



Lanyado Fund Project

Boogie Mites School Ready Music Programme



Evaluation by 5 Merton Primary Schools in Areas of High Deprivation



Project Overview

The Lanyado Fund approached Boogie Mites in Summer 2021 to explore funding a trial music project in primary schools in disadvantaged areas.

The aim was to boost children's development at this vital stage, through rich and varied music activities that support school ready skills, and to train the practitioners/teachers and parents so that the music practice could continue for the long-term benefit of children in EYFS at the school and at home.

Boogie Mites teacher training resources and parent education workshops have been well tried and tested over many years via a reflective and co-designed process, informed by neuroscience evidence, teachers, parents and children's feedback.

Boogie Mites School Ready Music Programme (BM SR Programme) was a perfect fit for this project.

Teacher training and implementation of BM SR Programme for EYFS teams at primary schools in area of high deprivation, with parent involvement, had not been tested to date. The Lanyado Fund project aim was to develop a scaleable, sustainable delivery format for the BM SR Programme, for use in pre-school and Year R classes at primary schools in areas of high deprivation, with a view to raising funding to roll the project out more widely across the UK, if the results proved positive.

BM London Trainer Sharon Jones, and BM Project Manager Sue Newman worked with the Early Years Foundations Stage teams at six schools in London, to deliver the project and evaluate outcomes.

Sherwood Primary (Autumn term 2021)

Cranmer Primary (Summer term 2022)

St Peter and St Paul Primary (Autumn term 2022)

Merton Abbey Primary (Spring term 2023)

Hatfield Primary (Autumn term 2023)

Willow Primary (Spring Term 2024)



The project aims and delivery format were adapted following each project based on feedback. The final project aims, outputs and delivery format ready for roll out are as follows:

Project aims

1. Increase practitioner/teacher and parent knowledge about how active music making can support development in the setting and home.
2. Increase practitioner/teacher and parent confidence and resources to initiate effective, active music making at home and in the setting.
3. Boost children's school ready skills:
 - Attention and listening skills
 - Language and vocabulary
 - Pre-phonics foundations
 - Foundations for maths, literacy and learning
 - Group skills- pro-social behaviour and turn taking
 - Self-regulation
 - Gross and fine motor skills
4. Support transition from pre-school to school.

Project Outputs

1. Teacher feedback and evaluation report assessing development of children involved in the project.
2. The EYFS team are empowered and equipped to lead the BM SR programme for future cohorts of children and parents in the EYFS classes.
3. The school is provided with lifetime access to the BM SR programme digital resources, including online training videos, enabling refresher training as required and included in new teachers induction training so that the quality of provision is sustainable.
4. Parents taking part are provided with access to the BM programme parent pack digital resources including six video workshops so that the musical activities can be continued at home after the course.



The project delivery format

The delivery format has been adapted based on feedback. It will always be adapted to some extent to fit each school's needs. Main findings for best practice:

- Work with a target group of children with S&L development delay in Year R, with the SENCo taking part where possible. Year R timetable is very busy with curriculum.
- Universal daily practice of music activities in the pre-school, all staff involved, to maximise impact.
- Promotion of parent sessions requires teachers to be involved, to encourage target parents to attend and to practice at home.
- The art/craft activities making props/instruments for Boogie Mites kit was not found to be best use of the Boogie Mites teacher time, teachers were happy to complete these activities with the children between visits.

1. Practitioner training

The project is launched with onsite EYFS team training. After school or half day inset training covering an overview of the neuroscience evidence, links to EYFS, phonological awareness and the 25 songs of the BM School Ready Music Programme. Six online training modules are made accessible, to support learning the songs and inked musical activities in detail. During the onsite training the school staff are involved in planning the format of the 6 week project, online training and practice with the children between BM onsite workshops.

3. Three weeks of music workshops led by BM teacher for target Year R children

BM tutors deliver 3 *45 minute sessions for Year R target children, role modelling the delivery, giving teacher tips for the school staff member (usually the SENCo) and noting the responses of the children taking part so that activities can be best adapted for each unique child. They will talk with the Year R Teachers each week to support progress with online training course and practise between visits, answering questions and offering advice as required.

