Boogie Mites School Ready Music Programme Teacher Training Project

September 2025 – October 2026

Project Evaluation Report

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1. Project Overview

The Lanyado Boogie Mites School Ready Music Programme: Teacher Training Project 2025/26 (The Project) builds on the learning and impact of the Lanyado Fund–supported London Primary School pilot projects delivered between 2021 and 2024: https://www.boogiemites.co.uk/wp-content/uploads/2025/06/Llanyado-Phase-12-Project-Report.pdf

Informed by evaluation and feedback from EYFS teachers/practitioners and parents, this next phase is designed to demonstrate the scalability and sustainability of the Boogie Mites Teacher Training School Ready Music Project (BMTTSRMP) whilst deepening its impact for children at risk of developmental delay.

The Project was delivered across eight primary schools with onsite nursery provision in areas of deprivation in different regions of England. Delivery was led by a team of four experienced Boogie Mites Teacher/Trainers, working closely with Early Years Foundation Stage (EYFS) educators, Reception Teachers, SENCOs and parents. The Project worked with all children in the nursery and focused on targeted children with learning, language and communication delay within Reception classes, with the overarching aim of contributing to the reduction of the attainment gap at age five (end of Reception year).

The EYFS team at each participating school were trained and equipped to use the Boogie Mites music activities as a structured, evidence-informed tool to support early development, embedding daily active music-making within EYFS practice. Outcomes were aligned explicitly with the Early Years Foundation Stage (EYFS) framework Early Learning Goals (ELG's), with particular emphasis on language development, pre-literacy skills, collaborative learning, self-regulation and inclusion. Alongside practitioner training and in-class delivery, The Project included a targeted parent education element including transition workshops in summer 2026, supporting continuity of learning between pre-school, home and Reception.

The music activities and methodology of the Boogie Mites School Ready Music Programme are informed by neuroscience evidence that shows the benefits of regular practice of a rich and varied range of music and movement activities for strengthening auditory processing, executive function, motor sensory integration and rhythmic awareness. These are not areas of development that we could measure, so we opted to try and measure the impact on EYFS ELGs. Pre-school and Reception Teachers were asked to comment on ELG development perceived to be derived from the new Boogie Mites music practice.

The Project adopted a mixed-methods evaluation approach, combining teacher assessments against EYFS goals with qualitative feedback from practitioners and parents. This approach aimed to provide evidence of impact on children's school-readiness skills at age 4 and 5, on staff confidence and wellbeing, the effectiveness of music-based approaches in supporting transition to school and as an intervention for children requiring additional support throughout the Reception year.

This Evaluation Report contributes to the wider evidence base for music-based early intervention and informing future programme development.

Boogie Mites Project Team:

Project Manager: Sue Newman
Project Administrator: Lucy Perkins

Schools and Project Leads:

Primary Schools	School Project Lead: Head of Reception/EYFS	Boogie Mites Project Lead: Teacher/Trainer
Townhill Infant School, Southampton	Chelsea Miles	Hilary Wilcox
Wordsworth Primary School, Southampton	Katie Hillier	Hilary Wilcox
Larkrise Primary School, Oxford	Holly Marriott	Lizzie Lock
Cottage Grove Primary School, Portsmouth	Kate Wharton/Anna Richards	Ali Prismall
The Flying Bull Academy, Portsmouth	Jess Graham	Ali Prismal
St. Maria Goretti Catholic Academy, Stoke-on-Trent	Laura Brian	Paula Wint
Dashwood Academy, Banbury	Stephanie Kane	Lizzie Lock
Caldecott Primary School, Abingdon	Liz Neighbour	Cheryl Marsh

2. Project Evaluation

Project Evaluation Summary

Feedback collected throughout the project, and at its conclusion, provides encouraging evidence of benefits for children's attention, listening, communication and language, particularly for those who needed it the most. Feedback also often refers to impact on staff confidence and wellbeing, as well as children's. Evidence supports the potential for Boogie Mites music-based learning to become embedded in everyday EYFS practice.

> *"Boogie Mites sessions were focussed on improving communication and language by targeting children's innate love of music and it was really positive to see children who may struggle in other classroom activities feeling empowered and confident to express themselves during the sessions. It really brought home for me personally the value of music in the EYFS curriculum. Staff and children left the sessions feeling uplifted and relaxed."* Belinda Collis, Larkrise Primary, HLTA

The project has also demonstrated the value of extending the approach beyond the classroom. Transition workshops in July 2026 gave families opportunities to experience the activities with their children and explore how music could support learning at home and preparation for starting school. 62 of the 88 parents attending transition workshops expressed the intention to practise the music activities with their children over the summer holidays.

Programme delivery and practitioner development

A key achievement has been the development of practitioners' confidence and practical skills in using music as a structured learning tool. Staff particularly valued seeing experienced Boogie Mites Tutors model activities in their own settings, explain their developmental purpose and demonstrate how to adapt delivery to children's needs.

This approach significantly increased practitioner confidence, enabling staff to lead sessions independently between visits and embed music activities into daily and weekly routines. The School Project Leads reported that the Boogie Mites programme provides a shared, accessible

structure that can be used by all members of the EYFS team, contributing positively to team cohesion, wellbeing and enjoyment of practice.

> *"The training was brilliant. The lady delivering it made it engaging and fun"* Rahela, Dashwood Academy, Nursery Teacher

In the final school-lead feedback, all of the seven schools that responded rated their team's confidence to use Boogie Mites independently at 4 or 5 out of 5. All respondents described plans to continue using the programme in nursery or Reception provision, with approaches including regular music sessions, daily songs, classroom routines, transitions and targeted support for children with additional needs.

This provides encouraging evidence that the project is building sustainable practice within participating schools, extending its potential value beyond the period of funded delivery.

Staff also reported benefits for their own professional development and wellbeing. The structured programme gives practitioners a practical framework for delivering music without having to develop activities from scratch, while shared participation can create positive, enjoyable experiences for adults and children alike.

> "*Being part of the Boogie Mites School Ready Programme has been an excellent opportunity for our staff, pupils, and families. While the sessions have been thoroughly enjoyable for everyone involved, we have also observed clear progress in listening and attention, communication and language, and personal, social and emotional development.*
> *We recently held our transition workshop, where we welcomed the new families who will be joining us in September. It was wonderful to see parents and children engaging together and sharing such a positive experience, helping to strengthen and grow our school community.*
>
> *We placed great emphasis on making the invitations personal and maintaining strong communication with families, which contributed to a successful turnout. By offering both a morning and an afternoon session, we provided greater flexibility, and the feedback we received has been overwhelmingly positive.*
>
> *Our families and staff are looking forward to continuing to build these relationships as the children begin their journey with us in Reception"* Jess Graham, Head of EYFS, Flying Bull Primary School, Buckland, Portsmouth.

Impact on children

Across the project, practitioners reported encouraging changes in children's engagement, listening and attention, confidence to participate and willingness to join adult-led group activities. They described children becoming more familiar with songs and routines, remembering words and actions, keeping a beat, sharing instruments and participating more confidently with their peers.

Feedback included examples of children who had initially been reluctant to join in gradually participating, including children with communication and interaction needs and children who found group activities challenging. Practitioners also described children requesting familiar songs independently and using them during play or at other points in the day, suggesting that the activities were becoming part of their wider learning experience.

> *"The children who took part are notably more confident and attentive now in the class sessions."* Liz Neighbour, Caldecott Primary School, Foundation Stage Lead

> *"The children who struggle to sit for circle times/inputs are improving and sitting for longer for the sessions. They love using the musical instruments."* Demi Roberts, St Maria Goretti, Class teacher

"SEND children have been observing boogie mites for a number of weeks from afar. For the last 2 weeks, these SEND children are now taking part with adult support. Staff have seen an improvement with children playing instruments to the rhythm of the songs and being able to remember the words to the songs as well as match the pitch whilst singing!" Anna Richards, EYFS Lead / Reception Teacher, Cottage Grove Primary School Portsmouth.

These observations are particularly relevant to the project's focus on children who may be at risk of developmental delay. They suggest that active music-making can provide an accessible, enjoyable context in which children practise skills associated with communication, language, early literacy, attention, coordination and social participation.

> *"Enjoyment has been the key. When we first started not all children were joining in but now all children look forward to it. It's a universal language - our EAL children have learnt the words and can sing all the learnt songs beautifully. 1 x SENDIF + child - he joins in beautifully, showing good rhythm and can follow instructions"* Anitha Venugopal, Flying Bull Academy, Nursery Teacher

Reception assessment findings

The Reception element of the project was designed to provide targeted support for selected children, rather than whole-class delivery.

Six schools returned Reception assessment data for children receiving this targeted support, allowing comparisons between their starting and end-of-year EYFS ELG ratings.

Among children with complete paired ratings, 83% showed an improvement in listening and attention, 80% in speaking, 78% in self-regulation and 78% in building relationships. Progress was also recorded in wider developmental areas, including comprehension, fine motor skills, early literacy and mathematics.

These findings provide encouraging evidence of progress among the children assessed, including in areas relevant to the aims of Boogie Mites. However, progress varied between children and developmental areas, and the assessment returns were incomplete in some areas.

The assessments record children's development during the project but cannot establish the extent to which that progress resulted from Boogie Mites. Children's development is influenced by many factors, including their wider educational experiences, family circumstances, individual needs and other support they may have received. The evaluation did not include a comparison group that would allow the specific contribution of the programme to be isolated.

Considered alongside practitioner feedback about children's engagement, listening, participation and confidence, in comparison to previous cohorts, these assessment findings offer encouraging preliminary evidence to inform future project development and evaluation.

Pre-School assessment findings

Four schools returned paired preschool assessments covering 102 children across seven developmental areas. The assessments showed that many children moved up at least one EYFS rating category during the period covered. The strongest pattern was in listening and attention, where 60 of the 102 children with complete paired ratings (59%) improved. Improvement was also recorded in fine motor skills (54%), speaking (48%) and building relationships (46%).

The results varied by developmental area and school. In some areas, a substantial proportion of children remained in the same rating category, while a small number moved down. Differences in children's starting points are also important when interpreting the findings.

These assessments provide useful descriptive evidence of children's development during the project period. They do not establish that Boogie Mites caused the changes observed, as children's development is influenced by a range of educational, family and individual factors. Considered alongside practitioner and parent feedback, in comparison to previous cohorts, the findings provide encouraging preliminary evidence to inform future project development and evaluation.

