



## EDI Strategy

Plymouth Music Education Hub worked with Dr Phil Mullen during 2021; we are now in Year two of the 4-year Action Plan. DAISI, one of our partner organisations, has been leading the development of our strategy plan and Dr Mullen's action plan will feed into this.

The hub is part of the Music Mark South-West EDI group and as such is party to, and informing, the development of the South-West Strategy. We are keen that this aligns with strategies developing in other regions.

Both the Hub Board and tutor staff are regularly asked to complete an anonymous survey with questions covering the data required for the ACE data return. This will be repeated again in Autumn.

Our Remissions Policy is available on the website. All of our ensembles and choirs are open to all, including our Open Orchestras. All of the lead organisation offer is free at point of delivery; on rare occasions some projects may incur a small charge to schools but we use hub funding to ensure we do not need to ask for full cost recovery on any of our services. First Access is charged to the schools and currently represents approximately 40% of the actual cost, Individual and Small Group (ISG) tuition is also charged to the school. It is accompanied by a document recommending ways of raising the funds rather than charging families.

We are acutely aware that we need to 'show the way' with regards diversity to broaden the outlook of the children and young people we work with, without this becoming tokenistic.

Background Context (from our Action Plan)

Plymouth had an estimated population of 263,070 in 2019 making it the 30<sup>th</sup> most populous built-up area in the United Kingdom and the second-largest city in the South-West, after Bristol. It is governed locally by Plymouth City Council.

Plymouth's economy remains strongly influenced by shipbuilding and seafaring but has tended toward a service economy since the 1990s. It has the largest operational naval base in Western Europe. Due to approximately 26,000 students residing in the city, the percentage of 18-24 year olds (12.2 per cent) is higher than found in England as a whole (8.7 per cent).

<sup>1</sup>Plymouthians are, on average, happier (37 per cent scoring very high for happiness, compared to 34.8 per cent national average); feel their life is more worthwhile (38.2 per

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<sup>1</sup> Plymouth Report 2019

cent scoring highly compared to 35.2 per cent national average); and are more satisfied with life (30.9 per cent scoring highly compared to 20.8 per cent national average). However, young people (aged 16 to 24) and people with disabilities are less likely to be satisfied with the city as a place to live.

Plymouth's creative industries generate an estimated turnover in excess of £250 million per year. The sector is worth £51.5 million GVA.

### Demographics

The average age in Plymouth (38.6 years) is below the England average (40 years), and the South West (44.1 years). Children and young people under 18 account for 20 per cent of the population, with 18 per cent being under 16<sup>2</sup>.

