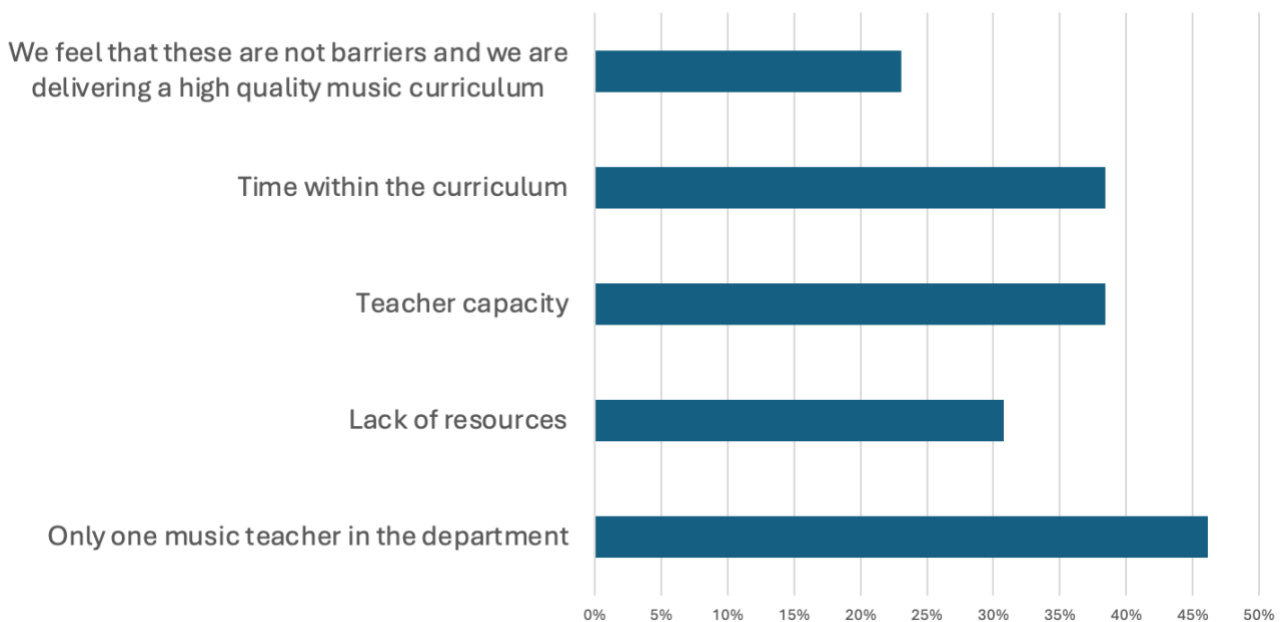


	Yes	Partially	No
Barnsley	33%	56%	11%
Doncaster	43%	43%	14%
Rotherham	40%	40%	20%
Sheffield	0%	60%	40%
S Yorks	31%	50%	19%

