

Area of focus – the strategic functions have been used to structure this template with the following example areas of focus drawn from the Performance Framework		PART A: 'What should be'	PART B: 'What are the gaps'	PART C: 'Next steps'
		Describe the needs and aspirations for your area, based on consultation and feedback from children, young people, parents/carers, schools, teachers, Hub partners and other stakeholders.	Briefly describe what you believe are the gaps in provision compared with your aspirations in Part A.  You may wish to consider strengths, weaknesses, opportunities and threats to current provision and approaches, considering both from and beyond the Hub's own activity.	This section should refer to your SMART objectives or LPME to demonstrate that there are actions, dates, timescales and resources put in place to address the needs identified.
Programme of Activity	Developing partnerships	Partnerships should support a diverse range of opportunities that enable sustained progressive learning and participation across a diverse range of styles, genres and approaches.	Certain types of music are more limited in the range of providers supporting or delivery activities or the progression routes available. This includes orchestral instrumental learning, particularly less common instruments, opportunities in jazz, authentic global music study and popular and dance music styles. This impacts the progression routes particularly where levels of progression are very wide or there are low numbers of participants which in turn limits the range of ensemble provision both in and out of schools. The hub has a number of key partners that can be used to support gaps in provision however the opportunities to address these is limited by financial resources available and the need to support existing progression opportunities.	The Hub will support access to less studied methodologies for creating and making music through targeted programmes that either a) encourage the growth of that methodology within school opportunities, b) via support for music centres to establish those studies or c) provision of access to instruments and/or equipment or d) targeted projects to enable learning in less established genres and styles. These will be delivered through partnerships including those with the Hub Lead Organsiation. In 23-24 the objective by the end of the academic year will be to have beginner study opportunities across all orchestral learning areas where the numbers studying and demand is low, regular opportunities each term to engage with styles and genres that are not commonly available across the County and popular music options for study that are linked to progressive pedagogy.
	Supporting progression	Structured progression mechanisms should support individual creative learning or personal development with opportunities to discover, explore,, develop and embed knowledge and understanding and self-directed musical journeys.	Whilst established step programmes in technique and repertoire exist for many methods of exploring music, this may need building upon to ensure that creative and compositional opportunities are included regularly. Data from schools identifies "discovery" of a range of engagement mechanisms is a particular issue for them currently and this will of course impact further progression.	The hub will support the development of integrated creative learning and wellbeing appraoches and associated training and guiding mechanisms to support individual young musicians. The expectation is that all partners will be able to communicate training in this area by the end of the year and the visibility of the approach is communicated externally. In addition the hub will work with partners to create a programme of opportunities that enable more "discovery" of musical methodologies and styles for the primary sector, particularly for the Early Years and KS1 phases in schools. Through the settings development process, the Hub will support a range of options for delivery of First Access via development within curriculum and large group or whole class learning schemes.
Quality	Quality of content	Hub supported provision should result in high quality development experiences for all involved.	There are many providers, with a range of experience and skills in delivering activity working in the County. The hub has an expectation that all work is delivered to high standards and this is established in the current memorandum of understanding (MOU) for partnership working. It is also refleted in project development and collaboration processes used by the hub for generating new ideas and opportunities. The hub needs to ensure that the content delivered is monitored by itself or other independent observation as well as through the partners themselves.	The Hub will continue to refine the MOU to ensure that all providers are able to meet quality standards and these agreements are used in 100% of activities where supported by Hub resources. The Hub will support the HLO to develop collaboration projects and processes to support them that ensure high quality planning and delivery and expect that all requests for Hub financial or other support will be developed through these mechanisms for consistency and equity. In addition, the Hub Board will review the monitoring of provider activity so that independent oversight through visits and attendance at events can be increased.
	Quality of delivery	Provision supported by the Hub should be planned, delivered and evaluated to high standards.	The MOU expects that high standards of delivery will be maintained and that all partners involved in carrying out work will have appropriate performance management mechanisms to monitor and identify and correct as needed. We need to strengthen the monitoring of this with partners to ensure appropriate frameworks and management are being applied.	The MOU will be revised to ensure the performance management mechanisms are identified and clearly communicated with guidance provided where partners need to develop further.