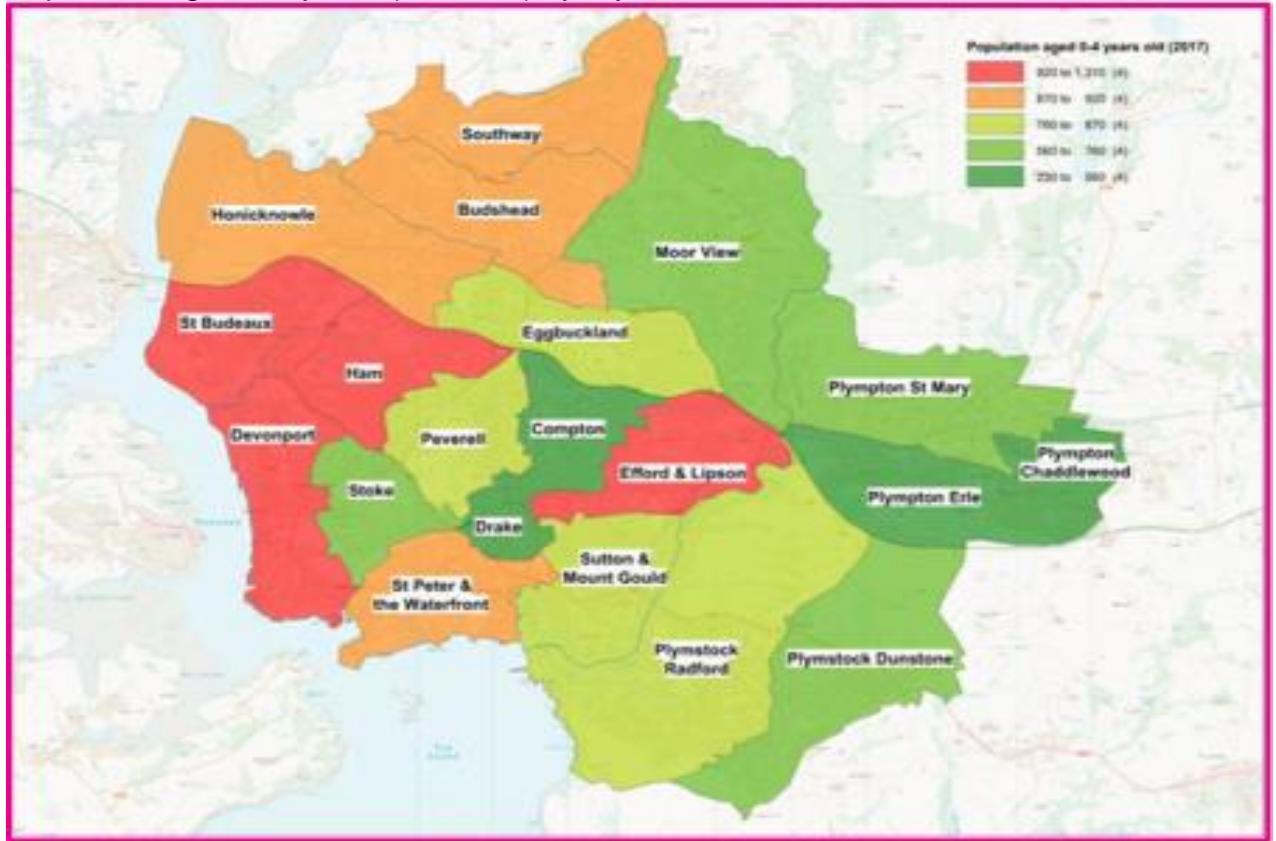
Numbers and percentages by age group in Plymouth, the South West, and England, 2017

Age group	Plymouth		South West		England	
	Numbers	Percent	Numbers	Percent	Numbers	Percent
Under 5	15,308	5.8	300,770	5.4	3,384,925	6.1
Under 16	47,120	17.9	977,522	17.6	10,637,971	19.1
Under 18	52,296	19.9	1,096,477	19.7	11,869,346	21.3
18-24	32,180	12.2	471,357	8.5	4,828,279.	8.7
25-64	170,672	64.9	3,427,027	61.6	35,542,943.	63.9
65 and over	47,686	18.1	1,210,974	21.8	10,030,511.	18.0
75 and over	21,620	8.2	551,000	9.9	4,535,330.	8.1
85 and over	6,376	2.4	170,607	3.1	1,352,056	2.4

ONS mid-year population estimates, 2017

<sup>2</sup> [https://www.plymouth.gov.uk/sites/default/files/Summary\\_Equality\\_Profile\\_2022.pdf](https://www.plymouth.gov.uk/sites/default/files/Summary_Equality_Profile_2022.pdf)

Population aged 0-4 years (numbers) by Plymouth electoral ward, 2017



As at October 2016 there were 7,530 UK Armed Forces personnel with a Defence Medical Services Registration (primary healthcare services provided by the MOD rather than the NHS) registered to Plymouth.<sup>3</sup>

As would be expected, schools in the vicinity of military bases have a higher percentage of children from service families, often giving rise to a mix of nationalities and an increase in younger parents with less family stability.

At the time of the 2001 census, 97 per cent of Plymouth's population were White British, whilst by 2011 this had decreased to 93 per cent. Some areas of the city are more diverse than others, in particular the areas around the university, the city centre, Stonehouse, and the East End.