Supporting children's transition into school

Feedback from School Project Leads following the July 2026 transition activities highlights the value of familiar music in helping children settle into a new learning environment during September 2026. Of the seven schools that responded, all seven identified listening and attention as an area supported by the programme, while six highlighted familiar songs or activities and six identified becoming familiar with routines and expectations. Five identified building confidence, and five highlighted relationships between children and adults.

School Project Leads described children arriving in Reception already familiar with songs and actions, confidently joining in and sometimes helping children who had not attended the nursery learn the activities. One school reported that children who had experienced the programme in nursery were more confident joining whole-class activities and following instructions, while another described the transition activities as a fun, engaging way for children unfamiliar with the school to become comfortable in the new setting.

> *"The children who came from Wordsworth Nursery were so much more confident to join in with whole class activities. On the whole, they have been more ready to follow instructions e.g. getting into a circle. They were delighted to join in with the songs straight away and proud to show off what they knew to the rest of the class."* Emma Harvey -EYFS Phase Lead at Wordsworth Primary School & Nursery

These findings suggest that shared musical experiences can offer a practical way to support continuity between nursery, home and Reception, helping children participate in group activities, becoming familiar with the new environment, each other and with new routines.

Parent engagement

Parents consistently described the parent workshop sessions as enjoyable, interactive and easy to understand. They valued gaining insight into how music supports early language, rhythm, listening and early numeracy, and reported increased confidence in continuing activities at home using everyday materials. Many commented positively on observing their child's engagement, focus and ability to follow instructions during sessions.

The July 2026 transition workshops generated particularly positive feedback. Parents described the sessions as helpful, enjoyable and engaging, valuing the opportunity to take part in music activities, sing and play alongside their child. They appreciated gaining new ideas for musical activities at home and developing their understanding of how to support their child's learning. Many also reported feeling more prepared for their child's transition to school in September.

Parent comments reinforced the value of shared musical experiences, including one parent who wrote: "My child really enjoyed herself and for me it was nice to see her happy at school."

While attendance levels varied between schools, the findings demonstrate strong enthusiasm among participating families and suggest that workshops can help parents discover practical ways to support their children's learning at home.

3. Conclusions and recommendations for future projects

The project has highlighted the value of regular, active music-making embedded within everyday EYFS practice, supported by practitioner training, practical modelling and opportunities to practise between visits. Successful implementation depends on adapting delivery to each setting, with consideration given to group sizes, children's sensory needs, staff confidence, timetabling and available space.

Parent workshops were positively received by families who attended, with feedback highlighting enjoyment, new ideas for musical activities at home and increased confidence in supporting children's learning and transition to school. However, attendance varied between settings. Future projects should work closely with schools to promote workshops, consider the timing and accessibility of sessions, and build in opportunities to explore whether families continue using the activities at home.

Taken together, the practitioner feedback, parent responses and start/end EYFS assessments provide encouraging evidence of progress during the project and of the programme's potential to support children's development, practitioner confidence and wellbeing, and continuity between nursery, home and Reception. The EYFS ELG assessments are promising, particularly in areas relevant to school readiness, but the assessments cannot establish the extent to which progress was attributable to Boogie Mites. Further evaluation is needed to measure impact on children's ELG's allowing for other factors influencing children's development. Or perhaps more importantly, an evaluation to measure the impact on their auditory processing, motor sensory integration and rhythmic awareness skills, key foundations for learning in the school classroom from Key Stage 1 and beyond according to neuroscience evidence. An independent evaluation of The Project at primary schools in similar areas of disadvantage, alongside a control group not using Boogie Mites, might produce clearer evidence of causal impact.

All participating Primary School Leads have identified ways to continue using Boogie Mites beyond the funded delivery period, suggesting that the project has potential for sustainable and scalable practice. Further funded projects would enable more schools, children and families to benefit, while allowing the approach to be refined in response to the learning from this phase. They would also provide an opportunity to strengthen evaluation through consistent start- and end-point assessment, improved completeness of data collection and, ideally, independent evaluation of children's development / school readiness over time compared to a control group.

The findings provide a positive basis for offering the BMTTSRMP to other primary schools with onsite nurseries, particularly those serving communities where children may face additional barriers to school readiness. EYPP (Early Years Pupil Premium) or appropriate Early Years Inclusion Funding (EYIF) may offer potential routes to support delivery, subject to the relevant eligibility criteria, local funding arrangements and the intended use of the funding. Future projects should combine practical support for educators and families with a clearer evaluation framework, building a stronger evidence base for the role of neuroscience informed, intentionally structured, active music-making in early years education.

Appendix A – School Project Lead Feedback (collected after autumn term 2025)

1. Nursery Sessions **How valuable were the three Boogie Mites-led nursery music sessions for supporting your team's learning? Please describe what aspects were most/least helpful for your practice.** **(1 - Not at all valuable, 5 - Extremely valuable)**		
Kate Wharton, Cottage Grove	5	Seeing how the leader modelled the songs and actions so that staff felt confident to lead when she was not present. The introductions were useful before each song so that the children and staff knew why that song was beneficial.
Chelsea Miles, Townhill	5	Able to see how lessons can be delivered- essential training for practitioners
Jess Graham, Flying Bull	4	The listening and attention when learning new songs.
Laura Brian, St Maria Goretti	5	Modelling, shared practice, accountability for staff to complete sessions in between visits
Holly Marriott, Larkrise	5	Hearing new songs, seeing how delivery should work.
Katie Hillier, Wordsworth	5	Seeing Boogie Mites in action.
Stephanie Kane, Dashwood	5	Teacher demonstrating the songs and actions. Seeing the homemade instruments and how to use the website.

2. Reception/SEN (lowest 12) Sessions **How valuable were the three Boogie Mites-led music sessions with the Reception/SEN group for supporting your team's learning? Please describe what aspects were most/least helpful for working with this group.** **(1 - Not at all valuable, 5 - Extremely valuable)**		
Kate Wharton, Cottage Grove	5	Same as above as well as how to engage those children who were not fully attending to the songs.
Chelsea Miles, Townhill	5	Essential training for staff member to feel more confident in delivering programme
Jess Graham, Flying Bull	4	Smaller group sixes and the impact to improve listening and attention skills.
Laura Brian, St Maria Goretti	5	Good to have been able to observe how others teach music.
Holly Marriott, Larkrise	3	Phonics related activities were good, listening to sounds, high and low and fast and slow. Using simple instruments and keeping in time encouraged the children to focus. Some children lost concentration during the sessions.
Katie Hillier, Wordsworth	3	I did not support these sessions so I am not sure.
Stephanie Kane, Dashwood	5	Supporting the SEND pupils.

3. Parent Workshop **How effective was the parent workshop in supporting parent engagement with the programme? Please explain your answer e.g. attendance, parent enthusiasm, feedback received, follow-up engagement.** **(1 - Not at all effective, 5 - Extremely effective)**		
Kate Wharton, Cottage Grove	5	We had very good parental attendance, parents joined in well and are completing questionnaires positively. There was a lovely joyful atmosphere.
Chelsea Miles, Townhill	3	Attendance was half, parents seemed to enjoy it but lacked the confidence to join in as much, feedback was that parents did enjoy it
Jess Graham, Flying Bull	1	Wrong time of year, no parent intake, think we need to reword our advertisement for our patents.
Laura Brian, St Maria Goretti	5	Attendance from two parents. Parents have appeared to be supportive
Holly Marriott, Larkrise	4	Parents were very positive about this experience and enthusiastic- I think parents would probably need another workshop or two to really get them involved in doing this at home regularly.

Katie Hillier, Wordsworth	3	The session was good but unfortunately we had a poor turn out of families.
Stephanie Kane, Dashwood	3	It is difficult to judge as we do not know which parents are using the programme at home. Attendance to the workshop was good and the feedback went to Lizzie and not us.

4. Leading Activities **Have the EYFS team been leading Boogie Mites music activities independently between visits? What additional support or resources would increase your team's confidence or solve other barriers to delivery?** **(1 - Not at all, 5 - Very regularly)**		
Kate Wharton, Cottage Grove	5	
Chelsea Miles, Townhill	4	Barrier for delivery for Year R is that we are open plan so if rooms are not available the session cannot always take place as it would disturb the rest of the cohort's learning
Jess Graham, Flying Bull	4	Best time and recommended song order
Laura Brian, St Maria Goretti	4	Resources to use in school i.e.claves
Holly Marriott, Larkrise	4	Fitting into timetable alongside other commitments can be tricky especially in a cohort of 61 it is hard to find the space at times to deliver the groups.
Katie Hillier, Wordsworth	4	We have made it our own and incorporated it into daily activities, PE and 2 longer sessions per week. Now it is just a case of: Just practise makes permanent!
Stephanie Kane, Dashwood	4	To have an increased variety of songs that could link to some topics that the pupils are engaged with and learning about at the time e.g. space, dinosaurs, people who help us,

5. Programme Implementation Between Visits **How do you plan to use the music activities next term to maximise impact for all children, as well as for those children who are likely to benefit the most?**	
Kate Wharton, Cottage Grove	We will plan to deliver the programme once a week in both Nursery and Reception as well as using the songs as part of our daily routine.
Chelsea Miles, Townhill	Nursery- daily with all 3-4 year olds as part of daily routine- different staff members are leading this. Year R- 3-4 times a week with lowest 20% plus additional children that we feel would benefit
Jess Graham, Flying Bull	Currently taught for short 10 minutes as an alternative to brain breaks, how do we then move this onto provide weekly music lessons.
Laura Brian, St Maria Goretti	Regular planned sessions in the timetable to boost development and intervention type sessions in pm
Holly Marriott, Larkrise	Boogie Mites songs daily before lunch (without instruments) Weekly sessions in Reception with the instruments.
Katie Hillier, Wordsworth	Used daily to support a pre phonics programme, used in PE sessions and two longer planned sessions. Group size between 8-15 maintaining EYFS ratios.
Stephanie Kane, Dashwood	Nursery use it twice a week, particularly in to support transition times. Reception will be doing it whole class once per week as a full music session and then using songs inbetween times at transition points, brain breaks etc...

