

#YMIScotland



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## FORMULA FUND

Application Form  
2024/25

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## Application Form

# Youth Music Initiative Formula Fund 2024/25

## Advice and Information

Please read the [Formula Fund Guidance](#) before making an application. This route can accept applications any time up until the deadline of **5pm on Tuesday 25 June 2024**.

If you have any general enquiries about the application process, guidelines or application form please contact:

Email: [laura.leslie@creativescotland.com](mailto:laura.leslie@creativescotland.com)

Telephone: 07545 402074

## Alternative Formats, Languages and Access Support

Creative Scotland is committed to offering clear and accessible application processes that are open to everyone. We have several ways of supporting you in making an application.

### Alternative Formats and Languages

Our published materials, including funding guidance and application forms, are provided in alternative formats and languages. On request, they can be made available in other formats, as required.

We can accept applications and supporting materials which are written in English, Gaelic or Scots.

### Access Support

Access support contributes to costs for services to help applicants overcome barriers to applying for our funds.

We offer access support to individuals or the lead applicant of a group who self-identify as d/Deaf, hard of hearing, disabled or living with chronic illness, mental illness or neurodivergence, such as dyslexia, autism or ADHD.

Visit our website to learn more about the types of support you can request, how and when to request assistance and, how to request access costs as part of your funding application:  
[Access Support | Creative Scotland](#)

If you are a d/Deaf BSL user, you can access our services with the Contact Scotland-BSL programme. Visit [www.contactscotland-bsl.org](http://www.contactscotland-bsl.org) for more information.

## Contacting our Enquiries Service

If you require technical support, further information or have any other queries, contact our Enquiries Service by email, website or social media.

Email: [enquiries@creativescotland.com](mailto:enquiries@creativescotland.com)

Social media: Send us a [message on X](#)

We aim to respond to all enquiries promptly. If you want us to call you back, give us your number and we'll arrange to come back to you as soon as possible.

## Application Questions

Have you read the YMI <a href="#">Formula Fund Guidelines</a> before completing this application form? <i>(Delete as appropriate)</i>	<b>Yes</b>
	<b>No</b>

### A: Contact page

Name of Local Authority	The Moray Council
Lead contact name	Alexander Davidson / Kim Slater
Lead contact position	Principal Teacher Music Instruction & Performance   Sport & Culture Service Manager
Lead contact email address	<a href="mailto:alexander.davidson@moray.gov.uk">alexander.davidson@moray.gov.uk</a> / <a href="mailto:kim.slater@moray.gov.uk">kim.slater@moray.gov.uk</a>
Telephone number	Work: Mobile: 07817 955665
Contact name, telephone number and email of any other staff member who helps to support the coordination or delivery of the YMI programme (not including delivery staff)	Morag Cantlay Business Support Assistant <a href="mailto:Morag.Cantlay@moray.gov.uk">Morag.Cantlay@moray.gov.uk</a> 01343 563374
Address	Moray Council HQ, High Street, Elgin
Postcode	IV30 1BX
Please list any websites and social media handles associated with your YMI programme.	<a href="https://www.facebook.com/moraymusiccentre/?locale=en_GB">https://www.facebook.com/moraymusiccentre/?locale=en_GB</a> <a href="https://www.youtube.com/channel/UCcTsLr-2zXN0e7s6mU7yyyq">https://www.youtube.com/channel/UCcTsLr-2zXN0e7s6mU7yyyq</a>

### B: Your programme

The following questions should be answered in the context of your YMI programme as a whole.

<b>Dates</b>	
When do you expect your programme to start?	12/08/2024
When do you expect the programme to end?	27/06/2025

### Purpose

The purpose of the YMI fund is to meet the Scottish Government commitment that:  
**every school pupil in Scotland should be offered a year of free music tuition by the time they leave primary school.**

How will your programme meet the Scottish Government commitment in 2024/25, that every school pupil in Scotland should be offered a year of free music tuition by the time they leave primary school?

How do you track the Scottish Government commitment has been met year on year? For example, through delivery to all P5 pupils each year, or through a rolling programme that reaches all young people over 3 years.

By focusing YMI provision on the 36 primary schools in Moray with no specialist class music teacher, YMI instructors will offer all of the P5 children in these schools weekly ukulele/recorder lessons over the course of the year – ensuring that 'every school pupil in Scotland is offered a year of free music tuition by the time they leave primary school'.