Children and young people from minority ethnic groups account for just under 7 per cent of all children living in the area, compared with 25 per cent in the country as a whole.<sup>4</sup>

Plymouth's black and minority ethnic (BME) communities are very diverse. The Polish, Chinese, and Kurdish communities are amongst the largest. The census records that there are at least 43 main languages spoken in the city and nearly 100 different languages are spoken by Plymouth school children.

<sup>3</sup> Defence personnel NHS commissioning quarterly statistics: financial year 2018/19

<sup>4</sup> DfE school census statistics January 2018

The proportion of children and young people with English as an additional language in primary schools is 8 per cent (compared to 21 per cent nationally). In secondary schools it is 6 per cent (compared to 16.6 per cent nationally).

The most frequent language translation requests for Plymouth are: Kurdish (Sorani), Polish, Arabic (Modern Standard - North African), Pashto, Arabic (Modern Standard - Middle Eastern), Farsi (Persian and Afghan), Hungarian, Romanian, Sudanese and Chinese (Mandarin).

#### Attainment

Plymouth has a diverse range of childcare settings, and high percentages of children take up their free entitlements. Of these settings 82% are rated 'good' or 'outstanding' by Ofsted. Plymouth currently has 98 schools, consisting of 20 local authority maintained schools, two non-maintained nursery schools, four free schools and 72 academies.

In terms of the quality of provision, at the end of June 2018, 72 per cent of Plymouths pupils attended a school which was judged as 'good' or 'outstanding' by Ofsted. The number of schools with these ratings can be broken down to: 80 per cent of primary schools; 50 per cent of secondary schools; and 100 per cent of special schools.

The percentage of children in Plymouth achieving a 'good level of development' in the Early Years Foundation Stage (EYFS) has increased from 57 per cent in 2013 to 67 per cent in 2018. However, this still sits below the statistical neighbour and national averages (71 per cent and 72 per cent respectively).

At KS2 63 per cent of Plymouth pupils reached the expected standard in reading, writing, and maths (RWM) combined, results which are just below the 64 per cent nationally. The progress made by pupils from KS1 to KS2 in Plymouth is above that made by similar pupils regionally and within our statistical neighbours for reading, writing, and maths. The progress made by disadvantaged pupils (eligible for Free School Meals) is below that of non-disadvantaged pupils at the end of KS2.

By the end of Key Stage 4 (age 14 – 16), results remain below the national average in terms of attainment and progress. The percentage of pupils achieving a standard pass of 9-4 in English and Maths in Plymouth was 58.8 per cent in 2019, which is slightly below the national average of 59.4 per cent and statistical neighbour average of 61.5 per cent.

Plymouth pupils with special educational needs and disabilities (SEND) out-performed pupils with SEND nationally, regionally, and from within statistical neighbour authorities. Additionally, the gap between the attainment of disadvantaged children and all other pupils in Plymouth is smaller than the gap nationally, regionally, and amongst statistical neighbours. SEND pupils in Plymouth achieved a higher Attainment 8 score (17.3 points) than SEND pupils nationally (13.5 points) and regionally (13.5 points). Plymouth has a 29.8 point Attainment 8 gap between SEND pupils and all other pupils in Plymouth. Whilst this gap is significant, it is slightly smaller than the regional and statistical neighbour averages (both 31.8 points) and the national gap (32.2 points).

Plymouth is highlighted as having a large Early Years attainment gap (6.4 months). Attainment 8 data for 2016/17 shows a 17.3 point gap in attainment between local

disadvantaged pupils compared to all pupils nationally (31.1 compared to 48.4 points). Locally, there is a 14.7 point gap between disadvantaged pupils and all other pupils in the local area (31.1 compared to 45.8 points).

21% of residents hold degree-level qualifications, compared with 27% of the England population.

#### Deprivation

Life expectancy in Plymouth has improved for both males and females in recent years however it remains below the England average. Healthy life expectancy in Plymouth (the average number of years a person can expect to live in good health) is significantly lower than the England average for both males and females.