6. Have you observed any changes or impact on children so far?	
Kate Wharton, Cottage Grove	Child P engages positively with the singing, whereas she is reluctant to engage in other adult led activities. In Nursery some of the children are requesting the songs at other times and singing the songs in child led play.
Chelsea Miles, Townhill	Within Nursery - children are really enjoying becoming involved in the tasks and look forward to Boogie Mites time.

	Within Year R - helped a child feel more settled and happy. Initially she did not like the sessions and had to be removed as she was so upset but as we have been running them in school with key staff members she has become more confident, happy and smiley. She is also no longer crying when coming into school.
Jess Graham, Flying Bull	Children are more engaged in lessons rather than the previous music scheme we taught and some of them sing them during their discovery time.
Laura Brian, St Maria Goretti	More children appear more socially confident. Children increasing in confidence with sessions.
Holly Marriott, Larkrise	Very enthusiastic about music making
Katie Hillier, Wordsworth	Most children engage in songs; particularly those that are active and involve instruments. Some children are singing songs at other times of the day, e.g. in their play. Most children seem motivated to join in sessions including those who would normally find it harder to take part in sessions. Children with communication and interaction needs are making progress within their Communication and Language, this has been commented on by some Speech and Language Therapists. Some parents have commented on children singing more at home.
Stephanie Kane, Dashwood	Some children are more engaged and confident to join in during carpet times.

7. How has the project been beneficial for you and your team's professional development or wellbeing? (e.g. confidence in music delivery, ideas for routine embedding, team cohesion, reduced stress, enjoyment of sessions.)	
Kate Wharton, Cottage Grove	Staff report enjoyment during the sessions and that it is nice to have a focus for the singing. Staff have said they also feel more confident leading music sessions now
Chelsea Miles, Townhill	Adults are all enjoying delivering it
Jess Graham, Flying Bull	It is nice to have something that all staff can access regardless of their role, it is good for routine and refocus and all staff enjoy it.
Laura Brian, St Maria Goretti	Confidence in music delivery and how to implement with LA learners.
Holly Marriott, Larkrise	Definitely has improved confidence in delivery.
Katie Hillier, Wordsworth	Staff seem to enjoy sessions particularly when it is their favourite songs.
Stephanie Kane, Dashwood	For adding ideas to new ways that music and rhythm can be taught.

8. Is there anything else you would like us to know as we plan the next phases of the project?	
Kate Wharton, Cottage Grove	No
Chelsea Miles, Townhill	The Year R teacher and I also use Boogie Mites weekly within our RP provision for children with SEND needs. The children are really enjoying these sessions.
Jess Graham, Flying Bull	Just how we monitor and develop lessons to be weekly rather than 1/2 songs daily.
Laura Brian, St Maria Goretti	N/A
Holly Marriott, Larkrise	No
Katie Hillier, Wordsworth	Individual song links would be great so that staff can send links to songs they are learning on a weekly basis to parents and families.
Stephanie Kane, Dashwood	No

Appendix B – EYFS Team Feedback (collected after spring term 2026)

1. How valuable were the music sessions led by our Boogie Mites tutor for supporting your learning? (1 - Not at all, 5 - Very valuable)		
Liz Neighbour, Caldecott Primary School, Foundation Stage Lead	5	So beneficial to see the sessions professionally organised and delivered, and how resources were used.
Laura, Dashwood Academy. Nursery Teacher	5	Seeing the lesson in person - it was fantastic to have it modelled exactly how it should be taught.
Kath Cooper, Larkrise Primary, Nursery Lead	5	Seeing the sessions led by an experienced practitioner and how they can be adapted.
Belinda Collis, Larkrise Primary, HLTA	4	Children growing in confidence with regular participation. Positive to see them engaging in the sessions, following instructions and sharing their own ideas in a small group setting.
Holly Marriott, Larkrise Primary, Reception Teacher	4	Seeing how songs could be accompanied with the use of easily available resources to be drums.
Megan, Larkrise Primary, Nursery Nurse	5	Seeing it modelled and practicing together. Tips and tricks for keeping instruments still, preparing the children for what will come up in the song before we learn it.
Saima Riasat, Larkrise Primary, TA	5	The most helpful aspects of the Boogie Mites tutor session were seeing clear demonstrations of how to run engaging music activities. It showed how to structure a lesson step by step and keep children involved.
Isis, Larkrise Primary, Class Teacher	4	Upskilling, new ideas for how to deliver songs, actions and sessions.
Chelsea Miles, Townhill Infant and Nursery, EYFS Leader	4	Being able to see how to deliver the sessions effectively.
Claire Baker, Townhill Infant and Nursery, Nursery Lead	5	The children enjoyed all aspects of learning though movement.
Pauline Clark, Townhill Infant and Nursery, TA in Year R and Year 1	3	That you can make music with anything ie. recycling. All children regardless of ability join in and succeed. Songs are 'catchy ' and easy to learn. Children have fun which aids learning.
Stacey Glanfield, Townhill Infant School, HLTA lead in RP	5	Hearing the songs and seeing all the resources and watching how the children interact with the music.
Sadie Simpson, Wordsworth Primary School and Nursery, Teacher	5	Establishing routines and learning the songs with actions.
Rachael, Wordsworth Primary School and Nursery, Senior Nursery Lead	5	Showing us how to run the programme and how exciting it can be for the children.
Elaine Watson, Wordsworth Primary School and Nursery, Nursery Nurse	5	Energy, motivation, knowledge, engaging, inspiring, fun, confidence building.
Sophie White, Wordsworth Primary School and Nursery, Nursery Nurse	5	Songs instruments.
Mercedes, Wordsworth Primary School and Nursery, Nursery Nurse	5	Energy and samples.
Katarzyna, Wordsworth Primary School and Nursery, Nursery Nurse	5	Build confidence in sounds.
Sylwia Szmit, Wordsworth Primary School and Nursery, Room Leader	5	Example of the activities and the songs.
Anitha Venugopal, Flying Bull Academy, Nursery Teacher	5	Establishing routines and learning the songs with actions.

Urszula Weller, Flying Bull Academy, Nursery Nurse/ working in year R	5	We enjoyed every bit of it, so rhyming, movement to the beat, clapping syllables useful for reading. Alliteration, Gross motor skills in action songs and just having fun :)
Taylor Harry, St Maria Goretti. Nursery Teacher	5	Getting the children to stay to the beat.
Demi Roberts, St Maria Goretti, Class teacher	3	The amount of resources and props! Excuse Jack the robot.
Anna Richards, Cottage Grove Primary School, EYFS Phase Leader	3	- Building listening skills - Building vocabulary through song - Has been particularly enjoyed by our SEND children as they love music and dancing. -Children have made a connection with the day of the week. We do boogie mites on Tuesdays and they always make the connection that Tuesday is "boogie mites day!" -SEND children have been observing boogie mites for a number of weeks from afar. For the last 2 weeks, these SEND children are now taking part with adult support. -Staff have seen an improvement with children playing instruments to the rhythm of the songs and being able to remember the words to the songs as well as match the pitch whilst singing!

2. Was the training package (onsite training session & online training resources) sufficient to support your confidence to deliver Boogie Mites music circle time? (1 Not at all sufficient - 5 Extremely valuable) Describe what was particularly useful or what was missing.		
Laura, Dashwood Academy. Nursery Teacher	4	I liked the online training also as it was clear exactly how to teach it and then seeing it in person was great too. We love the videos.
Rahela, Dashwood Academy, Nursery Teacher	3	The training was brilliant. The lady delivering it made it engaging and fun. Haven't used the online training resources.
Kath Cooper, Larkrise Primary, Nursery Lead	5	It would have been helpful to have 10 minutes after the sessions to discuss the session that was just led. It would be fantastic to have more sessions in the training led by the trainer.
Holly Marriott, Larkrise Primary, Reception Teacher	5	Good to see a model of it. Would be good to see how this could be modelled to a class of 30.
Megan, Larkrise Primary, Nursery Nurse	4	Having the words available has been very useful when learning it and teaching it.
Isis, Larkrise Primary, Class Teacher	4	Easy to use.
Chelsea Miles, Townhill Infant and Nursery, EYFS Leader	4	Training was useful to see how to implement sessions. It would be nice if trainer could team teach with you/coach you to ensure you are delivering sessions correctly.
Claire Baker, Townhill Infant and Nursery, Nursery Lead	5	It was nice to see how sessions were run so this could then be replicated in the setting.
Stacey Glanfield, Townhill Infant School, HLTA lead in RP	5	The lady's delivery of the songs and how they can be presented with or without instruments.
Sadie Simpson, Wordsworth Primary School and Nursery, Teacher	5	I like that the videos online are good for showing me suggestions for what to do.
Rachael, Wordsworth Primary School and Nursery, Senior Nursery Lead	4	Enjoyed Hilary coming. The songs sometimes are wordy, so the children took a while to learn.
Sophie White, Wordsworth Primary School and Nursery, Nursery Nurse	5	N/A

Katarzyna, Wordsworth Primary School and Nursery, Nursery Nurse	5	All the session was very helpful.
Sylwia Szmit, Wordsworth Primary School and Nursery, Room Leader	5	Practicing singing the songs was really helpful.
Urszula Weller, Flying Bull Academy, Nursery Nurse/ working in year R	5	Visits in person and observing someone do it was most useful.
Taylor Harry, St Maria Goretti. Nursery Teacher	5	Onsite training sessions.
Demi Roberts, St Maria Goretti, Class teacher	4	Engaging the SEN children and exploring rhyming words and encouraging children to turn take.