How do you meet the Scottish Government commitment for young people with additional support needs, disabilities and those in non-mainstream settings (i.e. special schools and secure units)?

All P5 pupils in the primary schools targeted, regardless of additional support needs or disabilities will be offered the opportunity to take part in our YMI programme. There are no non-mainstream schools or secure or behavioural units in Moray, thus by offering our YMI programme alongside the provision already in place we ensure all P5's are given the opportunity to benefit from a year of free music making before leaving primary school.

By offering ukulele/recorder, singing, classroom percussion (tuned and untuned) and an introduction to music theory we ensure pupils with physical disabilities are provided with an appropriate offer and are included in music making at all levels. For many this may be their first experience of music making – by providing a range of access opportunities we aim to ensure pupils are given as broad an opportunity to benefit as possible.

Appropriate support, where available in schools, will be offered to pupils engaged with additional support needs and disabilities to ensure they have the opportunity to take part and benefit from the proposed activities and be included in the main provision alongside their peers. Where necessary special equipment will be provided, i.e. right or left hand only ukuleles/recorders, large print music etc. All steps will be taken to ensure an inclusive opportunity is offered to all P5's guaranteeing all are able to participate regardless of ability, needs or circumstances. Moreover, it should be noted that pupils with additional support needs as a result of special talent will be encouraged to continue their learning and to develop their skills and understanding and will be given performance opportunities alongside their peers as outlined in the submission and End of Project Monitoring Report.

All pupils will be offered opportunities to perform/showcase their learning and achievements over the course of the year. All pupils will be encouraged to take leadership in their learning – choosing the pieces they want to learn and given the choice whether or not they wish to take part in performances thus giving them a responsibility in the design and delivery of the project. By encouraging some pupils to take on YMI Young

Ambassador responsibilities we aim to give our children and young people the confidence and voice to shape delivery and provide valued feedback.

Participation in all music making activities will be actively promoted throughout our programme. Participants will have opportunities to showcase their learning, boost their confidence and resilience and share progress with their peers and the wider community via performances, primarily informally at school and ASG level. At the end of terms 2 and 3 YMI pupils will be given the opportunity to take part in a formal Moray Music Centre concert and/or informal performance opportunities, including End of Project YMI Showcases for family, peers and the wider community at the end of term 4.

Furthermore, all children will be involved in the organisation and advocacy of their learning within their individual schools. These opportunities advocate the social, educational and cultural benefits of participating in music activities and opens up new avenues for young people with additional support needs to participate alongside their peers in formal and informal settings.

## **Programme development**

Please provide details of your aims and ambitions for your YMI programme for the upcoming year, including any new developments or outcomes you hope to achieve.

*You should tell us about the overall themes of your programme, and how you hope to achieve these aims through your projects. If applicable, you should also include information on how your programme relates to wider Scottish Government priorities such as Child Poverty or the UNCRC.*

The main aim of the programme in Moray is to ensure every school pupil is offered a year of free music tuition by the time they leave primary school. With the increasing pressures on budget due to stagnant funding this does present this aim as being a challenging ambition to achieve. We will continue to offer all children an inclusive and equitable opportunity to benefit from group music making, regardless of financial background.

As noted above, addressing child poverty is a Scottish Government priority – it is also a Moray Council corporate plan priority as we have a focus on reducing child poverty and inequalities in income, health and education. In regards to the YMI programme due to the challenging nature of delivering the programme within available budget this year we will prioritise schools situated, or indeed within catchments, of the lower SIMD deciles of Moray. We already have this data available relating to our school/catchment areas and SIMD data therefore this will be a straightforward exercise.

In regards to the UNCRC we will not be undertaking any new developments in relation to this convention however the articles that are most pertinent and which we strive for in Moray are as follows;

- Article 2 (non-discrimination) – In Moray we take pride in the fact that every child will have the opportunity to access the YMI programme during their time in primary school.