In terms of inequalities, the life expectancy gap between those living in the most deprived areas and those in the least deprived areas remains significant. Life expectancy in the most deprived group of neighbourhoods in Plymouth (at 78 years and 2 months) is 4 years and 9 months lower than the least deprived group of neighbourhoods.

Plymouth's deprivation ranking score (2019) is 26.619, which means it is ranked number 17 out of All English unitary authorities (there are a total of 59)<sup>5</sup>.

Overall Plymouth ranks 69<sup>th</sup> out of 326 local authorities, which puts it in the 30% most-deprived nationally. Of a total of 161 LSOAs in Plymouth, 27 (17%) are in the 10% most deprived, and 47 (30%) in the top 20%<sup>6</sup>.

According to the IMD 2019 Plymouth has:

Two LSOAs (1.2%) in the most deprived 1% in England.

These LSOAs have a combined population of 3,617 (1.4% of Plymouth's population).

Three LSOAs (1.9%) in the most deprived 3% in England.

These LSOAs have a combined population of 5,418 (2.1% of Plymouth's population).

28 LSOAs (17.4%) in the most deprived 10% in England.

These LSOAs have a combined population of 46,075 (17.6% of Plymouth's population).

47 LSOAs (29.2%) in the most deprived 20% in England.

These LSOAs have a combined population of 78,048 (29.9% of Plymouth's population)<sup>7</sup>.

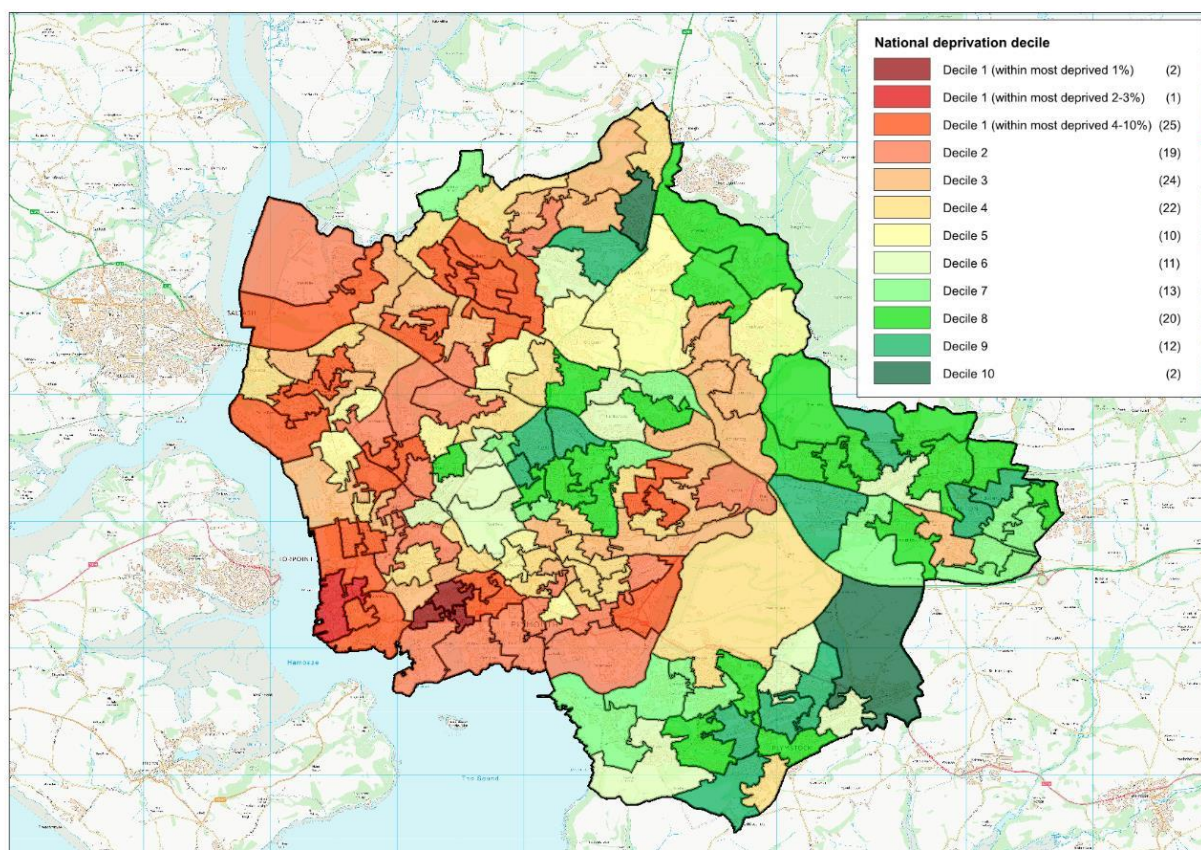
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<sup>5</sup> [https://lginform.local.gov.uk/reports/view/lga-research/lga-research-report-indices-of-deprivation-2019?mod-area=E06000026&mod-group=AllUnitaryLaInCountry\\_England&mod-type=namedComparisonGroup](https://lginform.local.gov.uk/reports/view/lga-research/lga-research-report-indices-of-deprivation-2019?mod-area=E06000026&mod-group=AllUnitaryLaInCountry_England&mod-type=namedComparisonGroup)