3. How have the music activities been used to maximise impact for each child?	
Liz Neighbour, Caldecott Primary School, Foundation Stage Lead	I have a music session every day with percussion, but now also have small group sessions once a week using some of the ideas from the Boogie Mites sessions. I now have a class set of claves and we have been collecting plastic tubs for drums - also scarves!
Laura, Dashwood Academy. Nursery Teacher	We have been using it as whole class sessions at the end of day or after snack as we have found it has focused the children and helped their engagement.
Kath Cooper, Larkrise Primary, Nursery Lead	We use boogie mites at least 2 times a week in whole or small groups.
Belinda Collis, Larkrise Primary, HLTA	Boogie Mites session once a week with targeted children (some EAL, some with communication and language needs), then whole class Boogie Mites sessions before lunch each day.
Holly Marriott, Larkrise Primary, Reception Teacher	Singing songs daily, percussion instruments available in outdoor area.
Megan, Larkrise Primary, Nursery Nurse	We used boogie mites every week and the children initiate their own sessions in the garden.
Saima Riasat, Larkrise Primary, TA	Music activities have been used regularly and consistently to maximise impact for each child. It allows children to build confidence and become familiar with songs through repetition.
Isis, Larkrise Primary, Class Teacher	Music sessions (with instruments) once a week and boogie mites songs used during transition times and song sessions.
Chelsea Miles, Townhill Infant and Nursery, EYFS Leader	Within Year R- we used to do to music lessons 3x per week for just the children that were targeted. During the Spring and Summer terms we are now delivering a shortened session daily to the whole class. This has really improved every child's participation and enthusiasm for music activities.
Claire Baker, Townhill Infant and Nursery, Nursery Lead	We use the music session every day to endure the children talk part in learning though music and rhyme.
Pauline Clark, Townhill Infant and Nursery, TA in Year R and Year 1	Boogie mites used every day with whole class just before lunch.
Stacey Glanfield, Townhill Infant School, HLTA lead in RP	We use the program when possible, but we do have a lot of needs in the RP and some sensitive to music.
Sadie Simpson, Wordsworth Primary School and Nursery, Teacher	I have been using the music as our morning regulation and we use it additionally in our music lessons. the children love performing and they are gaining confidence far quicker than I expected. The target children in my class like to talk about "when Hilary showed us, we did this..."
Rachael, Wordsworth Primary School and Nursery, Senior Nursery Lead	Using the welcome song daily. And running some sessions each day with just one song, then longer sessions twice weekly.
Elaine Watson, Wordsworth Primary School and Nursery, Nursery Nurse	Daily sessions, speech and language enhanced. Children like the instruments, love the animal songs great for attention skills.

Sophie White, Wordsworth Primary School and Nursery, Nursery Nurse	Language development. Fun. Rhythm development
Mercedes, Wordsworth Primary School and Nursery, Nursery Nurse	Frequent sessions for the children to familiarise with songs.
Katarzyna, Wordsworth Primary School and Nursery, Nursery Nurse	Language development. Having fun and learning.
Sylwia Szmit, Wordsworth Primary School and Nursery, Room Leader	We had two full sessions every week and short session every day. Also "Tidy up" and "Welcome" songs are our regular songs. Some other songs we are using during a PE.
Anitha Venugopal, Flying Bull Academy, Nursery Teacher	We do BM every other day. Instruments are always available for children to use but not the music. It has Improved attention, listening, language skills, and vocabulary to help prepare children for literacy and math.
Urszula Weller, Flying Bull Academy, Nursery Nurse/ working in year R	All children in class get to do 3,4 songs at least 3 times a week and the chosen group is split in half and does it another 2 times during the week.
Taylor Harry, St Maria Goretti. Nursery Teacher	Phonics in the mornings.
Demi Roberts, St Maria Goretti, Class teacher	The children have improved their engagement and patience.
Anna Richards, Cottage Grove Primary School, EYFS Phase Leader	Staff have seen an improvement with children playing instruments to the rhythm of the songs and being able to remember the words to the songs as well as match the pitch whilst singing - they have then remembered these songs when singing them during other sessions.

4. Have you observed any changes or impact on children so far?	
Liz Neighbour, Caldecott Primary School, Foundation Stage Lead	Yes, the children who took part are notably more confident and attentive now in the class sessions.
Laura, Dashwood Academy. Nursery Teacher	Higher levels of engagement during sessions and good links to phonics.
Rahela, Dashwood Academy, Nursery Teacher	N/A
Kath Cooper, Larkrise Primary, Nursery Lead	It has been lovely to see the children's confidence grow in using musical instruments and using their voices in different ways. The children have an increased attention and coordination during the boogie mites sessions.
Belinda Collis, Larkrise Primary, HLTA	During the course of our small group Boogie Mites sessions I observed a transformation in attitudes to taking part. Some children (H&L) were initially reluctant to join in with singing and actions and one (S) was regularly disruptive. Over the course of several weeks I noticed as those reluctant children gradually felt more comfortable and confident they began to participate and also actively share their ideas. This carried across into the general classroom, where those children were more willing to participate and engage in whole class carpet times.
Holly Marriott, Larkrise Primary, Reception Teacher	Children are very enthusiastic to take part in Boogie Mites songs. I have been impressed with the children's ability to keep a beat and tap out rhythms. I'm afraid it is difficult to say whether the progress we have seen is directly due to Boogie Mites due to all of the other programmes etc we do during the week.
Megan, Larkrise Primary, Nursery Nurse	There are a number of children who are now joining in with the words and actions that didn't partake much at the beginning.
Saima Riasat, Larkrise Primary, TA	Yes, there has been a positive impact as the children are confident in joining in with songs and actions. There's also better coordination with instruments and overall they show more enjoyment and engagement.

Isis, Larkrise Primary, Class Teacher	Most children clearly find the sessions fun. Child X, who previously struggled to engage in any group carpet time, now recognizes the opening song and will sit at the edge of the circle, occasionally joining in with the "clapping" actions. We noticed that our summer born children benefited most in the sessions, it didn't engage some of the older children as much.
Chelsea Miles, Townhill Infant and Nursery, EYFS Leader	Child V used to come into school crying and upset. Since starting music lessons this has completely changed her whole personality. She is much happier and smiley. She is making friends. She is also EAL and her language acquisition has improved vastly since attending music sessions. Child A- EHCP for Autism and Global delay- she is learning new words and can request songs using actions and one word. She enjoys sitting with the class for music time, something that she would not do previously.
Claire Baker, Townhill Infant and Nursery, Nursery Lead	The children really enjoy the session often requesting when is it time. Children who are not confident at joining in are now beginning to join in knowing the words boosting their confidence.
Pauline Clark, Townhill Infant and Nursery, TA in Year R and Year 1	A child lacking concentration in class joins in Boogie Mites with enthusiasm.
Stacey Glanfield, Townhill Infant School, HLTA lead in RP	Children follow the adults lead with actions and vocab although most of our RP children are non-verbal.
Sadie Simpson, Wordsworth Primary School and Nursery, Teacher	Certain children are more settled and one of the children is using a wider vocabulary, noticeably of words from the songs.
Rachael, Wordsworth Primary School and Nursery, Senior Nursery Lead	Joining in with actions. Smiling and enjoying the instruments. Maintaining focus for longer periods.
Elaine Watson, Wordsworth Primary School and Nursery, Nursery Nurse	The children have engaged with activities, songs are memorable, it's a great group-social get together for them, children even finding objects they can use as instruments. Speech and language increased. Coordination like for tap rap, Engagement and attention skills building, fun social activity.
Sophie White, Wordsworth Primary School and Nursery, Nursery Nurse	Yes. Children enjoy songs and dancing and making music. Language development. Love of music developed.
Mercedes, Wordsworth Primary School and Nursery, Nursery Nurse	Yes, new vocabulary used.
Katarzyna, Wordsworth Primary School and Nursery, Nursery Nurse	Using more words (words which they learn during the boogie mites). Able to waited they turn. Help at tidy up time while they having fun during boogie mites).
Sylwia Szmit, Wordsworth Primary School and Nursery, Room Leader	Child X, learn a lot of songs and always join the Boogie Mites activities.
Anitha Venugopal, Flying Bull Academy, Nursery Teacher	Enjoyment has been the key. When we first started not all children were joining in but now all children look forward to it. It's a universal language - our EAL children have learnt the words and can sing all the learnt songs beautifully. 1 x SENDIF + child - he joins in beautifully, showing good rhythm and is able to follow instructions. Improved listening skills. : Strengthening cognitive foundations, specifically in phonological awareness, communication, and language.
Urszula Weller, Flying Bull Academy, Nursery Nurse/ working in year R	80% of children in the assigned group know all the words and join in the actions of the songs.
Taylor Harry, St Maria Goretti. Nursery Teacher	My non-verbal children now take part in the actions for songs. The children can now keep the beat to a song.

Demi Roberts, St Maria Goretti, Class teacher	The children who struggle to sit for circle times/inputs and improving and sitting for longer for the sessions. They love using the musical instruments.
Anna Richards, Cottage Grove Primary School, EYFS Phase Leader	SEND children have been observing boogie mites for a number of weeks from afar. For the last 2 weeks, these SEND children are now taking part with adult support.

5. How has the project been beneficial for your professional development and wellbeing? *(e.g. confidence in music delivery, ideas for routine embedding, team cohesion, reduced stress, improved mood, enjoyment of sessions etc.)*	
Liz Neighbour, Caldecott Primary School, Foundation Stage Lead	Hugely! I think it has really helped both myself and the team be more confident at taking music groups and incorporating new ideas.
Laura, Dashwood Academy. Nursery Teacher	Yes - more confident to deliver music sessions.
Rahela, Dashwood Academy, Nursery Teacher	It's helpful when the lesson/song has an instructor video.
Kath Cooper, Larkrise Primary, Nursery Lead	I have gained confidence in delivering music and it has given me more ideas.
Belinda Collis, Larkrise Primary, HLTA	Boogie Mites sessions were focussed on improving communication and language by targeting children's innate love of music and it was really positive to see children who may struggle in other classroom activities feeling empowered and confident to express themselves during the sessions. It really brought home for me personally the value of music in the EYFS curriculum. Staff and children left the sessions feeling uplifted and relaxed.
Holly Marriott, Larkrise Primary, Reception Teacher	The team definitely has increased their confidence in music delivery- staff who wouldn't have been keen to run groups before are now able to do this. It has been helpful for us to have something concrete to use for our music sessions.
Megan, Larkrise Primary, Nursery Nurse	Enjoyments of sessions and confidence to deliver.
Saima Riasat, Larkrise Primary, TA	It has been beneficial for my professional development by improving my confidence in using practical strategies to use in sessions. The activities are enjoyable and engaging, it creates a positive atmosphere for both staff and children.
Isis, Larkrise Primary, Class Teacher	The project has significantly boosted my confidence in music delivery. Having a structured framework meant I didn't have to "invent" activities from scratch, which reduced planning stress.
Chelsea Miles, Townhill Infant and Nursery, EYFS Leader	We had a music scheme that we used to follow daily in Year R. We agreed to trial Boogie Mites as whole classes for the Spring terms. We have found this far more engaging and children responding to this better so will carry on with this in the Summer Terms.
Claire Baker, Townhill Infant and Nursery, Nursery Lead	The session is definitely a mood lifter!
Pauline Clark, Townhill Infant and Nursery, TA in Year R and Year 1	Confidence in music delivery.
Stacey Glanfield, Townhill Infant School, HLTA lead in RP	It helps lift our mood in the room.
Sadie Simpson, Wordsworth Primary School and Nursery, Teacher	It's helped my confidence with teaching music and I love the way it helps the mood in the classroom and how eager they are to do music now.
Rachael, Wordsworth Primary School and Nursery, Senior Nursery Lead	Fun and get the children enjoying music.
Elaine Watson, Wordsworth Primary School and Nursery, Nursery Nurse	Confident in songs and joining in with rhyme and being creative with music being fun and silly with rhyme using our imagination. Improved mood as a group, enjoyment.

