



Cultural Capital at GBS 2024-25

Cultural Capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education.

Economic Disadvantage

Young people classified as 'disadvantaged' are those in receipt of Free School Meals or in receipt of Pupil Premium funding. This includes young people who have one or both parents currently out of work.

Vulnerable Groups

Young people included in our vulnerable groups are: Looked after Children (LAC), Pupil Premium (PP) and Free School Meals, Gypsy Roma Travellers (GRT), Young Carers and those with English as an Additional Language (EAL).

Our vulnerable group of young people makes up **28% of our school community** (70 out of 254 children).

Material Deprivation

Young people in the survey are classified as materially deprived if they lack three or more items in the following list:

- Pocket money each week to spend on themselves
- A garden at home or somewhere nearby like a park where they can play safely
- A family car for transport when needed
- At least one family holiday away from home each year
- Family trips or days out once a month
- The right kind of clothes to fit in with other people their age
- Cable or satellite TV at home
- Access to the internet at home

Art and Culture

Art is defined as 'Visual arts' (painting, drawing) and 'Performing arts' (dance, music, drama).

Culture refers to food and drink, religious events/days, music, clothing and festivals.

Young people from vulnerable groups are less likely to be able to define arts and culture using the terms listed below. They are also less likely to engage in more formal arts and cultural activities outside of school. It is also true that boys are less likely to engage in these activities than girls, making vulnerable group boys the most disadvantaged.

- Theatres/cinemas
- Museums
- Art galleries
- Concerts/festivals/singing

- Acting
- Dancing
- Crafts/painting/making things
- Reading and writing activities
- Libraries
- Photography
- Visiting holy places
- Visiting a historic place

Where do young people spend time?

- At home
- Shopping centres
- Parks
- Cinemas
- Galleries/museums
- Libraries
- Theatres
- Holy places
- Football stadiums

Being part of a club outside of school

Boys are statistically more likely to be part of a club outside of school than girls.

Vulnerable groups are less likely than their peers to be part of a club outside of school.

Being part of clubs gives young people the chance to socialise with friends, make new friends and spend time away from home.

Survey

We surveyed all our vulnerable children, to find out more about their lives outside of school and if they have any gaps in their experiences or opportunities. We asked questions relating to material deprivation, exposure to art and culture, where they spend time outside of school and opportunities to attend clubs. Please see the questions asked below:

Do you have any of the following? (tick all that apply):

- Pocket money each week to spend
- A garden at home or a park nearby
- A family car
- A family holiday each year
- Family trips or days out once a month
- Home clothes that are similar to your friends
- TV at home
- Access to the internet at home

Have you visited any of the following places? (Yes or No):

- Theatres
- Cinemas
- Museums
- Art galleries
- Concerts/festivals
- Libraries
- Photography galleries/shows
- Holy Places
- Historic places or buildings
- Sports Stadiums

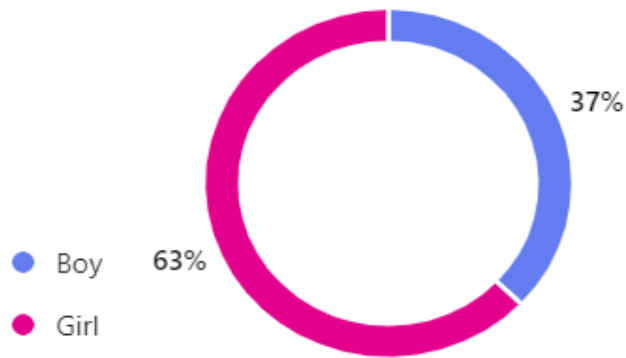
Where do you usually spend most of your time when not at school? (List any places you can think of):

Are you part of any clubs outside of school? If yes, what clubs?