<sup>6</sup> <https://devoncf.com/wp-content/uploads/2021/04/Poverty-and-Deprivation.pdf>

<sup>7</sup> <https://www.plymouth.gov.uk/sites/default/files/IMD%202019%20report%20Final%200.1.pdf>

## Plymouth LSOAs by IMD 2019 national deprivation decile



18.6 per cent of Plymouth children live in poverty (9,990 children), and the vast majority (76.9 per cent) are living in workless households. The proportion of children in poverty living in working households is rising and there are still some suggestions that data underestimates the volume of 'in work' poverty.

Plymouth has a higher level of indebtedness than nationally (17.8 per cent compared to 16.1 per cent). It is the most indebted local authority in the South West with more than 37,000 over indebted individuals, a figure higher than that in the cities of Bristol, Swindon, and Gloucester.

The well-documented extent of poverty, deprivation and inequality that exists in Plymouth is strongly linked to poor health outcomes across the city. Health issues such as obesity and mental health problems are more prevalent in people from disadvantaged backgrounds.

#### Young people facing barriers

18.5 per cent of pupils (year R to 11) were identified as having a Special Education Need or Disability in the 2021/22 academic year.

Across the whole education cohort (Nursery to Y14) in the 2021/22 academic year, 1,591 pupils had an Education, Health and Care Plan and 5,454 pupils required Special Educational

Need Support. There were a total of 7,045 pupils with a Special Educational Need or Disability.

The percentage of families with children under-5 surveyed in the biennial health visitor survey in Plymouth and indicated to experience social isolation increased from 5.3 per cent in 2014 to 8.5 per cent in 2018.<sup>8</sup>

In Devon and Cornwall the number of reported hate crime incidents with disability as the motivating factor rose from 236 in 2019/20 to 255 in 2020/21.

The England overall suspension rate for all pupils is 3.76 per cent. For Plymouth this is slightly higher at 4.23 per cent. Fixed term exclusion due to racist behaviour is 1.02 per cent nationally and 0.55 per cent in Plymouth.

In 2020/2021 there were 1,848 hate crime offences recorded by Devon and Cornwall Police a rise on 1,788 offences in 2019/20. Of these offences 1,154 were attributed to being motivated by race in 2020/21 compared to 1,102 in 2019/20.

The proportion of respondents feeling safe when outside after dark in their local area aged 16- 24 years (44 per cent) was significantly lower than those aged 45-54 years (61 per cent)<sup>9</sup>. Young people (aged 16-17 years) not in education, employment or training, or where their destination is not known is at 7.5 per cent in Plymouth compared to 5.4 per cent nationally and although unemployment is decreasing, unemployment amongst the 16 to 25 year olds is increasing<sup>10</sup>.