	Quality of development	Planning and development of relationships, programmes and policy should reflect best practice including the provision of evidence and data.	The MOU provides a good framework for managing relationships. However it remains difficult at times to collect relevant data that can demonstrate the impact of the hub's investment, even when the requirement is clear to partners. There remains a balance to be struck in disengaging from a relationship due to a lack of data and the impact on potential participants going forwards.	The partnership process and MOU will be strengthened by provision of documents and templates for data collection that enable partners to be aware of and plan to collect relevant evidence for activities as far as is practical. We will continue to work with data analysts to enable the extraction of information relevant to reporting from a range of sources. The Hub Board will review the process for working with partners where data collection remains difficult and identify solutions with them where there is commitment to improve it or have a disengagement mechanism where this is not apparent.
Partnerships	Breadth of partnerships	The range of partnerships developed should enable as broad a set of sustainable opportunities for individual children and young people as resources permit	An audit of the range of provision that partnerships can support is needed to check for any gaps, including those due to geographical location and an assessment against levels of demand and alternative routes of support.	The Hub Board will audit both key and peripheral partners or potential partners to assess the match with known and potential needs and range of opportunities. This will enable gaps and access issues to be mapped and collaboration approaches adjusted to develop and train where necessary to increase the provider range.
	Collaboration processes	The process of collaboration should enable co-developed projects and activities to make best use of respective resources and expertise to achieve quality of provision and best value in delivery.	Our investment approach has been redeveloped to encourage collaborative discussion and developmennt of ideas into projects. This is relatively new and therefore work will continue to embed this approach with key partners and make it more visible to others.	The Hub will continue to work with partners to assess projects both from the opportunity offered and the potential for sustainability of longitudinal access to participants looking to continue and progress. The HLO will bring projects that fit with Hub objectives to its attention so that the Board can consider the levels of support that might be committed, including, for those activities that will require ongoing support for continuation, how this might best be managed within its core programme.
Schools	Example: Understanding school needs, particularly those historically disengaged			
	Supporting engagement, planning and development	The hub should provide mechanisms for schools to use to determine needs so that it can provide appropriate support and guidance for school music plan development and implementation and use support where required to identity and achieve engagement from historically "hard to reach" settings.	The mechanisms are in place and working with those engaged to date. Further steps need to be taken to encourage all existing supported schools to undertake the assessment and planning processes provided by the hub. For hard to reach schools approaches via MATs or the LA will be used to obtain discussion with senior leaders.	See above in relation to assessment and planning processes. The Hub will identify "hard to reach" schools and determine the best approach to be undertaken by the HLO to engage them in the processes and dialogue, drawing on support from local, regional and national bodies where necessary should there be a continued retinence to engage. The Hub would expect to re-engage with 10% or more of these settings annually. School CPD programmes will be reviewed updated and communicated annually where commissioned.
	Sustaining and extending relationships and provision	The hub should support the development of existing engagement with schools using its processes to ensure sustainability of appropriate provision and extension where resources permit or can be developed.	For existing partnership relationships with settings, the focus is on sustainability of opportunities so that progression can be supported alongside identification of realistic development where resources permit. Further sources of financial support may be needed or a reassessment of how existing provision is funded to release resource for new development.	Further projects to support workrorce development, singing engagement and improvement in discovery and exploration of instruments will be developed. The Hub will identify sources of additional funding that it can approach itself or via the HLO to increase, if feasible, the quantity of continuation work that can be sustained through alternative sources to the hub grant. It will identify and discuss barriers to this with investors.
Progression and Musical Development	Overcoming barriers to participation and progression	The hub should consider within programme development and support partners to implement ways of supporting participation for those that might otherwise be unable.	Partners supporting by the hub are expected to have strong remission and support mechanisms in place. The quality of these mechanisms is variable meaning there are differences in levels of access across the County. The hub will need to look at whether a more centralised mechanism of support can be provided that will create better equity of access. This would also enable a consistent approach to addressing non-financial barries for participation,	Projects will be commissioned to support access to identified areas of need with targeted provision through collaborations. The Hubs Remissions, Charging and Subsidy policy defines a) how the Hub acts to support access itself and b) how partners and schools are expected to play their part in supporting access. The expectations for the latter will be communicated clearly within the MOU for partners and monitored by the HLO and Hub Board. The Hub Board will continue to work towards a goal of achieving evidence that the support provided annually to encourage access meets or exceeds the proportion of annual funding calculated in relation to children and young people eligible for free school meals.