- Article 12 (respect for the views of the child) – Choice is of particular importance and therefore we will respect the feelings and wishes of a child and will not force any child to attend sessions that they do not enjoy.
- Article 29 (goals of education) – The YMI programme encourages new talents and abilities to try out and/or develop skills and knowledge through experience. The YMI programme aims to develop numeracy, literacy and health and wellbeing through music; as well as promoting/developing the 4 capacities of the CfE in all participants.
- Article 31 (leisure, play and culture) – Providing the opportunity to participate in a range of cultural and artistic activities as part of lifelong learning.

Please provide an overview of any current or upcoming changes or challenges. This could be in relation to your YMI programme, your wider music service and Council.

Staffing and resource costs continue to increase whilst our grant award remains static. As our whole YMI programme is delivered by salaried staff in permanent posts this poses significant staffing and budget concerns.

Last year we had to remove temporary hours from our 4 YMI instructors to ensure we remained within budget for the 23/24 academic year. This resulted in a collective reduction of Full Time Equivalent (FTE) hours from 2.92 to 2.6. Despite this reduction we were still able to meet the Creative Scotland criteria.

Due to the continued static funding for 24/25 we have to again reduce the FTE of the team to remain within budget. For 24/25 this will result in a collective 0.1FTE reduction down to 2.5. We cannot continue to keep reducing staffing levels because we are close to reaching the point where we will be unable to meet the Creative Scotland criteria.

Therefore, we have no other option but to redesign our YMI programme in response to changing economic circumstances, allowing greater financial control, flexibility and sustainability whilst reducing the risk of significant budget pressure for Moray Council for 25/26 onwards. Redesigning our YMI programme is likely to require redundancies and the removal of core projects/staffing to allow short term, project based delivery, engaging freelance musicians and external providers. We had hoped to progress this changed model in 24/25 but timescales eluded us due to other service pressures.

In Year 21 (2023-24), the number of children and young people positively engaging with Project 3: SEBN Guitar/Ukulele on a regular basis was disappointingly low. Given the above budget pressure, we do not feel allocating budget to/running Project 3 in Year 22 (2024-25) would be the best use of budget and time. For this reason, Project 3 will not run this year.

## C: Reaching Children and Young People

In this section, we want to understand more about the reach of your programme, including details on how your project/s will target children and young people who would benefit most from delivery.

Does your programme include projects that will engage with children and young people from any of the groups listed below?

- **Targeted projects** should have a primary aim of reaching children and young

people from a group/s listed below, intentionally removing barriers to participation.

- **Non-targeted projects** will have participants from the group/s selected, however reaching children and young people from these groups is not a primary intention in the design or delivery of the project. For example, projects that are delivered to whole class groups across the authority would be non-targeted.

*Please list each project that will reach children and young people from each group.*

	Yes, through <b>targeted work.</b> (mark all that apply)	Yes, through <b>non-targeted work.</b> (mark all that apply)
Reside in areas of social and economic deprivation, for more information on the Scottish Index of Multiple Deprivation (SIMD), <a href="#">visit the Scottish Government website</a>	Project 2	Project 1
Are experiencing or at risk of experiencing harm and neglect		Project 1 and 2
Are care experienced, for more information visit <a href="#">The Promise Scotland</a>		Project 1 and 2
Are in the early years (0-5) of their life		
Are of the global majority and/or ethnic minorities		Project 1 and 2
Children and young people with disabilities/learning disabilities		Project 1 and 2
Are neurodivergent including autism, ADHD, tourettes syndrome		Project 1 and 2
Are experiencing mental health illnesses such as depression, anxiety disorders, personality disorders, bipolar, schizophrenia, PTSD, eating disorders and addictive behaviours		Project 1 and 2
Have experience of the criminal justice system		Project 1 and 2

Are young carers (as defined by the <a href="#">Carers (Scotland) Act 2016</a> ) and/or young parents		Project 1 and 2
Are experiencing homelessness or who have been homeless		Project 1 and 2
Please provide detail on how you will remove barriers to participation for the groups that you will reach through <b>targeted activity</b> .		
<p>Project 2 specifically relates to a Secondary School in Moray that has a high number of pockets of deprivation in the area based on SIMD data. This project has been ongoing for a number of years and the young people identified for this project are identified through working alongside the school staff. Although the project is open to all within set year groups, the school staff and music instructor do target/engage pupils that may experience challenges due to inequity, poverty, isolation, attainment etc; and work with these pupils to reduce any barriers that they may identify in regard to being involved in the project. The sessions are delivered during the school day within the school therefore not creating a barrier in regard to access and school staff are available to support any pupil to attend these sessions.</p>		

## Partners

Please list any programme partners not already mentioned that support planning and delivery such as social work, child psychology teams, integrated services or external organisations.

