

## CULTURAL CAPITAL – PROVISION MAP

Ofsted 2019: Cultural Capital is “*the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.*”

Hampden Gurney aims to construct a curriculum that is ambitious and designed to give all learners, including SEND and the most disadvantaged, the knowledge and cultural capital they need to succeed in life. The Cultural Capital provision will be closely linked to our curriculum maps and is not exhaustive as all pupils receive personalised support and enrichment opportunities. However, it provides an overview of the provision pupils’ will experience throughout their time at Hampden Gurney. The impact of these activities is also included below:

Whole School		Universal	Targeted	Specialist
<b>Cultural Capital Provision Map</b>	<b>Personal Development</b>	<p>R.E. Trips to local cultural and religious sites ( educational visits) to:</p> <ul style="list-style-type: none"> <li>✓ Improve pupil tolerance</li> <li>✓ Improve understanding of British Values</li> </ul> <p>Theme Days to:</p> <ul style="list-style-type: none"> <li>✓ Improve problem solving skills</li> <li>✓ improve pupil enthusiasm and interest in a range of subjects</li> <li>✓ improve collaborative team work</li> <li>✓ increase knowledge and understanding</li> </ul> <p>London Safety Challenge to:</p> <ul style="list-style-type: none"> <li>✓ improve safety awareness</li> <li>✓ improve pupil understanding of risk and safety in/out of the home</li> </ul> <p>School Residential trips ( education visit) to:</p> <ul style="list-style-type: none"> <li>✓ improve pupil independence</li> <li>✓ improve skills, knowledge and understanding of learning in scientific studies, physical, social and emotional development</li> </ul> <p>Life skill development through Enterprise Day to:</p> <ul style="list-style-type: none"> <li>✓ improve personal organisation, independence and greater understanding of economic acumen</li> <li>✓ improve team work and collaboration</li> </ul> <p>SRE in PSHCE lessons to:</p> <ul style="list-style-type: none"> <li>✓ improve pupils understanding of physical growth and development, sex and relationships with age appropriate content</li> </ul> <p>Digital Literacy and Safety training to:</p> <ul style="list-style-type: none"> <li>✓ Improve pupil understanding of online safety and appropriate usage of technology in/out school</li> </ul> <p>Catch-up programme to:</p> <ul style="list-style-type: none"> <li>✓ close learning gaps of pupils at risk of falling behind in Maths and English due to school closure</li> </ul>	<p>Courageous Advocates</p> <ul style="list-style-type: none"> <li>✓ sustain positive attitude to raising awareness of social and environmental issues in the community</li> <li>✓ improve written and communication skills</li> <li>✓ increase confidence, teamwork and collaboration</li> </ul> <p>Sports Leaders:</p> <ul style="list-style-type: none"> <li>✓ develop self-confidence, leadership and organisational skills</li> <li>✓ working with different age groups, gaining understanding, tolerance and mindfulness</li> </ul> <p>Jigsaw Recovery Programme</p> <ul style="list-style-type: none"> <li>✓ develop emotional, social, rebuilding relationships, closing learning gaps and metacognition/growth mindset</li> </ul> <p>Metacognition – learning strategies: cognitive, social and metacognitive strategies</p> <ul style="list-style-type: none"> <li>✓ learn more successful, imagery to improve learning; recall,</li> <li>✓ thinking about thinking to reflect and apply to improve performance</li> <li>✓ increase autonomy, learning how to learn</li> </ul>	<p>Image in Action – putting belief into action:</p> <ul style="list-style-type: none"> <li>✓ improves pupil understanding and awareness of SRE topics, including relationships and personal safety;</li> <li>✓ increases pupils’ ability to understand and manage sensitive and complex SRE issues</li> <li>✓ Specific pupils selected for direct 1:1 or in small groups</li> </ul>