- Acting or Dancing clubs
- Crafts/painting clubs
- Reading or writing clubs
- Sports Clubs
- Musical Instruments
- Cubs/scouts/brownies etc
- Outdoor learning
- Other
- None

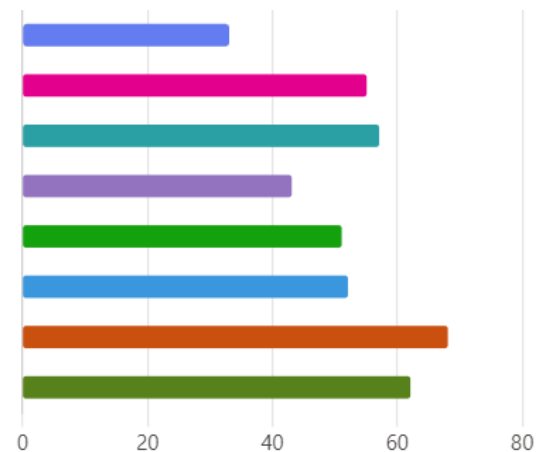
Results

1. Proportion of boys to girls



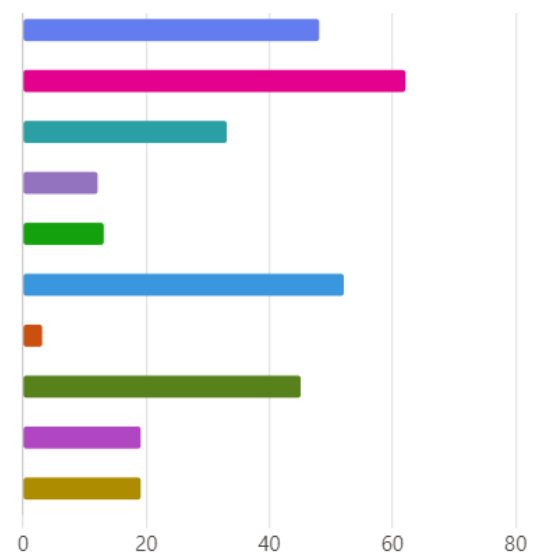
2. Do you have any of the following? Tick all that apply

● Pocket money to spend	33 ✓
● A garden at home or park you can walk to	55 ✓
● A family car	57 ✓
● A family holiday away from home each year	43 ✓
● Family trips or days out each month	51 ✓
● Home clothes that are similar to your friends	52 ✓
● TV at home	68 ✓
● Access to the internet at home	62 ✓



3. Which of the following places have you visited?

● Theatre	48 ✓
● Cinema	62 ✓
● Museum	33 ✓
● Art Gallery	12 ✓
● Concert/festival	13 ✓
● Libraries	52 ✓
● Photography Exhibition	3 ✓
● Holy place (place of worship)	45 ✓
● Historical building	19 ✓
● Sports Stadium	19 ✓



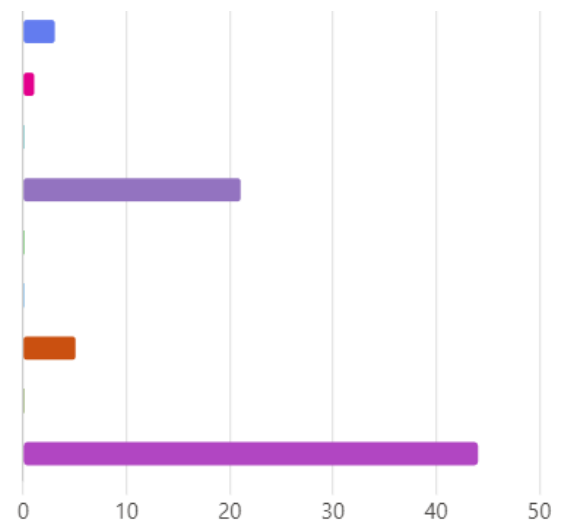
4. Where do you usually spend time when not at school? List all places you think of.

56 respondents (80%) answered home for this question.



5. Are you part of any clubs or lessons outside of school?

● Acting, singing, dancing	3	✓
● Art, painting, crafts	1	✓
● Reading or writing clubs	0	✓
● Sports	21	✓
● Musical instruments	0	✓
● Outdoor learning	0	✓
● Cubs/scouts/brownies etc	5	✓
● Other	0	✓
● None	44	✓



Analysis

Material Deprivation

From this survey, we can see that our vulnerable children overall are not materially deprived.