2. Six weeks of music workshops led by a BM teacher for the pre-schoolers

BM tutors deliver 6 * 45 minute music sessions at the pre-school for all children, role modelling the delivery, giving teacher tips for the staff and noting the responses of the children taking part so that activities can be best adapted for each unique child. They will talk with the pre-school project leader each week to support progress with online training course and practise between visits, answering questions and offering advice as required.

4. Three weeks parent education work

BM tutors deliver a 1-hour session at the school for the selected pre-school children and their parents. The first 15 minutes is for parents only allowing the teacher to explain the learning goals and songs to be covered that session. Parents then take part in a 45 minute music session with their children where the BM tutor will be role modelling the delivery and giving tips for home practice. Craft activities will be recommended for home or may be included onsite.



Teacher feedback and assessment of children's development

1. Feedback on outcomes at Sherwood Primary

Kerry Caddell, Pre-School Manager, as presented to Cluster meeting January 2022 following one term of regular Boogie Mites sessions with all pre-school children:

- ALL children are confident to take part this includes EAL learners, children with SEND, children with no or very little language and those who find self-regulation challenging.
- Children independently use instruments appropriately and talk to each other about what they are doing.
- Children notice more sounds around them and are more aware of volume, tempo, rhythm and pattern.
- Children can hear syllables in words.
- Children are confident to make sounds with voices and bodies.
- Children are proud of homemade instruments and take care of them.
- Children ask to sing the songs and cheer when it is Boogie Mites time.

Natasha Gudima feedback on her observation of Boogie Mites sessions led by pre-school teachers at Sherwood Primary Spring and Summer term 2022.

As discussed I have attended a few sessions of Boogie Mites last spring. It was very engaging and I can see how it can impact positively on the following areas of SLCN:

- Increase in attention and listening skills. The activities are motivating and there's a clear structure and adult led routine
- Language skills. Simple language repetition and concepts. Repetition is a key factor in language learning
- Phonological awareness and early sound development. Music, rhythm and movement has positive effect on language and literacy development
- Parental engagement in child's learning of language and literacy skills
- More broadly, an increase in confidence, opportunities to practise interaction with other children in a safe, positive environment



Kerry Cadell, Pre-school Manager feedback November 2022 – one year on.

'The training we initially received for practitioners from Boogie Mites really gave us an insight on why music was so important for a wide range of development areas. Phonics for us in Phase 1 was quite bland and this programme really excited us as it was fun and upbeat and the theories behind music and effective learning was so positive. We all felt confident in running and /or supporting sessions within the Nursery.

The parent sessions were well attended, and it gave parents and carers an insight into how they could support at home. All parents gave the sessions a 10/10. Comments such as 'well that was fun' and 'I didn't know I could help... like that' were heard.

This year's Reception children's baseline for Literacy was higher than past years and their ability to grasp phase two phonics especially segmenting and blending has been exceptionally better than in the past "they just get it this year".

Nursery children this year are as enthusiastic as last year. The concentration and ability to stay within a small group for Boogie Mites is brilliant. I have noticed particularly that language, confidence, counting and behaviour have improved through the use of Boogie Mites.

I think it would have been good for all parents to be able to attend the parent's sessions and to have received online access to the programme. Possibly provide after school sessions for parents to attend with children like a club once a week – possibly funded due to school budgets?'

"I have noticed particularly that language, confidence, counting and behaviour have improved through Boogie Mites"

Kelly Cadell, Pre-school
Manager, Sherwood Primary



2. Feedback on outcomes Cranmer Primary School, Merton

Project Lead Mrs Sarah Caird Assistant Headteacher
(Early Years Foundation Stage)

**Sarah Caird feedback post project feedback
Summer term 2022**

From the training for staff to the nursery and reception sessions you really have had an impact on our early years.

The staff's understanding of the importance of music in supporting the children's phonological awareness (as well as wider skills and enjoyment) has, without a doubt, improved. Their confidence in delivering music and singing without feeling worried or shy and supporting the nursery parents in their understanding too has been invaluable. One of those things it was always going to take someone from outside coming in to be able to do!

We have a local authority visit to review our reading practice tomorrow and discussing how we have been able to "plug gaps" for children in their phase 1 phonic skills in EYFS through Boogie Mites will be on the agenda!