	<b>Arts Enrichment</b>	<ul style="list-style-type: none"> <li>✓ accelerate learning of those pupils requiring further motivation and stimulation to meet their needs</li> <li>✓ promote self-confidence, enthusiasm and self-esteem</li> </ul> <p>Art Gallery Trip ( educational visit) to:</p> <ul style="list-style-type: none"> <li>✓ improve knowledge and understanding of different forms of art</li> </ul> <p>Science museum/National History Museums ( educational visits) to:</p> <ul style="list-style-type: none"> <li>✓ improve understanding of the natural and physical world</li> </ul> <p>Black History Month ( theme day) to:</p> <ul style="list-style-type: none"> <li>✓ improve knowledge and understanding of black history, culture and human rights</li> </ul> <p>Globe Workshop ( virtual or site visit) to:</p> <ul style="list-style-type: none"> <li>✓ improve knowledge and understanding of drama productions, including Shakespeare and Dickens</li> </ul> <p>World Book Day to:</p> <ul style="list-style-type: none"> <li>✓ improve love for reading</li> </ul> <p>Annual Talent Show ( in-school event) to:</p> <ul style="list-style-type: none"> <li>✓ improve self-esteem, confidence, mental health and wellbeing of pupils taking part in activities</li> </ul> <p>History/ Science/Drama workshops to:</p> <ul style="list-style-type: none"> <li>✓ improve subject knowledge and understanding</li> <li>✓ improve dramatic skills and creativity</li> </ul> <p>Engagement with various charities, fundraising activities related to the arts to:</p> <ul style="list-style-type: none"> <li>✓ provide specialist support around an area of specialism, e.g. Tri-Borough Music Hub, Young Musician workshops; Art Exhibition; Marble Arch BID concerts, Royal Society- architectural visits.</li> </ul> <p>Tri-borough Music scholarships to:</p> <ul style="list-style-type: none"> <li>✓ enable the talented musical pupils to access music at a higher level outside school provisions</li> <li>✓ enable pupils to interact with other pupils with similar interests and abilities</li> </ul>	<p>Targeted music sessions with named pupils to:</p> <ul style="list-style-type: none"> <li>✓ improve musical skills and creativity</li> <li>✓ improve self-esteem, mental health and wellbeing of pupils taking part in activities;</li> <li>✓ experience performing with others and individually.</li> </ul> <p>Musical workshops and concerts to:</p> <ul style="list-style-type: none"> <li>✓ enrich pupils’ musical appreciation, enjoyment and inspiration through concert attendance and workshops.</li> </ul>	<p>Tri-Borough Music Hub:</p> <ul style="list-style-type: none"> <li>✓ raise standards of attainment, progress and achievement with specialist teaching</li> <li>✓ enable collaborative learning with other schools in the community</li> <li>✓ provide experiences for pupils to attend concerts and performances by leading musicians and artists</li> </ul> <p>Specialist Music teaching in school to:</p> <ul style="list-style-type: none"> <li>✓ raise standards of attainment, progression and enjoyment in music;</li> </ul> <p>Royal Academy of Music to:</p> <ul style="list-style-type: none"> <li>✓ increase opportunities to work on project based activities with music specialist;</li> <li>✓ increase confidence, competency and performing skills</li> </ul>
<b>Cultural Capital Provision Map</b>	<b>Sports Enrichment</b>	<p>Football club to:</p> <ul style="list-style-type: none"> <li>✓ improve pupil health, competitive team spirit and leadership skills</li> </ul> <p>Netball club to:</p> <ul style="list-style-type: none"> <li>✓ improve pupil health, strategic teamwork and pupil interactions</li> </ul> <p>Sports leaders to:</p> <ul style="list-style-type: none"> <li>✓ improve pupil confidence and relationships between EYFS, KS 1 and 2 pupils</li> </ul> <p>Morning Aerobics to:</p> <ul style="list-style-type: none"> <li>✓ improve pupil fitness and creates positive relationships with others</li> </ul> <p>Westminster Athletics to:</p>	<p>WCC Football Tournament to:</p> <ul style="list-style-type: none"> <li>✓ improve pupil enthusiasm for sport and motor skills</li> <li>✓ select pupils to represent school/WCC leading to improved confidence</li> </ul> <p>WCC Athletics Tournament to:</p> <ul style="list-style-type: none"> <li>✓ improve pupil enthusiasm for sport and motor skills</li> <li>✓ select pupils to represent school/WCC leading to confidence</li> </ul> <p>ADHD pupils to extend movement break e.g. running laps round playdeck to:</p>	<p>Specialist Occupational Therapy and Physiotherapy programmes for pupils unable to access physical education, gross and fine motor to access class work:</p> <ul style="list-style-type: none"> <li>✓ provision provided for pupils with complex medical needs and conditions and enable them to participate in physical activities and class learning activities.</li> </ul>

