



**MUSIC MARK** INFLUENCING SUPPORTING & CONNECTING

*Membership organisation, subject association and charity*  
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## Spring Summit

*'To strengthen – to make someone or something stronger or more effective'*

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## What is Social Mobility?

“Social mobility is the breaking of the link between a child’s family background and where they get to in life, with their background and destination often measured by social class (which usually looks at their profession) or by income.”




## Barriers to Social Mobility

**Early Years provision:**

- Lower income families are less likely to access high quality early years provision that meets their needs.

**Home learning environment and parenting:**

- Children from lower income families are less likely to experience an optimal home learning environment, leading to worse child development outcomes from an early age. Parental attitudes impact throughout life.

**Quality of schools:**

- There is considerable variation in access to high quality schools across the country and lower income children, who have most to gain from high quality teaching are less likely to go to the best schools.

**Education outcomes:**

- Disadvantaged children are more likely to start school behind and make weak progress, most notably at secondary school; so lower income children are considerably less likely to do well in their GCSEs at age 16

**Advice and Experiences:**

- Lower income children are less likely to have access to the advice and wider experiences that will help them to make optimal choices for their education and which will support them to succeed in the labour market.

**Post-16 and Higher Education:**

- Lower income students make sub-optimal choices, are less likely to access the highest quality provision and have weaker outcomes, even when compared to their peers with similar prior attainment, which results in weaker labour market outcomes.

**Progression in work**

- Adults who have not received optimal educational outcomes are too often stuck on low pay, in careers with little opportunity for progression or second chances to succeed.



## How can hubs help with this agenda?

- “Our vision is to enable children from **all backgrounds and every part of England** to have the opportunity to learn a musical instrument; to make music with others; to learn to sing; and to have the opportunity to progress to the next level of excellence.” (NPME Para 2)
- Justine Greening has asked us to look at all DfE programmes to see how they can better support disadvantaged pupils.



## “All backgrounds” - provision for disadvantaged children

27.2% of the national population is eligible for the Pupil Premium. Hub data (imperfect) shows:

**Whole class ensemble teaching:**

- 28.6% of those receiving WCET were eligible for Pupil Premium

**Ensembles:**

- 4.2% of participants in ensembles received an individual subsidy to allow them to attend (ensembles are free for all pupils in some cases)

**Individual or group lessons:**

- 7.3% of those having lessons in large groups (not WCET) and 3.7% of those having individual lessons were eligible for PP
- 6.1% of those having small group lessons and 7.5% of those having individual lessons received an individual subsidy



## “All backgrounds”- provision for children with SEN

Hub data shows 15.4% of national population with SEN

- **Whole class ensemble teaching.**
  - 2.3 % of those receiving WCET had SEN (3% of pupils in the classes that received WCET had SEN)
- **Ensembles:**
  - 4.3% of participants in ensembles had SEN
- **Individual or group lessons:**
  - 2.7% of those having lessons in small groups and 3.9% of those having lessons in large groups had SEN



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## “Every part of England” - Opportunity Areas

**Six areas announced: 4 October 2016:**      **Six more areas announced: 18 January 2017**

- |                 |                                 |
|-----------------|---------------------------------|
| • Blackpool     | • Bradford                      |
| • Derby         | • Doncaster                     |
| • Norwich       | • Fenland & East Cambridgeshire |
| • Oldham        | • Hastings                      |
| • Scarborough   | • Ipswich                       |
| • West Somerset | • Stoke on Trent                |



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## Why these areas?

- Based on the Social Mobility Commission’s social mobility index and DfE’s education data, these areas were identified as facing challenges to social mobility.
- Other factors were also taken into account, including:
  - regional spread
  - type of area
  - local support
- The primary purpose of Opportunity Areas is to focus local and national resources on a common goal – to increase social mobility. We want to learn from what works in these initial 12 areas, capturing which challenges all areas share and what is unique to a particular place.



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## Examples of challenges – for all hubs, not just those covering OAs

- **Blackpool:** 100% of hub grant supports Blackpool children, but are there parts of Blackpool where participation in music is low?
- **Norwich:** Well served by Norfolk’s music provision, but do children from all parts of Norwich benefit?
- **West Somerset?** Is Somerset provision accessible to those from West Somerset (and other remote communities)?



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## What does this mean in practice?

- Hub roles and funding formula remain the same in 2017-18
- Funding agreements being rolled over, but that doesn’t mean nothing should change
- Looking to hubs to increase their focus on disadvantaged children and young people, including those with SEN and who are disabled



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- Information for 2018-20 to follow.

## Funding – we listened!

- November 2016: announcement of £75m a year for music education hubs until 2020.
- Individual hub allocations for 17-18 have been made.
- Hubs can’t do everything alone. Nationally, DfE grant is about 1/3 of hub income. Schools and parents pay most of the rest, with LAs in some areas also making a financial contribution.



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### Charging - schools

- In 2014-15, schools contributed £58,397,000 to hub income (some will have been passed on from parents).
- Schools should expect to pay for:
  - provision that forms part of their curriculum  
"Funding to hubs does not replace funds allocated to schools to deliver the music curriculum although hubs may provide services/teachers on a chargeable basis" (para 81 of NPME)
  - support for school-based extra-curricular activities
  - cpd for their teachers and support staff.



### Charging - parents

- In 2014-15, parents contributed £31,665,000 to hub income (probably an under-estimate).
- Regulations set out what parents can be charged for but should parents who can afford it expect to pay for:
  - extra-curricular lessons (individual or group, but not WCET)
  - ensemble membership
  - instrument hire?



### Other income generation

What more can hubs do to increase income so there is more money to support disadvantaged pupils?

Source of income	£ (2014-15)
Other earned income	15,719,000
Local authorities	10,065,000
Other income	5,932,000
Youth Music grants	957,000
ACE grants	880,000
Charitable foundations/trusts	789,000
Donations	380,000
Sponsorship	145,000



### Huge regional variations

Region	DfE	LAs	Parents	Schools	Schools/parents	Other earned income
East	26.3%	6.8%	19.3%	43.6%	62.9%	1.5%
East Mids	33.6%	6.0%	8.7%	32.9%	41.6%	13.2%
London	26.3%	5.1%	21.5%	26.9%	48.4%	9.8%
North East	45.4%	3.6%	14.8%	30.0%	48.8%	4.1%
North West	46.9%	0.7%	2.2%	19.8%	22.0%	26.3%
South East	29.0%	5.9%	34.3%	18.6%	52.9%	8.5%
South West	41.8%	3.7%	8.5%	30.3%	38.8%	9.1%
West Mids	26.9%	5.2%	5.3%	55.3%	60.6%	2.4%
Y&H	32.6%	10.1%	20.7%	30.9%	51.6%	4.7%
England	31.8%	5.5%	17.3%	31.9%	49.2%	8.6%



### Reviewing priorities

- Hope hubs will review their provision, including their charging policies, in the light of their local needs analyses, to ensure that the DfE grant reaches the children who most need it.
- Also encourage hubs to seek out additional sources of funding to supplement their income.



### Questions for discussion

- What more can hubs do to support disadvantaged pupils, disabled pupils and those with SEN?
- What are the benefits?
- What are the trade-offs?