**Lorraine Burden, EYFS SEND
Lead Teacher, Reception Teacher
Cranmer Primary**

I personally felt the approach of being able to target our 'lowest 20%' in terms of phonics skills in Reception along with preparing the Nursery children who were rising into reception (along with parents engagement) was hugely beneficial. It meant that Boogie Mites felt like a whole team / phase approach as well as ensuring we could target important 'catch up' skills sessions in a fun way with those children with gaps. Bridging their phase 1 skill gaps meant that they were better prepared to keep up with the phase 2,3 and 4 phonics delivery.

The Nursery children enjoyed the sessions and having the opportunity to work with the parents. It has hopefully put us in a better position for not needing to have to plug phase 1 skills gaps now they are in reception allowing for a prompt start to the delivery of our SSP phase 2.

**"From the training for staff
to the nursery and reception
sessions you really have had an
impact on our early years"**

Sarah Caird, Assistant Headteacher,
Cranmer Primary School



Sarah Caird feedback November 2022 – One term on.

Children entered Reception from Nursery with a mix of skills in phase one as over a third of our pupils joined our school from PVI settings. Those who came up from our Nursery (where Boogie Mites songs had been used over the summer term and some parents and pupils took part in the school ready programme) had well developed phase one skills particularly in listening, rhythm, and rhyme (where there were no other developmental factors inhibiting their progress such as SEND or disadvantaged backgrounds). We have been confident in starting our SSPS (Little Wandle) at the start of reception with the primary need for those pupils needing further support in blending skills

Those pupils who have gone into year one (who also had a term of Boogie Mites songs in school and some of whom took part in the school readiness programme) have gone in with much stronger and fewer gaps in their phonics skills than in previous years. There has been no requirement for a blending group in year one as those skills are securely in place (with the exception of some SEND) and higher numbers of children are secure in their phase 3 and 4 phonics knowledge than ever before (this is obviously combined with the roll out of our SSPS - Little Wandle).

Staff in the EYFS who took part in the training have embraced the resources and now are equipped with a bank of the songs and music activities to use which they feel are readily accessible - I know that they are implementing this as they have asked me to order a bluetooth speaker for use in different rooms and outside (both Nursery and Reception) and I have seen a collection of tins being built up ready for them to make their musical instruments to support the teaching of some of the songs.

Boogie Mites (and in particular the staff CPD) really encouraged our EYFS staff to have the confidence to use singing and be reminded of the benefits of it to encourage so many foundational skills with our youngest children.

“Much stronger and fewer gaps in their phonics skills than in previous years”

Sarah Caird, Assistant
Headteacher, Cranmer
Primary School



3. Feedback on outcomes St Peter and St Paul Primary Merton

Lucinda England, Nursery Lead Teacher, Head of EYFS, SENCo, St. Peter and St. Paul Primary post project feedback Autumn term 2022

We have thoroughly enjoyed implementing the Boogie Mites School Ready Programme in the pre-school and have seen good impact on the children's learning and development, not just in Phonics, but across the curriculum too.

We like that Boogie Mites is very inclusive - all children can access it at their level. We have a child with high level SEN who has joined in with adult support, and after lots of modelling each session, he is now at times beginning to follow some of the prompts more independently. For him, this is a big achievement.

Boogie Mites has definitely supported the children's PSED; The children are always keen to engage and it has helped them bond as a class.

They collect and tidy away resources quickly and quietly without pushing, and they look out for each other- making sure everyone has what they need (be it sticks or shakers). We have noticed a positive difference in the children's waiting and turn taking.

We had a number of children on behaviour support plans who struggled with group times. They now come to the carpet and join in with minimal prompting and reminders. I feel daily Boogie Mites (a highly motivating activity) has supported this.

Boogie Mites has enhanced Maths skills- counting and tapping in rhythm, following a sequence.

Lucinda England feedback one term on – Baseline Assessment evaluation for nursery children end of Spring term 2023.

Percentage of the 19 nursery children achieving progress above expectation during the period when Boogie Mites music activities were a daily activity in the nursery, from September 2022 to April 2023.