*Over two thirds of these children have access to outdoor space, TV, internet, clothes they feel comfortable in and fit with their peers, access to transport and trips out with their family.

*Less than two thirds of these children receive pocket money (33 out of 70).

*Less than two thirds of these children go on a family holiday each year (43 out of 70).

Arts and Culture

Most of these children have had exposure to at least one experience relating to art and culture.

*The most frequent responses included: trips to the theatre, cinema, libraries and places of worship.

*Nearly half of these children (33 out of 70) stated they had visited a museum.

*Under one third of our children have visited an art gallery, a concert or festival, a photography exhibition, a historical building or a sports stadium.

Community

80% of these children (56 out of 70) stated that when not at school, the only place they usually spend time is at home. These children could not name any other places that they may spend time. This suggests that some of our vulnerable families may be more isolated than others and may not have the support of family or close friends nearby or may not have easy access to parks and public spaces in which to spend time.

*14 children gave other responses which included spending time outdoors/in outside spaces, spending time at friends or family members houses and spending time in town, arcades or on day trips.

Clubs and other opportunities

The majority of these children (63%) do not take part in any clubs or opportunities outside of school.

*Of the children who do take part in a club outside of school, the majority of these (21 children) take part in sports clubs and more specifically, swimming.

*A small number of children reported attending Brownies, Scouts and Stage Coach.

*Only 1 child reported attending an arts and crafts/painting club.

*None of these children learn a musical instrument, take part in outdoor learning, reading or creative writing groups.

Outcomes

Priority Identified	What GBS does
<p>Material deprivation: Pocket money teaches children two key things. Firstly, that fulfilling roles, responsibilities and expectations will result in reward. Secondly, how to budget and understand money.</p> <p>Holidays help enrich a child's life experience, immersing them in different landscapes, architecture, cultures and foods to name a few. Being in an unfamiliar setting also helps children build a sense of resilience to change and sense of adventure.</p>	
Pocket Money	<p>At GBS we reward children using a House Point System, certificates in assembly and use of Headteacher rewards. This helps them understand the same values as pocket money.</p> <p>We use money with children in every year group, growing their economic understanding on their journey through school. For example, in Year 2 they visit the grocers and learn to spend money and collect change. In Year 6 they undertake the '£4 million budget' task and learn about mortgages, solicitor costs and much more!</p> <p>Children are also given £5 to take on their residential trips and decide how to spend this responsibly.</p>
Holidays	<p>At GBS we take children on trips and visits in every year group, exposing them to a wide range of cultures, religions, foods, landscapes and architecture. For example, Year 3 have a workshop about Diwali with a practicing Hindu and take part in an Indian food tasting day. Year 6 host a French café and Year 2 study Japanese art. The full list of experiences can be found in our personal development document.</p> <p>In Years 4, 5 and 6 children get the opportunity to attend a trip away from home (a residential). We feel these experiences are so valuable to the children for all the above reasons, that those who are not in a position to financially afford the trip will not be hindered from attending.</p> <p>Surrey Outdoor Learning and Development (SOLD) have offered free places on a residential trip to High Ashurst for our vulnerable children, which we are hoping will take place in March 2025. This will give our vulnerable children a brilliant experience away from home and help to build bonds and a sense of community.</p>
<p>Cultural Experiences: Cultural experiences really support our children's understanding of the Fundamental British Values. Exposing children from a young age to a varied and diverse culture, helps them to build tolerance, understand individual liberty and build mutual respect. Through a rich offering of cultural experience, we can build our children's social, moral, spiritual and cultural development.</p>	
Museums	<p>At GBS we take children to: Brooklands (Years 1 and 2), Look Out Discovery Centre (Year 5) Winchester Science Centre (Year 4), The Natural History Museum (Year 6) and the Imperial War Museum (Year 6). All children in KS2 attended the Natural History Museum to visit the 'Ocean's Project Exhibit'. This trip was fully funded.</p>
Concerts/festivals	<p>At GBS we take children to: Leatherhead Theatre for the KS2 end of year production. All Children take part in 'Open Box Theatre' workshops to</p>

