

## Cultural Capital

A person has "cultural capital" - education, knowledge, language, habits - that are valued by society and once you know them you can use them to advance your pathway to success.

*'Cultural capital' - the skills, know-how and attitudes needed to get on in life.*

*According to Greg Bottrill (2018): "Children need an inspirational environment that changes and includes quirky objects and things that lie outside the ordinary. They need to hear words that are strange and alluring, hear stories that open up new worlds of imagination and wonder; they need drama and songs, adventure and the great outdoors. These are what you can bring every single day. Think like a child to be like a child."*

### Barriers to learning at Meriden

- Low aspirations of pupils and families
- Low literacy levels of parents
- High percentage of pupils with SEND
- Increased numbers of families affected by domestic abuse and alcohol/drugs
- Increased levels of anti-social behaviour in the village
- Lack of ethnic diversity

### What do we do to increase cultural capital?

- Provide opportunities to develop language skills. Children who have a grasp of formal language are at an enormous advantage in education and beyond. The curriculum is designed to enhance vocabulary, build curiosity and engage children through the provision of extended language opportunities through author studies and visits.
- Deliver the STEM curriculum: STEM (Science, Technology, Engineering and Maths) careers play a huge part in the growth and sustainability of the future economy and workforce. We wish to spark a passion for a future job in a STEM field, bridging the traditional gender stereotypes and preparing all children, whatever their educational need, for their future. STEM challenges in school create critical thinkers through problem solving, adapting, hands-on, collaborative and independent tasks. The STEM or 'Imagineering Suite' is a creative space for children to think outside the box. With no desks or chairs, the space is changeable to meet the needs of the task and pupils can relax on bean bags and cushions whilst thinking and solving problems. A large TV sits alongside Perspex panels where ideas can be jotted and also a green screen, allowing products to be publicised in a realistic and creative manner. Resources from cardboard tubes and sheets, to straws, to Meccano and LEGO are easily accessible, thereby not putting a ceiling on their imagination.
- Ensure there are regular opportunities to learn about arts and crafts, music, singing, poetry, drama, film making skills etc
- Allow children to grow and cook produce of their own and experience a wide range of food which may not be of their culture both in lessons and in extracurricular clubs
- Organise trips and outings to galleries, museums, theatre, art exhibitions which are intrinsic to the curriculum and learning, not 'bolt on' experiences
- Organise visits to places of worship and consider 'Big Questions' in RE
- Attend the Big Bang Fair to broaden pupil knowledge of careers in science and invite STEM ambassadors into school to work with pupils in all year groups
- Invite parents to talk to Upper Key Stage 2 pupils about their careers to raise aspirations and widen knowledge base of jobs available to them
- Provide time and space for the mental health of pupils to be nurtured through whole class mindfulness, yoga, massage and deliver targeted support such as Lego Therapy, Anxiety workshops, Anger Management groups. This has been accredited through Carnegie Mental Health Award, Leeds Beckett University
- Use Pupil Premium enrichment vouchers to offer 'middle class' experiences to those who actually need them most
- Provide a nurture group for pupils with high level needs in order to reduce anxieties and increase their chance of staying in full time mainstream education