The rate of care leavers who are participating in education, employment, or training is 57.5 per cent, which is slightly higher than the England average of 51 per cent.

The rate of intentional self-harm in Plymouth is 244.0 per 100,000 (2019/20), which is significantly worse than England average of 192.6 per 100,000.

The rate of admissions for alcohol specific conditions in under 18s stands at 47.3 per 100,000 population aged under 18 in Plymouth: a rate higher than the England average (32.9 per 100,000 population).

There were 907 young carers identified in November 2020 through the annual young carers school survey in Plymouth.

In 2018 the rate of children with autism known to Plymouth schools was 18.3 per 1,000 pupils: a value higher than the England average (13.7 per 1,000).

Research undertaken by the Youth Participation Team in 2016 found that local young people have a sense of isolation from the rest of the country, find public transport expensive, and find it difficult to access suitable information on services available for young people. There is also a perceived lack of jobs.

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<sup>8</sup> Survey of health visitor caseloads 2002 to 2018, Public Health, Plymouth City Council

<sup>9</sup> Plymouth City Survey 2020

<sup>10</sup> [https://www.plymouth.gov.uk/sites/default/files/Summary\\_Equality\\_Profile\\_2022.pdf](https://www.plymouth.gov.uk/sites/default/files/Summary_Equality_Profile_2022.pdf)

**EDI Action plan - led by DAISI**

<b>Strategic Priority 1</b>	Inclusion is embedded across hub and there is a culture of active inclusion. Part of this includes deepening knowledge at board, SLT and other levels.
<b>Year 2 2023-2024</b> <ul style="list-style-type: none"> <li>• Hub partners take on responsibility to:           <ol style="list-style-type: none"> <li>1) Provide data on who is engaged</li> <li>2) Have clear progression routes provided to all young people</li> <li>3) Ensure all of their teams undertake some inclusion training where appropriate</li> </ol> </li> <li>• Embed inclusion processes across hub – this can include new criteria for invitation to ensembles, revised service level agreements with schools etc.</li> </ul>	

<b>Strategic Priority 2</b>	Cultures, policies and procedures are put in place to support inclusion and to ensure that appropriate and continuing resources are put in place to enable the inclusion strategy to succeed.
<b>Year 2 2023-2024</b> <ul style="list-style-type: none"> <li>• Develop systems for data collection and monitoring, and for monitoring progression pathways</li> <li>• Continue to secure funds to support an ongoing inclusion programme</li> </ul>	

<b>Strategic Priority 3</b>	The team has appropriate and sufficient skills to deliver musically inclusive practices and appropriate musical and creative development with all children and young people
<b>Year 2 2023-2024</b> <ul style="list-style-type: none"> <li>• Inclusion induction/training to be a requirement for any organisations financially supported by the hub if appropriate</li> <li>• Begin a programme of CPD to develop a team of inclusion champions with skills in and understanding of cognitive diversity, music and executive function, assistive technology, the social model of disability, and the Sounds of Intent model.</li> </ul>	



<ul style="list-style-type: none"> <li>• Any new employees and volunteers are required to engage with induction/training unless already having appropriate experience</li> <li>• Reflective mentoring programme for some of team</li> </ul>
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<b>Strategic Priority 4</b>	There is a widely held perception of the hub that embraces and foregrounds inclusion and diversity. The hub has used a partnership building approach to engage with a range of partners in the city and has engaged with schools, parents and communities to advocate for the positive benefits of musical inclusion. In addition the hub has reviewed and updated its communications with regard to inclusion.
<b>Year 2 2023-2024</b>	
<ul style="list-style-type: none"> <li>• Update websites and social media based on previous years investigation.</li> </ul>	

<b>Strategic Priority 5</b>	The work of the hub to engage in sustainable ways with new groups of children in challenging circumstances has expanded.
<b>Year 2 2023-2024</b>	
<ul style="list-style-type: none"> <li>• Hub to partner with both the Out Youth Group and also with Not Alone to develop music programmes that help young LGBTQ people find pride in and celebrate their identity</li> <li>• Creative young carers programme</li> </ul>	