Listening and attention Speaking Gross Motor Skills Fine Motor Skills

47% Self-Regulation	47% Managing Self	37% Building Relationships	47% Comprehension
53% Word Reading	68% Writing	58% Numbers	37% Numerical Patterns
68%	74%	47%	74%



4. Feedback on outcomes Merton Abbey Primary School

Catherine Cowan, Nursery Lead Teacher and Ashleen White Year R Teacher Merton Abbey Primary School post project feedback Spring term 2023.

Before Sharon came to teach the students, she came and gave comprehensive training to the Early Years teachers, clearly explaining why teaching phase 1 phonics through movement and music is an effective method for embedding these understandings into the student's long-term memories.

During this time, she also described the structure of the sessions that she would teach and introduced the music activities/musical pieces and stated which of the seven aspects each of these teaches. This was extremely helpful as it helped the teachers to learn the activities/music, which has been further embedded during the sessions with the children in class.

This training has also enabled us to be confident about reinforcing these with our current classes and to deliver this material to our future classes.

When Sharon told us that each session would be around an hour long I was doubtful that the nursery students would be able to maintain focus for this time. I was wrong. Our students responded positively from the moment that Sharon started the session.

The sessions involve active participation and the fact the lessons are pacy, there are discussions interspersed with activities / musical pieces where the children move ensured that all of the children were engaged and as a result, they learnt a lot!

“All of the children were engaged...they learnt alot”
Catherine Cowan, Nursery
Lead, Merton Abbey
Primary School



The children were always excited to see Sharon and the sessions structure enabled our wide variety of pupils to take part including those with special education needs and who needed stretching with greater depth thinking and extension activities.

As well as the pupils benefiting, all of the staff who participated in the training and the sessions did too. The Nursery and Reception team who observed and participated learn new activities / music and songs that can be used with the current students again and with future pupils to broaden the variety of activities already done during the teaching of phase 1 phonics.

Since the training and sessions with Boogie Mites as the Nursery class teacher I have been able to use the resources available on the website to re-teach / re-visit the activities that we did with Sharon. For example – the children have enjoyed singing the Boogie Mites song, One Man Band. The benefit of activities during the Boogie Mites sessions and with the subsequent practice the children have done in class has reaped great benefits. During our training we were told that this song and the associated activities support the Body Percussion Aspect 3 and link with the Actions Songs and the Follow the Sound activities. It can also link to Listen to the Beat of Aspect 4 Voice Sounds Aspect 6 activities. This has certainly been reflected in our experiences. Four of our students who did not join in during Body Percussion activities can now follow the body percussion in this activity / song.

These children also now join in singing in our music sessions at Nursery, which they did not (or would not) do before. 11 of our pupils who found it very difficult to follow a beat are now able to do this with confidence both with the song One Man Band and with other songs during our phonics groups and songs during carpet times. This is only one such example. The Nursery staff have seen a great improvement across all of the aspects of phase 1 phonics for the students.

As well as the activities / music benefiting the phonics skills of the children, there has been an improvement in concentration and listening skills generally during carpet / teaching times. So, without hesitation we would recommend Boogie Mites to our colleagues in other settings as an exciting, fun and effective way of teaching phase 1 phonics.

“Nursery staff have seen a great improvement across all of the aspects of phase 1 phonics for the students...”

Catherine Cowan, Nursery Lead,
Merton Abbey Primary School



Catherine Cowan, Nursery Lead Teacher Merton Abbey Primary School
assessment of impact at the end of the Summer term, following a term of
the programme being practised without Boogie Mites visits.

Children's Development

The Boogie Mites sessions have helped to develop the children in all the 7 stages of Phase 1 phonics...

Aspect 1: General Sound Discrimination – Environmental Sounds

Aspect 2: General Sound Discrimination – Instrumental Sounds

Aspect 3: General Sound Discrimination – Body Percussion

Aspect 4: Rhythm and Rhyme

Aspect 5: Alliteration

Aspect 6: Voice Sounds

Aspect 7: Oral Blending and Segmenting

In every Boogie Mites activity or song, many aspects of Phase 1 are taught. Using the Boogie Mites activities and songs alongside our small group phonics teaching has helped to reinforce these skills effectively for all of our nursery students.