	<p>enhance their foundation subject curriculum topics. We have a Young Voices Choir which vulnerable children can attend. Through this club, children can attend the O2 for a large performance. Children attend the Primary Music Festival at Dorking Halls.</p> <p>This Year we have a West End Star (Merryl Ansah) attending school to talk to all children about her role as Nala in The Lion King and perform to the children in small groups.</p>
Photography Exhibitions	<p>The Rotary Club are hosting a photography competition for KS2. At GBS we are going to create a photography exhibition of all our entries and host an event where children and parents can come and see this exhibition.</p>
Historical Buildings	<p>At GBS we take children to: The Tower of London (Year 2), Fishbourne Roman Palace (Year 4) and Hampton Court Palace (Year 5). Our School Council also attend a visit to Parliament, which includes some of our vulnerable children.</p>
Sports Stadiums	<p>At GBS children are regularly offered free tickets to attend a match at Leatherhead football club. We prioritise our vulnerable children in the offering of these tickets. As a school we regularly approach local clubs including the Dorking Wanderers, Guildford Flames and Surrey Storm, for funded tickets to matches.</p>
Sense of community	<p>At GBS, we know that if children have a sense of belonging and feel safe and happy when at school, this will help them fulfil their potential in all areas of learning.</p> <p>We prioritise a sense of community through our school values ‘CLUB’ (curiosity, love, unity, belief’), school events that are unique to our school (Snail Racing), school events out in the community that give children a chance to represent and feel proud of being a part of our school (Bookham Village Day) and through whole school assemblies that focus on topics such as ‘feeling safe in the playground’ and the Fundamental British Values (such as how the rule of law applies to school).</p> <p>We celebrate every child through use of celebration walls in classrooms and through hosting open afternoons with parents, parent lunches in school and during events such as Sports Day.</p> <p>We host a number of parent workshops to enhance the connection between home and school and these cover a variety of topics from phonics to ‘Tea&Talk – talking about mental health’.</p> <p>All our families and cultural differences are celebrated and we make sure to celebrate important months such as Black History Month and Gypsy, Roma, Traveller Month.</p> <p>We have a Home School Link Worker who works closely with us and families in extra need of support, helping to make school an approachable and supportive place for these families.</p>

	<p>We encourage excellent attendance and do this through providing a welcoming environment where children are received with a smile and parents facing challenges are listened to.</p> <p>Children at GBS know their opinions are valued and their voices should be heard. We have an active school council and team of Year 6 leaders who ensure that all children feel their opinions matter and democracy is strong.</p>
Clubs:	
Arts/crafts	<p>Our art curriculum ensures that children are exposed to a wide variety of artists and styles of art. For example in Year 2 they study a Japanese Artist called Yayoi Kusama. We promote artwork around the school and have a dedicated art and DT room where children can learn pottery and how to use our working Kiln.</p>
Musical Instruments	<p>Children at GBS are exposed to a variety of musical instruments through their time with us at GBS. In infants they learn how to play the recorder and in juniors they gain experience of percussion and strings, with UKS2 children learning the Ukelele.</p> <p>We have a well stocked music room that children can access with permission at lunchtime and many of our children enjoy forming bands. Our peripatetic music teacher offers places in the school orchestra for children who show a musical interest. School also funds music lessons to children who express an interest in learning.</p>
Outdoor Learning	<p>GBS have two trained Forest School teachers who are offering and prioritising spaces to our vulnerable children in their Forest School Club. This will give these children experience in the outdoors, learning skills such as bushcraft, den building and appropriate clothing for different weather.</p>
Reading or writing	<p>A love of reading is promoted at GBS and we promote reading through events such as the Scholastic Book Fair, World Book Week and National Poetry Day.</p> <p>Teachers ensure children are read with on a 1:1 basis every week and take part in reading groups.</p> <p>Our vulnerable children are also chosen to read with our therapy dog Jasper, who visits the school weekly.</p> <p>Children write every day and teachers promote the love of writing in all our students.</p>