Partners may include those who support referrals to projects, share or use YMI resources, or request YMI activity in their settings.

Primary School staff – support with logistics within the school and also pupil support.

On occasion a colleague from social work, child psychology, ASN may connect up with the YMI team to discuss a pupil's individual need to ensure equity of provision and inclusion.

## D: Programme Management and Fair Work

In this section we want you to demonstrate your approach to programme management and delivery within your programme that aligns with the criteria of the fund.

Please describe how your YMI programme will be managed, detailing the roles and responsibilities of staff who support the management and coordination of activities within your local authority.

Moray Council's YMI programme will be managed by the Principal Teacher of Music Instruction & Performance as part of his wider responsibilities.

The Principal Teacher of Music Instruction & Performance will be responsible for line managing staff and ensuring Moray's YMI programme delivers on the Formula Fund priorities; as well as managing the YMI programme on a daily basis, including timetabling, budget management/monitoring, completion of the Formula Funding Application and End of Project Reports, parental enquiries, liaising with Creative Scotland/YMI network/national bodies and school staff, promotion and advocacy of YMI funded activities and opportunities, delivering and arranging training and CLPL opportunities to ensure sustained professional learning, in addition to planning and developing YMI funded musical opportunities and experiences for Moray's children and young people.

The YMI instructor team will be responsible for delivering YMI projects to Moray's children and young people, i.e teaching ukulele/recorder/guitar, classroom percussion, singing and an introduction to music theory. Instructors will also be responsible for liaising with class teachers, monitoring pupil progress, arranging rehearsals and school/community based performances, evidence gathering and preparation for monitoring, evaluating and evidencing programme impact purposes (i.e. taking photos and videos of activities for promotional purposes, issuing and collecting pupil surveys and YMI Young Ambassador Diaries), facilitating pupil influenced learning opportunities and delivering CLPL sessions for primary school staff.

The Sport & Culture Service Manager will have oversight of the YMI programme and will support the Principal Teacher as required.

Please provide a list of names of staff, freelancers and youth arts organisations who support the delivery of activities within your programme.

*We encourage you to explore the use of freelancers and arts organisations, rather than creating new, permanent positions. Appropriate contracts in line with our Fair Work guidance should be in place with all freelancers and arts organisations.*

Alison Gillies – Project 1 (Permanent)  
Ed Friday – Project 1 (Permanent)  
Joan Allan – Project 1 (Permanent)  
Chris Henderson – Project 1 & 2 (Permanent)

## E: Climate Emergency

In this section, we are looking to understand how you engage with your Local Authority's Climate Plans and any steps you are taking within your programme that align with their aspiration/targets.

Tell us about your programme links with your local authority targets.

Moray Council has a Climate Change Strategy that they are working towards by 2030. The vision of this strategy is that we have a resource efficient, carbon neutral council that works with partners to mitigate the worst effects of climate change to create a resilient, biodiverse, fair and more sustainable future for everyone in Moray. Within the strategy it

is expected that staff will be educated, trained and informed to integrate and mainstream climate change considerations into day-to-day council business.

Describe how you consider the climate emergency in your approach to the management and delivery of your programmes.

*This could include approaches reducing travel emissions, partnership working to raise awareness of climate issues or the inclusion of relevant themes that will be explored through the delivery of projects.*

In regards to the YMI programme, reducing our emissions/carbon footprint is incorporated as a feature for annual review by the team. We continue to work in collaboration and partnership with schools to facilitate better access to ICT and digital resources; enhancing learning, teaching and delivery whilst minimising mileage, reducing the need for paper resources, duplication and non-recyclable/reuseable consumables. Emphasis on more supportive working has been included in our 2024-25 YMI Programme Information for Schools document.

Ahead of setting future academic year timetables staff are asked to consider timetabling and travel during the school day with an emphasis on reducing their mileage. One member of the instruction team, based in Moray's largest town, uses public transport to travel between schools, utilising this lower impact travel option.