		<ul style="list-style-type: none"> <li>✓ provide opportunities for pupils to engage in athletic team sports event</li> <li>✓ improve pupil's confidence, teamwork and gross motor skills</li> </ul> <p>Lunchtime Sports to:</p> <ul style="list-style-type: none"> <li>✓ improve pupil health and pupil interactions at lunchtime</li> </ul> <p>Swimming Gala to:</p> <ul style="list-style-type: none"> <li>✓ improve pupil's fitness in swimming, mental and physical stamina</li> <li>✓ improve confidence and co-ordinated teamwork</li> </ul>	<ul style="list-style-type: none"> <li>✓ improve pupil regulation through sports activities that provide breaks from learning – supported by a 1:1 TA</li> </ul> <p>Inter-school competitions ( football &amp; netball) against local school to:</p> <ul style="list-style-type: none"> <li>✓ improve pupil health, confidence, self-esteem and community engagement</li> </ul>	
<b>Cultural Capital Provision Map</b>	<b>Medical/SEND/Mental Health</b>	<p>Healthy Eating and Well-being strategies to:</p> <ul style="list-style-type: none"> <li>✓ improve awareness of healthy choices and own responsibilities to health</li> </ul> <p>Healthy School week to:</p> <ul style="list-style-type: none"> <li>✓ promote healthy eating and well-being</li> <li>✓ better understanding of nutritional science, healthy food sources and diet</li> <li>✓ Protective measures and procedures: hand-washing, sanitizing, social distancing, masking, etc.</li> </ul> <p>Visits from medical health workers to:</p> <ul style="list-style-type: none"> <li>✓ raise awareness and promote mental health, emotional well-being and re-establishing relationships;</li> <li>✓ understanding and dealing with bereavement and COVID-19</li> </ul>	<p>working in partnership with external physiotherapist to deliver programmes for targeted pupils to:</p> <ul style="list-style-type: none"> <li>✓ support the physical needs of identified SEND pupils and CPD for staff supporting pupils</li> </ul> <p>NHS Dentist visit to: improve pupil dental health care and ensure that problems are identified</p> <p>Termly SALT target setting with teachers, LSA and SENCO</p> <p>OT input/ introduce sensory strategies to:</p> <ul style="list-style-type: none"> <li>✓ ensure pupils joining HG have immediate access to resources and programmes working well at a previous school transition with the pupils</li> <li>✓</li> </ul>	<p>Therapeutic tools, including headphones, and appropriate programmes to:</p> <ul style="list-style-type: none"> <li>✓ ensure specialist provision and tools are available for those pupils where the increased benefit has been identified</li> </ul> <p>In-class SALT support to:</p> <ul style="list-style-type: none"> <li>✓ allow for accurate assessment of pupil speech and language needs;</li> <li>✓ ensure SaLT programmes are set appropriate and delivery is modelled to staff</li> </ul> <p>Out of class SaLT group work to:</p> <ul style="list-style-type: none"> <li>✓ allow for accurate assessment of pupil SALT needs</li> <li>✓ ensure SALT programmes are delivered in a supportive environment through methods that encourage pupils to communicate effectively</li> </ul> <p>Booster Injections:</p> <ul style="list-style-type: none"> <li>✓ ensure all pupils have access to immunisation if necessary</li> </ul>
<b>Cultural Capital Provision Map</b>	<b>Additional Academic Interventions</b>	<p>Differentiated Literacy sessions twice per week</p> <ul style="list-style-type: none"> <li>✓ improved literacy skills</li> </ul> <p>Differentiated Maths sessions twice per week</p> <ul style="list-style-type: none"> <li>✓ improved numeracy skills</li> </ul> <p>Class groups ability set</p> <ul style="list-style-type: none"> <li>✓ enables pupils to learn at a pace more suitable to their level of need and understanding</li> </ul>	<p>Catch-up Literacy interventions for named pupils to:</p> <ul style="list-style-type: none"> <li>✓ improve literacy skills with support for key areas of need</li> </ul> <p>Catch-up Maths interventions for named pupils to:</p>	<p>SPLD specialist interventions to:</p> <ul style="list-style-type: none"> <li>✓ identify and diagnose specific learning difficulties, e.g. dyslexia and provide training for staff</li> </ul>