<b>Strategic Priority 6</b>	The offer for children with SEND has been expanded, building on current good practice.
<b>Year 2 2023-2024</b>	
<ul style="list-style-type: none"> <li>• Training should be offered in using the Sounds of intent framework, assistive technology and also the social model of disability</li> <li>• Increased opportunity for performance and recording for disabled young people</li> </ul>	

<b>Strategic Priority 7</b>	The hub has increased and sustained engagement with children with SEMHD, including those at risk of self-harm.
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<b>Year 2 2023-2024</b>	
<ul style="list-style-type: none"> <li>• Training programme around SEMHD work</li> <li>• Creative programme for young women at risk of self-harm 13 to 16 years</li> <li>• Regular programmes in primary and secondary alternative provision</li> <li>• Offer regular music and wellbeing music sessions</li> </ul>	

<b>Strategic Priority 8</b>	Data is used as a driver for inclusion
<b>Year 2 2023-2024</b>	
<ul style="list-style-type: none"> <li>• Discuss and make decisions on whether inclusion will be based on aiming for natural proportion for all CCC groups or whether, in this time period, some groups of CCC will be more targeted. This can be nuanced; for example in terms of seeking natural proportion for certain groups in continuation, overall reach, ensembles, and music centres etc.</li> <li>• Trial data collation and analysis.</li> <li>• Adapt goals with CCC.</li> <li>• Review data in terms of both any targets set and the inclusive concept of 'natural proportion'.</li> </ul>	

<b>Strategic Priority 9</b>	There is an increased emphasis on a move to long-term engagement in music and a culture of progression for all children (including those in challenging circumstances).
<b>Year 2 2023-2024</b>	
<ul style="list-style-type: none"> <li>• All hub partners should provide clear progression and also in most cases integration pathways if seeking funding or other support.</li> <li>• Mentoring programme for ensemble and other music leaders for barrier busting</li> <li>• The hub should develop a creative ensemble enabling young people from all genres and music backgrounds to join</li> <li>• Existing ensembles, at least in part, should, work collaboratively with young artists from several of the genres that will be new for the hub and in this way provide new progression routes for all concerned</li> </ul>	

<b>Strategic Priority 10</b>	Monitoring and evaluating the quality of inclusion across the hub is embedded and influences future strategy
<p><b>Year 2 2023-2024</b></p> <ul style="list-style-type: none"> <li>• Encourage the use of the adapted Quality Framework as a shared tool for understanding and developing higher standards in inclusive delivery across all delivery partners</li> <li>• Offer mentoring in the use of the framework to partners if needed</li> <li>• Research pathways where delivery partners can gather appropriate data on children in challenging circumstances, and if appropriate add this monitoring as a requirement for any funding support</li> <li>• Review data in terms of any targets set and the inclusive concept of 'natural proportion'.</li> </ul>	

<b>Strategic Priority 11</b>	The Governance and the make-up of the team has diversified to more closely reflect and champion the groups represented within the city
<p><b>Year 2 2023-2024</b></p> <ul style="list-style-type: none"> <li>• Continue volunteering/shadowing programme</li> <li>• Continue encouraging local arts organisation leaders to join the board and expand this to community leaders</li> <li>• Introduce master-class programme online from culture bearers from a range of backgrounds</li> </ul>	

<b>Strategic Priority 12</b>	Activities will seek to more closely reflect the needs and interests of young people, with particular emphasis placed on youth voice, diversification of genre and shared ownership.
<p><b>Year 2 2023-2024</b></p> <ul style="list-style-type: none"> <li>• Youth Music Action Council (YMAC) formed in Autumn term</li> <li>• Targeted project with CCC developed through YMAC – Funding for project devolved/ mentoring provided to YMAC members</li> </ul>	

- The hub will, develop and deploy a music tech tutors group covering both a range of styles and assistive technology