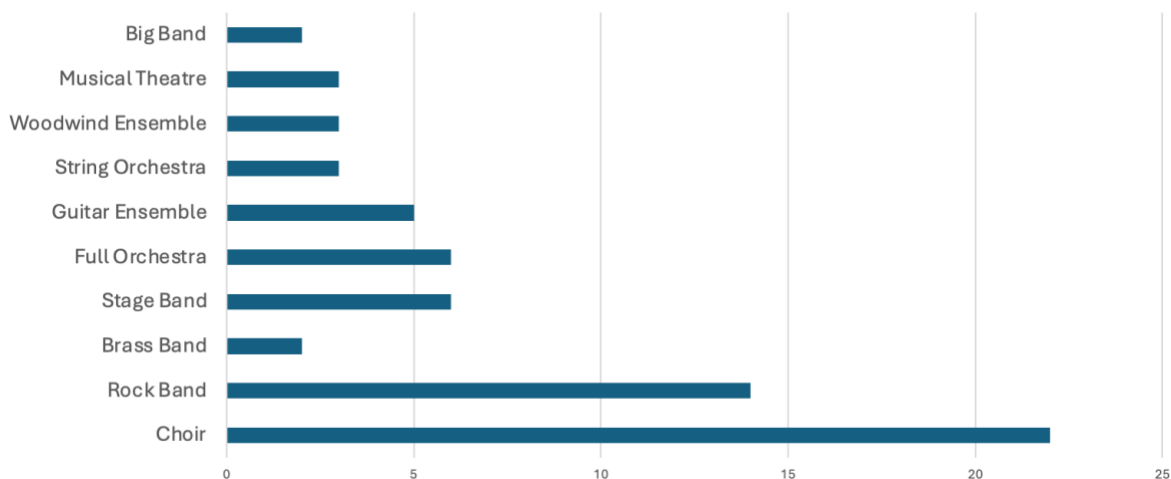
Instrumental Music Lessons in School



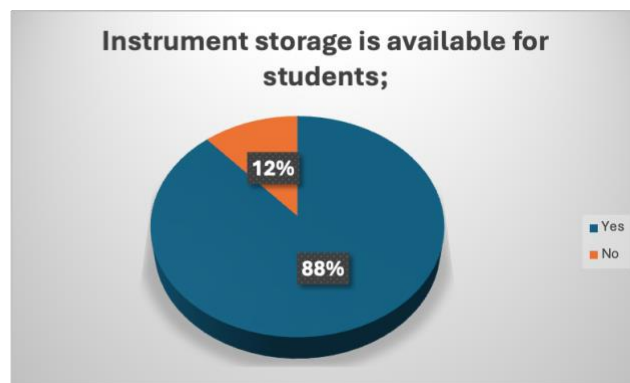
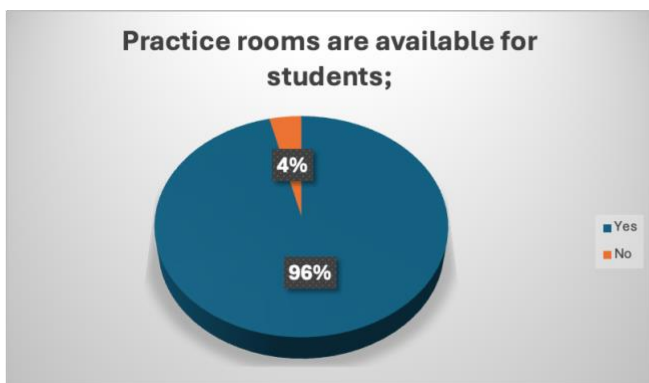
Barriers to delivering a high-quality music curriculum



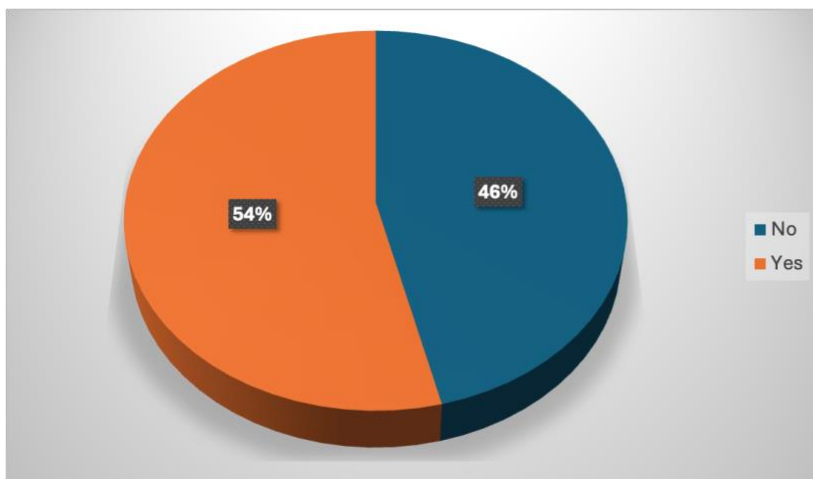
Musical Ensembles in School



Facilities in school for students



Do you have contact with at least one of the music leads from feeder primary schools?



	Yes	No
Barnsley	44%	56%
Doncaster	57%	43%
Rotherham	80%	20%
Sheffield	40%	60%
S Yorks	54%	46%