	Ensuring high quality pedagogical and creative learning	The hub should support high quality structured creative learning and personal development through its partnership processes and collaboration programmes.	Partners are expected to develop the content of their provision within a framework that is embedded in quality creative learning or personal development practice. In order to support this development, the MOU should be revised to ensure there is provision of information that evidences this is in place.	The Hub integrated approach to creative learning and personal development will form part of the information provided and referenced in the MOU to partners.
Inclusion	Supporting equality of access to opportunities	The hub should encourage all partners to have robust inclusion strategies reflective of its own approaches and those of investors and encourage projects and activities that enable better equality of access.	In addition to remission assistance and breadth of opportunity and progression routes referred to above, the hub will expect partners to have inclusion strategies that reflect consideration of diversity reflective of the local population whether in terms of workforce and structure or in the opportunities and activities provided.	The Hub will communicate key inclusion documentation to all partners as part of the MOU process and collect and monitor evidence from them of similar strategies or adoption of a model strategy provided with actions being taken where development is required.
	Diversifying the range of opportunities	The hub should work with partners to broaden the range of opportunities across all styles and genres to increase access points for children and young people, allowing them to develop their particular areas of focus.	We will continue to map progression route options and seek to co-locate information in a more logical way and visible place as this is an identified issue from feedback from stakeholders. Where possible signposting to further provision will be offered for progression that is hard to create currently once this map is finalised.	The Hub will finalise its map of creative learning progression routes and make this both visible and integrated with partners where feasible so that it can support guided journeys and links to providers that supports individual choices.
	Supporting representation of different views and needs	The hub should work to ensure that all voices and particular needs can be represented in the discussions about programming and choices to be made in determining programmes of work.	We will continue to develop youth voice within our inclusion development work so this can contribute to planning of programme as this is a gradual process limited by capacity that needs to continue. We will review hub decision making structures and diversity in representation as part of ongoing governance development, already identified as needing work.	The Hub will support and encourage projects that are embedded with good practice in gathering youth voice both in design and evaluation. Development of the new Hub Board structure for 24-25 will enable appropriate adjustment to ensure representation of diversity in its operation.
Sustainability	Enabling alternative or additional income streams	The hub will support partners to identify or lever additional sources of income that can sustain, extend or enable new provision to be offered. Where appropriate it will seek funding itself from appropriate sources to increase the activity that can be supported.	Expansion of opportunities is limited not only by existing funding but by the need to also support continuity. If funding is required to enable access or opportunity at the start, it will be generally needed to sustain a learning journey beyond. Therefore all new provision has the potential to increase demand on resources to support progression throught continuity, as analysed this year. Sustainable funding to support continuity post initial engagement will require a different type of funding solution which needs to be explored. For the development of first engagement opportunities or occasional projects, fundraising will continue through our existing strategy with our partners.	The forward planning of strategy and programme with key partners annually will enable a fundraising schedule to be created to target particular types of development, working with appropriate organisations. In addition the Hub will work with partners to explore alternative mechanisms of support access for longer-term engagement beyond initial directly funded activities or programmes. The Hub recognises that much of the leverage of additional income may have to come from partners and providers themselves due to the nature of the Hub structure and identity. This will be reported via the evidence collected through MOU requirements.
	Considering environmental impact in decision making.	The hub will encourage all partners to have due consideration to the environmental impact of activity provision, particularly in relation to travel and energy and to have appropriate policies in place for their work reflective of those of investors and its own.	We expect all partners to consider the environmental impact of the provided activity, particularly in the County in relation to the energy required in relation to travel. We should investigate mechanisms to assess the impact of particular projects and activity so that this can be part of decision-making in the future.	The Hub will work with partners to identify a straightforward mechanism of identifying environmental impact of proposed projects with a range of options to explore to mitigate effects. As part of collaborative project development, assessment will include the review of travel required and mitigation of effects where possible.
	Enabling sustainable continuity	The hub will programme with the need in mind to sustain the individual journeys of existing participants where support is required while developing the resources or supporting partners to do so for further expansion of activity.	We will need to work with partners to look at how they build in sustainability and reduced reliance on regular financial support where this can be achieved within activities or identify key provision which will always need support to determine finite limits pending further fundraising.	The Hub will work with key partners to monitor programmes of activities that have to be regularly supported and build into financial planning and fundraising assessments a consideration of alternative sources of support including where appropriate charges and remissions.