Sophie White, Wordsworth Primary School and Nursery, Nursery Nurse	Fun activities to do with great outcomes for children.
Mercedes, Wordsworth Primary School and Nursery, Nursery Nurse	Confidence, enjoyment of sessions and introducing more music.
Katarzyna, Wordsworth Primary School and Nursery, Nursery Nurse	Build confidence during the group time Happy and more confident to work with phonics.
Anitha Venugopal, Flying Bull Academy, Nursery Teacher	Learning new songs. Delivering music lessons in large groups. It has given the staff the knowledge and confidence to lead music, regardless of their musical ability.
Urszula Weller, Flying Bull Academy, Nursery Nurse/ working in year R	I love music, so I really enjoyed delivering it to the children.
Taylor Harry, St Maria Goretti. Nursery Teacher	Confidence in music delivery.
Demi Roberts, St Maria Goretti, Class teacher	Confidence in music delivery.
Anna Richards, Cottage Grove Primary School, EYFS Phase Leader	Staff feel more confident delivering the programme due to the structure and support.

6. Do you feel that Boogie Mites music activities should continue to be part of your EYFS provision following this project? (1 No, definitely not - 5 Yes, definitely)		
Liz Neighbour, Caldecott Primary School, Foundation Stage Lead	5	The music is absolutely fantastic, and to have in-person support and guidance from Cheryl who led the Boogie Mites sessions was amazing!
Laura, Dashwood Academy. Nursery Teacher	5	It is a great resource to my teaching.
Rahela, Dashwood Academy, Nursery Teacher	3	It's a nice resource but if you aren't musical yourself, it isn't easy to deliver the lessons.
Kath Cooper, Larkrise Primary, Nursery Lead	5	We will continue to use Boogie Mites as we find it valuable in supporting many eyfs developmental skills.
Belinda Collis, Larkrise Primary, HLTA	4	I believe there is great value in the small group Boogie Mites sessions, run as interventions for those with additional communication and language needs. Delivering the same sessions across a whole class setting loses some of the impact as it becomes less personal. However, regularly singing Boogie Mites songs reinforces the learning and bridges the gap between the small group session and general classroom environment, encouraging participants to join in and engage with other learning too.
Holly Marriott, Larkrise Primary, Reception Teacher	5	Children respond well to the resources and activities and music in the EYFS is extremely important for developing prime learning skills.
Megan, Larkrise Primary, Nursery Nurse	5	It is engaging and a nice interactive group time. The children's language development and rhythm have improved and also their confidence.
Saima Riasat, Larkrise Primary, TA	4	I selected 4 as the activity has had a positive impact on the children's engagement, confidence and enjoyment.
Isis, Larkrise Primary, Class Teacher	4	The core of the program is good and clearly aligns with EYFS goals. Most children are genuinely motivated by the tracks (tap rap, chocolate cake and the boogie mites marching band are class favourites). However, we found that the audio could sometimes be a bit overwhelming. On tracks where multiple sounds, instruments or voice overs play at once, the sensory input was quite high, which occasionally made behavior management harder for our more sensory-sensitive children. Moving forward, we would continue to use it but perhaps adapt the volume or choose simpler tracks for larger group sessions.

		We noticed that our ASD children didn't respond as positively as others.
Chelsea Miles, Townhill Infant and Nursery, EYFS Leader	5	Children are engaged, happy and learning new skills.
Claire Baker, Townhill Infant and Nursery, Nursery Lead	5	The children enjoy the style of learning and are making good progress with phonics sounds.
Pauline Clark, Townhill Infant and Nursery, TA in Year R and Year 1	3	Children enjoy songs and activities, it encourages sharing of equipment and improves their understanding of beat and rhythm in a fun way.
Stacey Glanfield, Townhill Infant School, HLTA lead in RP	5	The children enjoy the program.
Sadie Simpson, Wordsworth Primary School and Nursery, Teacher	5	We have seen so much good from using the Boogie Mites resources!
Rachael, Wordsworth Primary School and Nursery, Senior Nursery Lead	5	Children really enjoy it and have fun.
Elaine Watson, Wordsworth Primary School and Nursery, Nursery Nurse	4	It is great if we perhaps continue with new songs to change it up a bit. It's a great social activity.
Sophie White, Wordsworth Primary School and Nursery, Nursery Nurse	5	Benefit.
Mercedes, Wordsworth Primary School and Nursery, Nursery Nurse	5	Beneficial for children.
Katarzyna, Wordsworth Primary School and Nursery, Nursery Nurse	5	Have benefit for the children and adult.
Sylwia Szmit, Wordsworth Primary School and Nursery, Room Leader	5	Music and activities regarding music always should be the part of child development and that should be any type of activities and music and that should be available to the all children.
Anitha Venugopal, Flying Bull Academy, Nursery Teacher	5	Boogie Mites' has definitely changed the way we deliver music sessions in nursery. It's active, rhythm-based music has contributed towards the progress and improved listening and attention skills, supporting the emotional well-being of our children.
Urszula Weller, Flying Bull Academy, Nursery Nurse/ working in year R	5	They simply really enjoy it and learn lots through rhythm.
Taylor Harry, St Maria Goretti. Nursery Teacher	4	N/A
Demi Roberts, St Maria Goretti, Class teacher	3	I do enjoy delivering it and the children really enjoy the sessions. They love the songs and are eager to participate and be involved especially with the rice shakers and drums.
Anna Richards, Cottage Grove Primary School, EYFS Phase Leader	3	Nursery team are a definite yes. In Reception, they would have liked to have done it whole class in Autumn term when they felt the children needed it most.

7. Is there anything else you would like to share about the project?	
Liz Neighbour, Caldecott Primary School, Foundation Stage Lead	It has never been more important in this digital world of screens and downloads and the dreaded Cocomelon and suchlike, for our young children to have real life experience of music, joining in with others and actively participating- with real instruments and real singing and moving. It is wonderful stuff!
Laura, Dashwood Academy. Nursery Teacher	Just how brilliant Lizzie was at demonstrating the songs, actions and how approachable she was when we asked questions about other songs that we have done between sessions.
Rahela, Dashwood Academy, Nursery Teacher	As above

Kath Cooper, Larkrise Primary, Nursery Lead	It would be great if the songs were linked online to where they fit into phonological awareness areas e.g. environmental sounds, rhyme
Belinda Collis, Larkrise Primary, HLTA	Thanks for letting me take part! It was thoroughly enjoyable and very well-delivered.
Holly Marriott, Larkrise Primary, Reception Teacher	We have really enjoyed Lizzie coming in and learning how best to deliver music for small groups. We are looking forward to the transition sessions later in the year- thank you.
Megan, Larkrise Primary, Nursery Nurse	It has been nice to take part in it
Saima Riasat, Larkrise Primary, TA	No, but it was very organised and easy to follow.
Isis, Larkrise Primary, Class Teacher	While it's hard to pull out raw data to prove the music sessions alone caused a specific jump in progress, their is a clear qualitative impact on the engagement of children with music and the use of instruments. The boogie mites training was great and we valued the parent workshop, however I don't feel the small group sessions with our most disadvantaged children had the impact that was intended. I think in future it would be great to have less sessions with the whole class instead, for behaviour, engagement and teacher cpld.
Chelsea Miles, Townhill Infant and Nursery, EYFS Leader	Great music project!
Claire Baker, Townhill Infant and Nursery, Nursery Lead	No
Pauline Clark, Townhill Infant and Nursery, TA in Year R and Year 1	No
Stacey Glanfield, Townhill Infant School, HLTA lead in RP	No
Sadie Simpson, Wordsworth Primary School and Nursery, Teacher	No
Rachael, Wordsworth Primary School and Nursery, Senior Nursery Lead	Really enjoyed this programme
Elaine Watson, Wordsworth Primary School and Nursery, Nursery Nurse	None
Sophie White, Wordsworth Primary School and Nursery, Nursery Nurse	No
Mercedes, Wordsworth Primary School and Nursery, Nursery Nurse	Really happy with the program
Katarzyna, Wordsworth Primary School and Nursery, Nursery Nurse	No
Sylwia Szmit, Wordsworth Primary School and Nursery, Room Leader	Some of the songs are very slow and they are too long and the children are lose interest of keeping focus or joining in
Anitha Venugopal, Flying Bull Academy, Nursery Teacher	Not really
Urszula Weller, Flying Bull Academy, Nursery Nurse/ working in year R	Thank you
Taylor Harry, St Maria Goretti. Nursery Teacher	N/A
Demi Roberts, St Maria Goretti, Class teacher	N/A
Anna Richards, Cottage Grove Primary School, EYFS Phase Leader	No

Appendix C – Tutor Feedback

We gathered feedback from the Boogie Mites tutors at the end of every session, asking them to comment as follows:

- What (if anything) did you do different to the session plan?
- What stood out - eg. a child response/a practitioner or parent feedback?
- Any other comments

NOTE: The responses recorded here are a summary of this feedback and provide an interim overview of delivery and impact. Full tutor feedback will be included in the final project report.