		<p>Phonics, Spell and Math strategies</p> <ul style="list-style-type: none"> <li>✓ improved literacy and numeracy through access to online games, challenges and resources</li> <li>✓ increased enjoyment for English and Maths</li> </ul>	<ul style="list-style-type: none"> <li>✓ improve numeracy skills with support for key areas of need</li> </ul> <p>IT interventions to:</p> <ul style="list-style-type: none"> <li>✓ improve targeted pupils' skills in IT and increased ability to access learning in school and at home</li> </ul>	<ul style="list-style-type: none"> <li>✓ produce personalised training for staff</li> </ul> <p>OT specialist support for learning needs to:</p> <ul style="list-style-type: none"> <li>✓ improve pupil's ability to regulate emotions</li> <li>✓ improve pupils' access to learning ( e.g. sensory strategies) and output ( e.g. support for pen grip)</li> </ul> <p>Anna Freud specialist intervention to:</p> <ul style="list-style-type: none"> <li>✓ improve pupil's mental health; support emotional well-being and CPD for staff</li> </ul>
<b>Cultural Capital Provision Map</b>	<b>Parental Engagement</b>	<p>Home school communications:</p> <ul style="list-style-type: none"> <li>✓ enable simple communication between home and school</li> </ul> <p>Telephone communication and return of calls:</p> <ul style="list-style-type: none"> <li>✓ ensures parents have responses to calls and enables the correct support to be in place</li> </ul> <p>Bi-annual Reviews:</p> <ul style="list-style-type: none"> <li>✓ celebrate pupil achievement and ensures the correct provision is in place</li> <li>✓ provides a formal review point for each pupil's personalised outcomes</li> </ul> <p>Bi-annual Parents' Evening:</p> <ul style="list-style-type: none"> <li>✓ enables pupil progress to be shared and celebrated with parents/carers</li> </ul> <p>Annual School Reports</p> <ul style="list-style-type: none"> <li>✓ enables pupil progress to be shared, celebrated with parents and carers and formally recorded</li> </ul> <p>Transition events</p> <ul style="list-style-type: none"> <li>✓ enables new EYFS pupils to settle and integrate quickly</li> <li>✓ improve pupil awareness of their new learning environment</li> </ul> <p>Secondary Transfer meetings</p> <ul style="list-style-type: none"> <li>✓ provides relevant transfer information for Yr 6 parents into Yr 7, exam information, application and preparation</li> </ul> <p>Annual Online/E-Safety pupil/parent workshops</p> <ul style="list-style-type: none"> <li>✓ develops pupil and parental understanding and awareness of safety online and enables greater support at home</li> </ul>	<p>PE/OT Training ( parent workshop/ meetings)</p> <ul style="list-style-type: none"> <li>✓ improves targeted parent's skills in how to support their children with development of P.E. and OT skills</li> </ul> <p>Phonics workshop</p> <ul style="list-style-type: none"> <li>✓ improves targeted parent's skill in Phonics teaching</li> <li>✓ increase ability to support their children with development of Phonics skills</li> </ul> <p>IT/Digital Literacy training ( pupil and parent workshop)</p> <ul style="list-style-type: none"> <li>✓ Improve targeted parent's skills in IT and increased ability to support their children with technology</li> </ul> <p>Assessment Training ( parents workshops)</p> <ul style="list-style-type: none"> <li>✓ develop parental awareness of school based and statutory assessment methods – EYFS NFER baseline, Phonics, KS 1 and 2 assessments</li> <li>✓ enable parents and pupils to understand how the school is performing overall</li> </ul> <p>Signposting services</p> <ul style="list-style-type: none"> <li>✓ increase pupil opportunities to access services and activities that benefit them and are necessary to support their well-being</li> </ul>	<p>Engagement with wider services and support agency partnerships e.g. Early Help, Anna Freud, Ed Psychologist; Dyslexic centre; SALT;</p> <ul style="list-style-type: none"> <li>✓ ensures pupils have all necessary services co-ordinated to achieve the best outcomes and support</li> </ul> <p>1:1 support from SMT/Staff</p> <ul style="list-style-type: none"> <li>✓ ensures pupils have all necessary support to achieve the best outcomes where necessary, very specific support can be provided to enable families to receive the advice, guidance, provision that is necessary to ensure a pupil achieves well.</li> </ul>