Alongside the wider Instrumental Music Service team, the YMI instructors participate in digital training and upskilling with Moray Council's Digital Learning team in order to instil greater confidence in using digital technology/resources and to fundamentally change how they work – bringing about greater transformational change.

## F: Project details

Please **only** complete this section if you have projects which:

- are new to your programme this year, or
- are continuing projects which have been significantly revised or developed

**You do not need to provide details here of projects which have been delivered in previous years and which remain largely unchanged.**

Please ensure projects listed below are also present on your Whole Programme Planner. Please duplicate the template as required.

Project number/name:	
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<p>If this is a continuing project which has been significantly developed, please provide a brief description of changes.</p>	
<p>Please briefly describe the project, including information about:</p> <ul style="list-style-type: none"> <li>• Instruments, genres and resources</li> <li>• Who will deliver sessions</li> <li>• Delivery structure (number of sessions, length and regularity)</li> <li>• Project participants (schools, non-mainstream settings or services)</li> <li>• Performances and/or sharing events</li> </ul>	
<p>Please detail the aims of the project and/or rationale for inclusion in your programme.</p>	

## D: Outcomes

In this section, we would like you to tell us about how you will monitor and evaluate progress towards the outcomes you aim to achieve in 2024/25.

Please note as part of your monitoring and evaluation, we will ask you to provide one high-quality case study. Please see the guidance for further information.

<p>Please select <b>three short-term outcomes</b> from the YMI Logic Model you wish to measure project activity against.</p>	<p>Young people have more opportunities to take part in enjoyable and quality music making opportunities</p> <p>Young people who would not normally have the chance to participate take part in music making opportunities</p> <p>Young people develop their music and music making skills</p>
<p>How do you plan to evaluate your projects? Please detail the methods you will use to evaluate your projects (such as surveys, focus groups) and the stakeholders you will consult to gather feedback (for example, parents, pupils etc.).</p>	<p>Two or three pupils from each YMI group will be nominated as YMI Young Ambassadors. Young Ambassadors will be encouraged to share their thoughts, feelings and progress each week in a</p>

	<p>journal format. Some pupils may also wish to create video diaries.</p> <p>YMI instructor feedback will also be used. Class and Head Teachers will be encouraged to share their thoughts in terms of impact and involvement. Parents/Carers will be encouraged to share their feedback in terms of the social, emotional and enjoyment impact.</p> <p>Moreover, young peoples' family feedback will be key to our case study.</p>
<p>How will you make the evaluation meaningful to your aims and service?</p> <p>Are there any other or wider outcomes you wish to investigate through carrying out project evaluation?</p>	<p>We will make the evaluation meaningful to our aims and service by ensuring we capture that person centred approach and adapt our programme to reflect the needs of our participants moving forward.</p> <p>We continue to review the aims and values of the Service to ensure they are fit for purpose. In the broadest sense, the core values behind the above short-term outcomes have been central to discussions thus far and will be incorporated into our updated service vision. The YMI Formula Fund will be key to ensuring our IMS meets these aims.</p> <p>Moray have intimated an interest in going through the new draft How Good is Our Music Service self-evaluation framework tool.</p>

## E: Supporting documents

Please detail all the supporting material you have submitted and note where Creative Scotland can access this material.

For more information on how you can submit your supporting material, and our preferred formats, [visit our website](#).

### Supporting materials

Whole Programme Planner and Budget (Essential)	Attached to email alongside application
Remits/job descriptions for any <b>new</b> staff who will support the management or delivery of your programme (Essential)	We have recently amended the job descriptions of our existing YMI instructors therefore sharing these new job descriptions. Please note we are still in consultation phase in regards to these new job descriptions so as yet not officially finalised.
CV or detailed biography of any <b>new</b> freelancers involved in project delivery (Essential)	N/A
Letter or emails of support from <b>new</b> partners outlining their support and/or involvement in delivering projects. (If required)	N/A

**Note:** please ensure that you comply with data protection law if providing CS with personal information contained in Remits/Job Descriptions and CVs and that you share CS's [Privacy Notice](#) with the respective individual(s).