Townhill Infant School – Tutor: Hilary
Across the practitioner training, preschool, reception, and parent sessions, the tutor largely followed the planned structure with small creative adaptations (notably animal sounds, teddies, and flexible song choices) to suit timing, resources, and children's needs. While staff and parent engagement was mixed and attendance sometimes low, the children consistently showed growing familiarity, confidence, and enjoyment, particularly in clapping names, vocal exploration, and participation. Many children demonstrated significant developmental, speech, and coordination challenges, but clear progress was observed over repeated sessions. A standout moment was the remarkable engagement of a previously non-verbal, highly sensitive child (Amelia), whose active participation astonished staff and highlighted the programme's impact, especially for SEN pupils. Overall, despite challenges, the sessions were well received by children and viewed by leadership as highly beneficial across the school.

Wordsworth Primary School – Tutor: Hilary
Across the practitioner training, early years, reception, and parent sessions, the tutor largely followed the planned structure while making small, effective adaptations using animal sounds, teddies, and flexible song choices. Staff engagement was strong, with practitioners showing enthusiasm and confidence to begin delivering sessions independently, and children became increasingly familiar, excited, and willing to participate over time. Preschool sessions were lively and encouraging, with noticeable enthusiasm from both staff and children, while reception groups showed growing engagement across sessions, even when some initially preferred to observe. Repetition of activities helped build confidence and enjoyment, particularly with clapping names, percussion, and vocal exploration. Although parent workshop attendance was low, overall feedback highlighted a positive response to the programme and strong potential for sustained musical engagement within the setting.

Larkrise Primary School – Tutor: Lizzie
The sessions were well planned and largely delivered as intended, with thoughtful adaptations made where needed to support timing and children's engagement. Across pre-school and reception, there was a clear and progressive increase in children's confidence, focus, participation, and musical skills, particularly in singing names, keeping the beat, contributing ideas, and playing with rhythm and rhyme. Practitioner and teacher feedback was consistently very positive, highlighting strong enthusiasm, effective integration of the songs into classroom routines, and increased confidence among staff as well as children. Regular practice between sessions clearly supported children's progress, and both staff and families reported high levels of enjoyment and engagement, with the parent workshop also proving successful and inclusive despite minor challenges.

Cottage Grove – Tutor: Ali

The programme was delivered flexibly and responsively, with the tutor confidently adapting sessions to meet the needs of the children, staff, and environment, including managing SEND needs, space constraints, and unexpected interruptions. Engagement from both children and practitioners was consistently high, with a clear sense of enjoyment, enthusiasm, and "buzz" across sessions, and strong evidence of progress in keeping a beat, following actions, and confidently joining in. Staff quickly embraced the resources, using the IWB and customer hub, repeating sessions, making instruments, and embedding songs into practice, while thoughtful adjustments (such as repositioning equipment, using familiar songs, or ear defenders) supported inclusion and wellbeing. Reception and pre-school sessions built positive relationships and confidence, and the parent workshops were particularly successful, with excellent attendance, high levels of participation, strong staff support, and clear enthusiasm from families to continue using the music at home.

Flying Bull – Tutor: Ali

The programme was delivered flexibly and effectively, with strong practitioner engagement and clear enthusiasm for the Boogie Mites approach, particularly from experienced staff who fully understood and valued its developmental benefits. Pre-school and reception sessions were well structured, with an appropriate balance of movement, listening, actions, and instruments, resulting in high levels of enjoyment, focus, and positive emotional responses from the children, who grew increasingly confident and familiar with the songs. Practitioners were proactive in embedding the programme, accessing songs independently, planning daily use, and creating instruments, demonstrating strong sustainability beyond the sessions. Thoughtful adaptations were made to suit timing, energy levels, and children's attention, and there was confidence that progress would continue on return visits, although parental engagement was notably limited at the workshop despite successful delivery with the children.

Dashwood Primary – Tutor: Lizzie

The sessions were delivered flexibly and responsively, with creative adaptations made to build on children's interests and maximise engagement, resulting in very positive feedback from practitioners. In pre-school, all children remained focused and involved, including those who typically find group activities challenging, and staff reported strong enjoyment and continued independent use of the online resources. In reception, children showed impressive musical focus and confidence even when encountering the songs for the first time, although staff noted that session length would benefit from adjustment to suit attention spans. Constructive discussions with the EYFS lead highlighted plans for wider staff training, sustainable delivery, and integration of Boogie Mites into existing music provision, including replacing or complementing current programmes and potentially extending sessions to whole-class or targeted group use.

St Maria Goretti – Tutor: Paula

The programme was delivered consistently and thoughtfully, with sessions adapted to meet the needs of groups with high levels of SEN and speech and language needs, while maintaining strong structure and musical progression. Across pre-school and reception, children showed high levels of enjoyment, engagement, and inclusion, with notable moments of focus and participation from children who do not usually engage in group activities, demonstrating the accessibility and impact of the approach. Practitioners were increasingly confident and proactive, embedding music into daily routines, sourcing and creating instruments, and using the customer hub to support delivery, with particular interest in linking music to phonics and early language development. While some areas such as rhyming and initial sounds highlighted developmental starting points, sessions clearly supported attention, regulation, and confidence, and collaboration with teachers and SENCo staff strengthened over time, despite limited parent workshop attendance due to illness.

Appendix D – Parent Feedback - following December 2025/January 2026 parent workshops.

1. Has this workshop improved your understanding of music to support your child's development? (1 No not at all - 5 Yes a lot)

Response	No. of parents
5 – Yes a lot	43
4	7
3	3
2	0
1 – No not at all	0
No response	0

2. What did you enjoy most about the workshop?

Very happy catchy songs the children got involved and enjoyed themselves
Nice
Because it's very entertaining
The interaction with my child made it fun
Drum and thymes
Yes, it was brilliant to see why the children are learning
He could enjoy the sounds and participate to the activities
Understanding the rhythm and how to break words to music
I did enjoy how to learn kids with music rhyming words and I really enjoyed this
It really got them focused with word and numbers. Like they can point it out quickly with the music
I appreciated the way the songs combined music and learning making it enjoyable for the children to participate. I also appreciated the teacher's active support during the workshop
The way everything was carried out
The way that we can use so many useful things from our own home to entertain our children
Easy method of making musical instruments
Connection
The interacting with all the dancing
Honestly, I enjoy the music a lot
It was very fun and I think it helps to improve my child's language skills
Lots of fun and equipment used that can be made/found at home with ease
DIY drums
It has avail me the opportunity to know that can build up music anywhere. It makes this innovative and has really support my child
Attending workshop helps parent to understand what teachers want pupils to know and achieve
Ideas what to do at home as different way of entertainment
Singing and dancing
Watching my child follow instructions and engage with the session
It was engaging and fun
She loves it
The interactive-ness of the session
Cleo liked the drums. It was nice to see her joining in
Everything!!!
Watching my child enjoy joining in
Sticks and drums
Very good
Doing it as part of the group
Watching my child joining in

Watching my child get involved with music All Very good Playing with child very helpful and loves songs Use of home made instruments How interactive it was Positivity

3. Which of the following describes how you feel following the workshop (tick as many as apply)?

Response	No. of parents
1- I have learnt how music activities can support my child's language and pre-literacy skills	45
2- I now have new ideas for fun, educational summer activities with my child	43
3- It was good to meet other parents with children starting in September, and for my child to meet other children	44
4- I believe that the workshop and the summer activities will help to support a smoother transition for starting school in September	46
5- I would recommend this workshop to other families	42

4. Are you confident and motivated to use Boogie Mites activities at home over the summer? (1 No not at all - 5 Yes very confident)

Response	No. of parents
5 – Yes very confident	39
4	7
3	5
2	0
1 – No not at all	2
No response	0

5. Please share any other comments or feedback.
Overall, it was good experience Cleo is very controlling of the environment at home and will only allow us to play 1 album. She used to do Boogie Mites at nursery so it's not new to us, but she refused to sing/play instruments at home Very helpful and easy to understand It was really interactive and useful I've always believed in alternative way of learning and I'm very excited how Boogie Mites will help This is really very helpful for children I'm very happy with this activity How wonderful! I think music is important. It develops self-esteem and greatly helps in a child's learning Kids seemed to enjoy the music and dancing. Thanks Thanks for the workshop Lovely activity, I can see how my child is doing more at home

Thank you for a lovely morning
Perfect - no comments
My kid very happy and enjoy it so much
Very good and helpful
My kids happy to participate
Lovely time with child, thank you so much
Good and fun activity for kids

6. Are you happy for us to contact you in 2 months to ask you for feedback about using the music activities at home via our Boogie Mites digital platform?

Response	No. of parents
Yes	38
No	9
No response	6

Appendix E - School Project Lead feedback – end of project Autumn 2026

1. How did Boogie Mites support children's transition into school?	
Holly Marriott, Larkrise Primary School	Building relationships between children and adults
Stephanie Kane, Dashwood Banbury Academy	Building confidence, Supporting listening and attention, Supporting emotional wellbeing / helping children feel settled, Supporting physical development and coordination, Giving children familiar songs or activities to take with them into school
Chelsea Miles, Townhill Infant and Nursery	Building confidence, Supporting listening and attention, Helping children become familiar with routines and expectations, Supporting social interaction and participation within a group, Supporting emotional wellbeing / helping children feel settled, Giving children familiar songs or activities to take with them into school
Anna Richards, Cottage Grove Primary School and Nursery	Supporting social interaction and participation within a group, Giving children familiar songs or activities to take with them into school
Laura Brian, St Maria Goretti Catholic Academy	Building confidence, Supporting listening and attention, Supporting communication and language, Helping children become familiar with routines and expectations, Supporting emotional wellbeing / helping children feel settled, Building relationships between children and adults, Supporting physical development and coordination
Katie Hillier, Wordsworth Primary and Nursery School	Supporting listening and attention, Supporting communication and language, Helping children become familiar with routines and expectations, Giving children familiar songs or activities to take with them into school
Emma Harvey, Wordsworth Primary School & Nursery	Building confidence, Supporting listening and attention, Supporting communication and language, Helping children become familiar with routines and expectations, Supporting social interaction and participation within a group, Supporting emotional wellbeing / helping children feel settled, Building relationships between children and adults, Supporting physical development and coordination, Giving children familiar songs or activities to take with them into school
Sadie Simpson, Wordsworth Primary and Nursery School	Supporting listening and attention, Supporting social interaction and participation within a group, Building relationships between children and adults
Jessica Graham, The Flying Bull Academy	Building confidence, Supporting listening and attention, Helping children become familiar with routines and expectations, Building relationships between children and adults, Giving children familiar songs or activities to take with them into school