Teacher Confidence and Embedded Practice

Having the modelling from Sharon in the Spring Term and access to the resources on the website has helped us to teach and reteach the skills from Phase 1 effectively and has definitely improved my phonics teaching practice.

“The children did not realise how much they were learning, they were effectively learning through their play!”

Catherine Cowan, Nursery Lead,
Merton Abbey Primary School



5. Feedback on outcomes at Hatfield Primary

The Head Teacher, Alice Hargrave, requested a full 6 weeks with Reception Year children, rather than 3 weeks followed by 3 weeks with parents, due to such a high proportion of Year R children needing the support at this early stage of the year. They will consider parent involvement later in the year.

There was a request to add sessions for the SEN unit for children ages 5-8 with autism. These sessions were added for 4 weeks.

Feedback from the Lead Reception Teacher, Pre-school Teacher and SEN Unit Lead Teacher reported a significant positive impact for children's development has been seen over just 6 weeks. Development related to the regular music practice (daily in pre-school, twice a week in Year R) has been seen to either significantly impact development for all children, or for the majority of children in pre-school/Year R/SEN unit in all of the following 12 areas of development:

- Listening and attention
- Speaking
- Gross motor skills
- Fine motor skills
- Self Regulation
- Managing self
- Building relationships
- Comprehension
- Word reading
- Writing
- Numbers
- Numerical patterns

All 3 lead teachers answered the following questions with a 4 (significantly). Reporting that their own job satisfaction and wellbeing had been significantly positively impacted by the project:

- ·Have you found that your confidence with leading music activities has improved?
- ·Have you enjoyed leading the music activities?
- ·Has the project contributed to your own wellbeing?
- ·Has the project contributed to your own job satisfaction?
- ·Are you confident to embed and continue the practice going forwards?



Teacher Comments

Listening and Attention

Reception Lead

The children have been able to understand listening to instructions first in order to gain a better ability to sing the following song. The children are able to pay attention for long periods of time as they are intrigued and constantly hooked on what it happening.

SenCo Lead

By the last session the children were really engaged. My class are all autistic and this really supported their attention.

Pre-School Lead

Children with attention difficulties were better engaged with the visual, auditory and kinasthetic aspects of the songs and movement.

Building Relationships

Reception Lead

Helped children bond as a class.

SenCo Lead

They sang each others names and listened to the syllables.

Pre-School Lead

Children are starting to build relationships and the fun aspect encouraged smiling and interactions among peers.

Comprehension

Reception Lead

The children are beginning to gain a comprehension as they are learning the sounds in class and connecting it to what they have been learning in Boogie Mites.

SenCo Lead

Pre-School Lead

Listening and singing has exposed the children to quality language interactions and improved comprehension.

Numbers

Reception Lead

Children have better concept of the order to numbers due to counting in songs.

SenCo Lead

They counted in the drum song and this supported their number learning.

Pre-School Lead

Number songs and syllables has improved counting.

Numerical Patterns

Reception Lead

Children can hear patterns in the songs and in the environment around them better due to practicing weekly.

SenCo Lead

Pre-School Lead

Body percussion and patterns supported our White rose maths pattern topic.



Do you have any case study examples of children who made significant progress in response to the music activities? If so please comment below.

“I had a child who arrived and would run away when it was Boogie Mites time as she knew it would be loud, we approached her with headphones and she slowly integrated in to the group. She did not talk to any of her peers and was very shy. Now at the end of our sessions she does not wear headphones, she sits and sings along to all the songs and has gained a lovely friendship with the friends in her class.”

Reception Lead Teacher

“One boy was not engaged and hid in the first session by the last one he was requesting different songs.”

SenCo Lead Teacher

“We are still assessing the children but one EAL girl spoke in the session to ask for a colour sticker, showing growth in confidence.”

Pre-School Lead Teacher



Alice Waterman, Head of School, Hatfeild Primary

How did the initial training launch/ 6 weeks of pre-school and Year R sessions work for the school?

Boogie mites have fantastic communication with the school prior to the visit and in-between sessions. They are there to support and answer questions every step of the way. The initial programme/training is amazing and offers a hands on experience with lots of resources and opportunities to get involved. The teachers were singing, tapping instruments and laughs could be heard throughout the school. The feedback was extremely positive and staff were excited to begin.