## F: Your local authority statement and acceptance

Please mark with an <b>X</b> in the relevant boxes to agree to the following statements	<b>X</b>
I confirm that I have read and understood the guidelines which accompany this form.	<b>X</b>
I confirm that I have read and understood Creative Scotland's <a href="#">Privacy Notice</a> .	<b>X</b>
I confirm that my local authority will sustain the Scottish Government YMI commitment in the 2024/25 academic year.	<b>X</b>
I confirm all activities funded by the Youth Music Initiative continue to be offered free of charge with no indirect costs.	<b>X</b>
I confirm that all the information in this application, and any documents provided to support it, is true and correct.	<b>X</b>
I confirm that I will inform Creative Scotland if the bank details for my local authority/school change.	<b>X</b>
I confirm that I will inform you immediately if anything changes which could affect this application in any way.	<b>X</b>
I note that any award will be subject to standard and specific conditions, and I confirm that I have the power to accept the award under any conditions you set and to repay the funds if we do not fulfil the conditions.	<b>X</b>
I confirm that all project staff/trainees (if applicable) engaged in any of the projects outlined will be members of the Protection of Vulnerable Groups Scheme administered by Disclosure Scotland before the project begins.	<b>X</b>
Please check this box to receive regular email updates from the Youth Music Initiative and Creative Scotland.	<b>X</b>

## Statement of Acceptance

**Please state the name of the person who has delegated authority to apply for this funding. This person must be an authorised signatory of the company or organisation applying or be the person named in Section A.**

I hereby confirm that the information in this application submission including the supporting documents is true and correct and I acknowledge that it is my responsibility to inform you immediately of any changes which could affect the interpretation or context of the application, and I confirm I will undertake to do this.

I acknowledge that the [terms and conditions](#) of this application and any other information supplied and discussed regarding this application, the assessment and decision making process, or in connection with this transaction as a whole ("the Confidential Information") is and shall remain strictly confidential. I confirm that I shall not disclose to any third party or make public the Confidential Information without Creative Scotland's prior written approval.

I acknowledge that Creative Scotland will endeavour to keep all information provided securely, but as a Public Authority in terms of the Freedom of Information (Scotland) Act 2002, may be required to disclose certain information under the Act. Where I stipulate at the time of providing information to Creative Scotland that I believe the information should be considered exempt from disclosure under that Act, and a request to Creative Scotland is subsequently made for disclosure of same or all of that information, Creative Scotland will endeavour to discuss such disclosure with me prior to making its decision. I do, however, accept and acknowledge that the ultimate decision on disclosure rests solely with Creative Scotland regardless of any prior statements or requests I have issued.

I confirm that all cash and in-kind contributions from the company or my own personal resources as stated in the Whole Project Budget Overview are correct and that I have the authorisation to allocate the sums stated and I am responsible for ensuring that adequate resources will remain available to meet these requirements. In the event of any changes to the sums indicated I will provide a signed letter of confirmation.

I acknowledge that Creative Scotland is obliged to comply with Money Laundering Regulations 2007 and the Proceeds of Crime Act 2002, and I will, if requested, provide ID verification from any investor or myself, where appropriate, to meet compliance requirements.

I acknowledge that once Creative Scotland have confirmed the Offer of Funding in writing (via email) that Creative Scotland have the right to publicise their Offer of Funding on the Creative Scotland website and through other Creative Scotland information channels. I understand that Creative Scotland's Offer of Funding does not place Creative Scotland under any obligation to release funds until such time as all contractual negotiations are complete and Creative Scotland's Conditions Precedent have been met and their Funding Agreements signed off.

I confirm that I will not make any public statements (or allow others to do so on my behalf) regarding Creative Scotland's Offer of Funding until such time as Creative Scotland has authorised and approved the form and content of any public statement.

I confirm that I have the power to accept the award under the conditions set out in the Creative Scotland Guidelines and in this Application Form.

I declare that I have read and understood the Creative Scotland Guidelines, Privacy Notice, this Application Form and the Conditions of Funding of Creative Scotland.

**I hereby confirm acceptance of the above Statement of Acceptance and all related documents.  (please tick or mark with a X)**

Alexander Davidson

Name of Authorised Person

Principal Teacher of Music Instruction & Performance

Position of Authorised Person

25 June 2024

Date

**Please submit your completed application form to:**  
[ymiformulafund@creativescotland.com](mailto:ymiformulafund@creativescotland.com)