1a. Please tell us about any particular examples of how Boogie Mites supported children's transition.	
Holly Marriott, Larkrise Primary School	The children from our pre school are more confident in singing the songs but the new children are picking them up very quickly!
Stephanie Kane, Dashwood Banbury Academy	Allowed children particularly not from our pre-school to become famililar with the school in a fun and engaging way that didn't put any pressure on them.
Chelsea Miles, Townhill Infant and Nursery	Children that attended our preschool and were familiar with the Boogie Mites programme came into school knowing the songs. They had confidence and could teach the other children that joined us from other settings. They were smiley and happy during sessions.
Anna Richards, Cottage Grove Primary School and Nursery	Unfortunately, we did not have a large uptake for the transition sessions and so the impact was minimal. Those who did attend enjoyed learning the songs and have recognised some of these within provision.
Laura Brian, St Maria Goretti Catholic Academy	Pupils starting our reception engaged well with Boogie Mites sessions and developed their confidence quickly

Katie Hillier, Wordsworth Primary and Nursery School	Most of the children who have attended from our Nursery seem to be able to follow routines and join in with group adult directed activities.
Emma Harvey, Wordsworth Primary School & Nursery	The children who came from Wordsworth Nursery were so much more confident to join in with whole class activities. On the whole, they have been more ready to follow instructions e.g. getting into a circle. They were delighted to join in with the songs straight away and proud to show off what they knew to the rest of the class.
Sadie Simpson, Wordsworth Primary and Nursery School	It was nice that the children who knew the songs from being at our nursery could help the others with actions and words to the songs.
Jessica Graham, The Flying Bull Academy	I think all children who have taken part in the programme made progress in all areas of their learning but for us as a school we found it improved most in listening and attention, PSED and the routines and expectations along with our carefully planned curriculum.

2. How confident do you and the EYFS team now feel using Boogie Mites independently as part of your ongoing EYFS practice? 5 = Extremely confident - 1 = Not at all confident	
Holly Marriott, Larkrise Primary School	5
Stephanie Kane, Dashwood Banbury Academy	4
Chelsea Miles, Townhill Infant and Nursery	4
Anna Richards, Cottage Grove Primary School and Nursery	3
Laura Brian, St Maria Goretti Catholic Academy	4
Katie Hillier, Wordsworth Primary and Nursery School	4
Emma Harvey, Wordsworth Primary School & Nursery	5
Sadie Simpson, Wordsworth Primary and Nursery School	5
Jessica Graham, The Flying Bull Academy	4

3a. Thinking beyond this project, how do you expect Boogie Mites to continue within the EYFS provision at your setting - in the nursery? **1 - Regular Boogie Mites music circle times for all children** **2 - Individual songs/music activities used during the day** **3 - Songs used to support routine and transitions** **4 - Music activities incorporated into continuous provision** **5 - Parent engagement/education sessions** **6 - We do not plan to continue with Boogie Mites**	
Holly Marriott, Larkrise Primary School	**1**
Stephanie Kane, Dashwood Banbury Academy	1
Chelsea Miles, Townhill Infant and Nursery	1, 5
Anna Richards, Cottage Grove Primary School and Nursery	2, 4
Laura Brian, St Maria Goretti Catholic Academy	1

Katie Hillier, Wordsworth Primary and Nursery School	1, 2, 3
Emma Harvey, Wordsworth Primary School & Nursery	1, 2, 3
Sadie Simpson, Wordsworth Primary and Nursery School	1, 4
Jessica Graham, The Flying Bull Academy	2, 3

3b. Thinking beyond this project, how do you expect Boogie Mites to continue within the EYFS provision at your setting - in reception? **1 - Regular Boogie Mites music circle times for all children** **2 - Individual songs/music activities used during the day** **3 - Music activities incorporated into continuous provision** **4 - Music group sessions for children with SEND** **5 - Boogie Mites transition for parents and children next summer term** **6 - Boogie Mites will be used occasionally rather than regularly** **7 - We do not plan to continue with Boogie Mites**	
Holly Marriott, Larkrise Primary School	1
Stephanie Kane, Dashwood Banbury Academy	1
Chelsea Miles, Townhill Infant and Nursery	1
Anna Richards, Cottage Grove Primary School and Nursery	6
Laura Brian, St Maria Goretti Catholic Academy	1
Katie Hillier, Wordsworth Primary and Nursery School	2
Emma Harvey, Wordsworth Primary School & Nursery	1, 2, 3, 4, 5
Sadie Simpson, Wordsworth Primary and Nursery School	1, 3, 4
Jessica Graham, The Flying Bull Academy	2, 3, 4

3c. Please provide some details about how you expect Boogie Mites to continue within the EYFS provision at your setting.	
Holly Marriott, Larkrise Primary School	As above- Boogie Mites songs regularly during the week- we normally use the before lunch slot.
Stephanie Kane, Dashwood Banbury Academy	To be used as our music lessons replacing our lessons we have previously used from the music scheme Charanga.
Chelsea Miles, Townhill Infant and Nursery	Nursery will continue to use this programme this year to develop listening and attention and literacy skills. Year R will use throughout the year for all children alongside our music programme.
Anna Richards, Cottage Grove Primary School and Nursery	In our nursery, we will continue to use elements from the Boogie Mites programme to support listening skills. The instruments which were made last year have been kept to re-use this year. The staff are aware of the songs and have planned in to complete these weekly as the children really enjoyed taking part in them. The staff found that Boogie Mites was a good way of supporting turn-taking in an engaging way and was appropriate for their setting. They were able to fit this into their provision once a week.
Laura Brian, St Maria Goretti Catholic Academy	Regular planned times when Boogie Mites sessions will be held
Katie Hillier, Wordsworth Primary and Nursery School	We have build songs from Boogie Mites into our long term planning and we have a focus song each week. Children still

	use Boogie Mites songs as part of routines and the songs are shared with parents. I am also hoping to plan group Boogie Mites sessions later on in the year.
Emma Harvey, Wordsworth Primary School & Nursery	We hope to incorporate lots of the songs into our daily routines and regulation time but also combine Boogie Mites songs into our music curriculum.
Sadie Simpson, Wordsworth Primary and Nursery School	We use the songs in our music lessons and additionally throughout the day
Jessica Graham, The Flying Bull Academy	We are using it for routines and expectations, we use it for whole class music sessions and from Autumn 2 will be used as an intervention to target children with a focus for listening and attention and communication and language.

4. What would help you to continue developing and embedding Boogie Mites practice? **1 - New songs and music activity ideas** **2 - Monthly webinars / ongoing CPD** **3 - Access to online training videos** **4 - Programme notes and downloadable resources** **5 - Ideas for embedding music into everyday EYFS practice** **6 - Support for introducing Boogie Mites to new members of staff** **7 - Access to advice/customer support when needed** **8 - We feel confident to continue with the resources we already have**	
Holly Marriott, Larkrise Primary School	5, 6
Stephanie Kane, Dashwood Banbury Academy	1, 5
Chelsea Miles, Townhill Infant and Nursery	8
Anna Richards, Cottage Grove Primary School and Nursery	1, 3, 5
Laura Brian, St Maria Goretti Catholic Academy	8
Katie Hillier, Wordsworth Primary and Nursery School	1, 2, 4
Emma Harvey, Wordsworth Primary School & Nursery	1, 3, 4, 5, 6, 7
Sadie Simpson, Wordsworth Primary and Nursery School	3, 4, 5
Jessica Graham, The Flying Bull Academy	1, 3, 4, 6

5. Looking back over the whole project, what has been the most significant difference Boogie Mites has made for your children, your team and/or your practice?	
Holly Marriott, Larkrise Primary School	The children now know a much more varied repertoire of songs as opposed to just the standard nursery rhymes and ones we did before. Boogie Mites is now embedded through out the EYFS and is our go to for music. Staff have a better awareness of the importance of music in the EYFS>
Stephanie Kane, Dashwood Banbury Academy	Making music link well to early phonological awareness.
Chelsea Miles, Townhill Infant and Nursery	Children have come into Year R from our Nursery setting confident and happy. They know routines and expectations.
Anna Richards, Cottage Grove Primary School and Nursery	Learning how to incorporate music into provision. Using music to improve listening and attention skills. Thinking more carefully about how to use instruments to engage the children further and make it a more 'hands on' experience for all learners.
Laura Brian, St Maria Goretti Catholic Academy	The developed rhythmical awareness of the children

Katie Hillier, Wordsworth Primary and Nursery School	The impact on Communication and Language and positive relationships/joy of music through regular singing and boogie mites activities.
Emma Harvey, Wordsworth Primary School & Nursery	A stronger ability to listen and attend during group activities and a confidence to join in.
Sadie Simpson, Wordsworth Primary and Nursery School	Confidence in both adults and children
Jessica Graham, The Flying Bull Academy	It is enjoyed by all both staff and children, it is a great way to bring the children together and supports all the children in a variety of ways and areas of learning. It brings happiness and joy to the children and has supporting in developing their skills.

Appendix F – Parent feedback from transition sessions July 2026

1. Was this workshop helpful?	
Response	**No. of parents**
Very helpful	57
Helpful	24
A little helpful	6
Not helpful	0

2. What did you enjoy most about the workshop? (tick as many as apply)	
Response	**No. of parents**
1- Singing	61
2- Music Activities	72
3- Playing with my child	66
4- Meeting other parents	40
5- Meeting other children	44

3. Which of the following describes how you feel following the workshop (tick as many as apply)?	
Response	**No. of parents**
1- I have new music ideas for home	60
2- I know more about helping my child learn	47
3- I feel more ready for school in September	45
4- I would tell other families about this workshop	38

4. Will you use these music activities at home?	
Response	**No. of parents**
Yes	62
Maybe	24
No	1
No response	1

5. Can we contact you in 2 months to ask about using the music activities at home?	
Response	**No. of parents**
Yes	65
No	21
No response	2

6. Any comments?
Was good fun and nice to see the song I get sung to me at home.
Session was good and use at home.
Today I have very enjoy with my child.
We are enjoying today so much.
We are very happy with programme.
It helpful.
My child really enjoyed herself and for me it was nice to see her happy at school
Great fun
Very good session
Done one before
Great host! So much fun!
Good workshop! Thank you
Thank you my little girl had a nice time.
Thank you we had a lot of fun with you.
Tricky to fit around work, a later option or two different days of the week would be helpful
Wonderful

Very helpful to see inside Larkrise 1st time. Please use a signal/prompt for quiet. Could you use a microphone please?
Enjoyed, thanks!
Thank you!
Great session
The children really liked it!
Thanks
I couldn't really hear
I like this workshop. Its very helpful for me.
Thank you
Lovely session thank you
Lovely activities thank you.
My daughter had lots of fun thank you!
Very nice I like this.
We enjoy a lot. Its a great experience to attend the event.
Thanks for coming
Excellent activities for getting together and explore new ways of learning through music
It was good
Enjoyable and a great activity for the kids
Thank you for that experience!
I'm very happy with the activities and music
It was very helpful and impactful
What a lovely moment
It's a great pleasure
Was very helpful because learning through play and music help with listening skills

Appendix G – Summary of start/end EYFS assessment data

The tables below summarise paired start-of-year and end-of-year ratings from the assessment forms returned by schools. No child names, initials or individual records are reproduced.