How did the add on sessions for the SEN unit work and did they make a valuable addition?

The children from our additional resource provision still ask when is Sharon coming back? They connected with Sharon as she has a welcoming and nurturing nature. They children were immediately drawn to her and enjoyed the musical activities. One child on the first session didn't join in but by session 4 was requesting songs! They explored counting to beats of the drum and joining in with syllable counting and singing each other's names.

Motivation, confidence and intention of all 3 groups to keep up the practice going forwards

All staff are continuing the programme in school especially in our Nursery where due to covid we have seen an increased need for speech and language referrals and therefore boogie Mites has been an amazing tool in supporting children's language development. The staff reported that it has given them the confidence to use songs and instruments to enhance children's language acquisition in a fun and engaging way. It has enhanced our continuous provision as the children have the tools to use these skills during their free flow exploration.

Impact:

Teachers feel it was a fun and highly engaging programme that gave them more confidence. Confidence seems to be the theme. It gave a new spin on the teaching of phonics.

There has been a marked progress for our children who have English as an Additional Language. Through the songs these children have gained access to new language and has given them more confidence with their peers as they were able to join in equally with their peers. In our Nursery it has given our staff more understanding of the early stages of phonics and the importance of sound discrimination.



Alice Waterman, Head of School, Hatfeild Primary

Do you feel it is sufficiently embedded and sustainable?

I feel teachers were given the tools to embed and continue the programme and as the programme is run for staff and parents as cost effective e.g. all instruments are homemade the programme can continue to fly throughout the year.

We did not work with parents on this project, would you be keen to offer a parent involvement project next term if we could get funding for this? What would it add?

Yes, however I do think we made the right decision to focus on the in-class provision and extending to our ARP provision. Music was a fantastic tool in our ARP provision and I know when speaking to Sharon she agreed that it can be a tool that opens up language for children who perhaps previously did not express through verbal communication. I would potentially explore working with our ARP parents rather than the EYFS parents next year.

Any way in which the project could be improved?

No – I think it was amazing! Perfectly pitched, very well resourced.

Would you recommend that local authorities, MATs and schools consider this project to introduce more music and movement into EYFS/SEN daily activities?

I would highly recommend this programme. It is a creative resource and is a highly enjoyable programme for staff and children. It is a high impact programme which allows for fun, singing, noise and movement! Staff and children alike will enjoy learning the new songs, having some fun learning through music. Thank you Boogie Mites for re-igniting a love of singing in early years.

'Boogie Mites has really changed my perspective on music and phonics and I have thoroughly enjoyed having Sharon visit every week to create a fun atmosphere with all her fun songs'.

Reception Lead Teacher



6. Feedback on outcomes Willow Primary School and Broadwaters' Children's Centre

Project Lead Alison Walmsley, Pre-School Leader

The Pre-School Leader, Alison Walmsley, took part in the full 6 weeks with targeted pre-school children in Jan/Feb 2024. The Teaching Assistant in Reception Year, Meliha Cetinkaya, took part in 5 weeks of sessions with target children, as well as teacher Shakira Chambers. There was also one parent workshop organised by the Children's Centre Manager, Cherri Fox. Evaluation following a term of music practice led by the EYFS team, will be added in June 2024

“Wow, watching the children sitting so still and listening to the instructions. So lovely to see some of our quieter children come alive!”

Cherri Fox, Children's Centre Manager,
Broadwaters' Children's Centre

Alison and Meliha provided feedback on the impact of the regular music activities in a number of areas of baseline assessment.

Both teachers reported a **significant positive impact for all** of the children in the following areas:

Listening and attention
Speaking
Self Regulation
Managing self

Alison and Meliha also reported **some impact for the majority** of the children in the following areas:

Gross motor skills
Building relationships
Comprehension
Word reading
Numbers
Numerical patterns

“The training was in depth but also straight forward”

Shakira Chambers – Teacher, Willow
Primary School

“The resources are of good quality and will be well used in the coming weeks, months and years.”

Cherri Fox, Children's Centre Manager,
Broadwaters' Children's Centre





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