<b>Strategic Priority 13</b>	The hub has implemented a comprehensive early years programme, based on creativity and emotional intelligence and targeted primarily at areas of the city with high deprivation and social isolation.
<b>Year 2 2023-2024</b> <ul style="list-style-type: none"> <li>• Pilot emotionally intelligent creative programme in at least two children's centres</li> </ul>	

## Key actions from strategic priorities

Year	Action
<b>Year 2</b>	<ol style="list-style-type: none"> <li>1. Develop systems for data collection and monitoring, and for monitoring progression pathways</li> <li>2. Continue to secure funds to support an ongoing inclusion programme</li> </ol> <p>Hub partners take on responsibility to:</p> <ol style="list-style-type: none"> <li>3. Provide data on who is engaged</li> <li>4. Have clear progression routes provided to all young people</li> <li>5. Ensure all of their teams undertake some inclusion training where appropriate</li> <li>6. Embed inclusion processes across hub – this can include new criteria for invitation to ensembles, revised service level agreements with schools etc.</li> <li>7. Inclusion induction/training to be a requirement for any organisations financially supported by the hub if appropriate</li> <li>8. Begin a programme of CPD to develop a team of inclusion champions with skills in and understanding of cognitive diversity,</li> </ol>

	<p>music and executive function, assistive technology, the social model of disability, and the Sounds of Intent model.</p> <ol style="list-style-type: none"><li>9. Any new employees and volunteers are required to engage with induction/training unless already having appropriate experience</li><li>10. Reflective mentoring programme for some of team</li><li>11. Update websites and social media based on previous years investigation</li><li>12. Hub to partner with both the Out Youth Group and also with Not Alone to develop music programmes that help young LGBTQ people find pride in and celebrate their identity</li><li>13. Creative young carers programme</li><li>14. Training should be offered in using the Sounds of intent framework, assistive technology and also the social model of disability</li><li>15. Increased opportunity for performance and recording for disabled young people</li><li>16. Training programme around SEMHD work</li><li>17. Creative programme for young women at risk of self-harm 13 to 16 years</li><li>18. Regular programmes in primary and secondary alternative provision</li><li>19. Offer regular music and wellbeing music sessions</li><li>20. Discuss and make decisions on whether inclusion will be based on aiming for natural proportion for all CCC groups or whether, in this time period, some groups of CCC will be more targeted. This can be nuanced; for example in terms of seeking natural proportion for certain groups in continuation, overall reach, ensembles, and music centres etc.</li><li>21. Trial data collation and analysis.</li><li>22. Adapt goals with CCC.</li><li>23. Review data in terms of both any targets set and the inclusive concept of 'natural proportion'</li></ol>
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24. All hub partners should provide clear progression and also in most cases integration pathways if seeking funding or other support.
25. Mentoring programme for ensemble and other music leaders for barrier busting
- 26.** The hub should develop a creative ensemble enabling young people from all genres and music backgrounds to join
27. Existing ensembles, at least in part, should, work collaboratively with young artists from several of the genres that will be new for the hub and in this way provide new progression routes for all concerned
- 28.** Encourage the use of the adapted Quality Framework as a shared tool for understanding and developing higher standards in inclusive delivery across all delivery partners
29. Offer mentoring in the use of the framework to partners if needed
30. Research pathways where delivery partners can gather appropriate data on children in challenging circumstances, and if appropriate add this monitoring as a requirement for any funding support
31. Review data in terms of any targets set and the inclusive concept of 'natural proportion'
32. Continue volunteering/shadowing programme
33. Continue encouraging local arts organisation leaders to join the board and expand this to community leaders
34. Introduce master-class programme online from culture bearers from a range of backgrounds
- 35.** Youth Music Action Council (YMAC) formed in Autumn term
- 36.** Targeted project with CCC developed through YMAC – Funding for project devolved/ mentoring provided to YMAC members
37. The hub will, develop and deploy a music tech tutors group covering both a range of styles and assistive technology
38. Pilot emotionally intelligent creative programme in at least two children's centres

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