How to read the data: B = working below age-related expectation; T = working towards age-related expectation; A = working at or above age-related expectation. “Improved” means moving up at least one category (B to T/A or T to A); “same” means no category change; “moved down” means moving down at least one category. These are descriptive category changes, not measures of the amount of progress.

Four schools returned preschool assessments for 102 children.

Developmental area	Paired ratings	Improved	Same category	Moved down
Listening and attention	102	60 (59%)	41 (40%)	1 (1%)
Speaking	102	49 (48%)	53 (52%)	0 (0%)
Gross motor skills	102	36 (35%)	66 (65%)	0 (0%)
Fine motor skills	102	55 (54%)	44 (43%)	3 (3%)
Self regulation	102	43 (42%)	54 (53%)	5 (5%)
Managing self	102	44 (43%)	55 (54%)	3 (3%)
Building relationships	102	47 (46%)	50 (49%)	5 (5%)

Six schools returned Reception assessments for 63 child records. Complete paired ratings were available for 59 children in each of the seven prime areas and for 51–55 children in the wider areas. These were selected children receiving targeted support; they are not a representative sample of whole Reception classes.

Developmental area	Paired ratings	Improved	Same category	Moved down
Listening and attention	59	49 (83%)	9 (15%)	1 (2%)
Speaking	59	47 (80%)	11 (19%)	1 (2%)
Gross motor skills	59	43 (73%)	13 (22%)	3 (5%)
Fine motor skills	59	45 (76%)	13 (22%)	1 (2%)
Self regulation	59	46 (78%)	12 (20%)	1 (2%)
Managing self	59	38 (64%)	19 (32%)	2 (3%)
Building relationships	59	46 (78%)	11 (19%)	2 (3%)
Comprehension	54	44 (81%)	9 (17%)	1 (2%)
Word reading	54	39 (72%)	14 (26%)	1 (2%)
Writing	54	36 (67%)	16 (30%)	2 (4%)
Numbers	55	41 (75%)	13 (24%)	1 (2%)
Numerical patterns	52	39 (75%)	12 (23%)	1 (2%)
Past and present	51	35 (69%)	10 (20%)	6 (12%)
People, cultures and communities	51	34 (67%)	12 (24%)	5 (10%)
The natural world	51	34 (67%)	13 (25%)	4 (8%)
Creating with materials	51	27 (53%)	21 (41%)	3 (6%)
Being Imaginative and expressive	52	26 (50%)	22 (42%)	4 (8%)

These figures show changes in recorded EYFS categories between the two assessment points. They do not establish that Boogie Mites caused the changes: children develop through normal maturation and a range of educational, family and individual experiences, and no comparison group was included. In some cases the start and end assessments were completed by different teachers.

The preschool and Reception datasets are different groups of children and must not be combined or interpreted as tracking children from nursery into Reception.

Appendix H – Full Initial Project Proposal

Lanyado Boogie Mites Teacher Training School Ready Music Programme, Teacher Training Project 2025/26 BMTTSRMP Project Plan as presented to participating schools

Based on Lanyado Fund pilot project: London Primary School Projects 2021-2024:
https://www.boogiemites.co.uk/wp-content/uploads/2025/06/Llanyado-Phase-12-Project-Report.pdf

2025/26 Project Aims:

1. **Demonstrate scalability of the project**. Work with 10 primary schools in areas of high deprivation, with onsite nursery schools, in different areas of England, run by 3 or 4 different Boogie Mites Trainers.
2. **Focus on supporting children with learning delay in mainstream nursery and primary school,** to contribute to closing the attainment gap at age 5, through the benefits of embedding Boogie Mites music activities throughout the EYFS.
3. Use the **Early Years Foundation Stage goals** as a reference for measuring outcomes, with **particular focus on language, pre-literacy skills, collaborative learning and inclusion, educator and children's wellbeing.**
4. Provide a 2026 parent education/**transition programme** to support the interface between Preschool and Primary Reception, including parent involvement.

Project Outcomes:

1. Increased practitioner/teacher and parent knowledge about how active music making can support development in the setting and home.
2. Increased practitioner/teacher and parent confidence and resources to initiate effective, active music making at home and in the setting
3. Improvement in 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. Smoother transition from pre-school to school for all children.

Project Outputs:

1. Teacher feedback assessing:
    - Development of children involved in the project from Autumn term 2025 to the end of school year 2025/26. Initial and end of year assessment of baseline for Pre-school children Prime Areas only, Year R all 17 baseline areas of learning, (lowest 20% only).
    - Impact of Boogie Mites supporting transition from June 2026-October 2026.
    - Project format and impact on wellbeing.
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 Boogie Mites School Ready Music Programme digital resources, including online training videos, enabling refresher training as required and included in new teacher induction training so that the quality of provision is sustainable.

4. Parents 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/transition workshops. Parent feedback collected after workshops and following several months of home practice.
5. Publication of project Evaluation Report November 2026.

Project Delivery Plan:

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

- Universal daily practice of music activities in the pre-school, all staff involved, to maximise impact.
- Work with a target group of children (lowest 20%) with S&L development delay in Year R, with the SENCo taking part where possible. Year R timetable is very busy with curriculum.
- Promotion of parent sessions requires support from pre-schools, to encourage target parents to attend and to practice at home. Transition best time for this.
- 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.
- Split the training into 2*3 weeks with term between, covering just half the music activities each time, to avoid overwhelm with too many new songs in one go.

1. **Practitioner training Autumn term 2025**
   The project is launched with onsite EYFS team training (including SENCo) in the Autumn term. 1.5 hours after school or inset training session covering;
   - Overview of the neuroscience evidence, links to EYFS/pre-phonics skills
   - Customer Hub digital resources, content of the BMSRMP
   - Cover a sample of music activities as demo
   - Assessment of ELG's and project evaluation plan.
   - Planning the details for the Autumn/Spring term visits and implementation.
2. **Six music workshops led by BM Teacher for pre-schoolers**
   - 3 * 45 minute music sessions for all pre-school children in the Autumn term, role modelling the delivery, sharing teacher tips. Support pre-school project leader to access online training resources and practise between visits. Cover 12 music activities.
   - 3 *45 minute music sessions, early in the Spring term, to introduce the rest of the music activities, support any gaps in training, extension of activities and progression of music activities.
3. **Six music workshops led by BM Teacher for Year R children/KS1 SEND group**
   - 3 *45 minute sessions for Year R target children (lowest 20% per baseline assessment) in the second half autumn term, role modelling the delivery. Support Year R staff and SENCo with online training and practise between visits.
   - 3 *45 minute music sessions, early in the Spring term for SENCo with target Yr R/KS1 SEND group, as required.
4. **Parent education workshop Autumn term 2025**
   1-hour parent education session at the school for targeted families following the initial project delivery in the Autumn term. Parents are given access to digital resources and encouraged to practise with their children at home.

5. **Transition project Summer 2026**
   BM Teacher deliver two transition workshops in June/July 2026 for all parents/carers with children starting in reception September 2026, role modelling the delivery and giving tips for home practice. Craft activities for making the props and instruments will be recommended, access to digital resources granted. Year R team will be encouraged to use the music activities to support settling in, class cohesion, co-regulation, and group learning skills for all children in September 2026.

Project Evaluation Plan

Project Lead for pre-school and for Year R to prepare and submit assessments of children's development:

All pre-school children -7 Prime Areas

1. Listening and attention
2. Speaking
3. Gross motor skills
4. Fine motor skills
5. Self-Regulation
6. Managing self
7. Building relationships

Target group of Year R children - all 17 areas of EYFS learning (7 Prime Areas plus the following):

8. Comprehension
9. Word reading
10. Writing
11. Numbers
12. Numerical patterns
13. Past and present
14. People, cultures and communities
15. The natural world
16. Creating with materials
17. Being Imaginative and expressive

Assessments submitted via a spreadsheet provided by Boogie Mites at start and end of year.

Start of year:

Teacher to assess where the children are working (A/T/B)

- At or above age related expectation (A)
- Towards age related expectation (T)
- Below age related expectation (B)

End of year:

Teacher assessment of where children are working in each area (A/T/B) with comments on specifics, individual children examples.

- Assessment of all pre-school year children June/July 2026 (teacher assessment of baseline for Prime Areas areas) – include comments on specific areas for individual children.
- Assessment of target Year R children June/July 2026 (ELGs 17 areas)

Boogie Mites will compile an Evaluation Report to assess impact on children's development that compares teachers expected assessments of development at start of year with end of year assessment of development for each child taking part in the preschool and Year R groups. Lead teacher for each age group to comment on stats, comparing with expectations / prior year cohorts, and perceived impact of the music programme.

EYFS team Feedback evaluating the project:

Boogie Mites to request all EYFS staff to complete 3 online feedback forms to evaluate project – including impact on staff confidence with using music a learning tool as part of weekly activities, understanding of how music supports children's cross curricular development, staff wellbeing, job satisfaction, team cohesion.

- Following inset training launch
- Mid-year review (April 2026)
- End of academic year review of project outcomes for children's ELG's (July 2026)

Overall project evaluation report compiled for publication November 2026

Boogie Mites to request Year R teachers and parents involved in transition to complete and submit online feedback forms after transition workshops in July 2026 and following summer break and September/October settling in, November 2026.