

How we supported families during lockdown – March to September, 2020

At Compass Primary Academy across Brooke Weston Trust and across schools nationally, the period from mid-March 2020 until the end of the academic year has been dominated by the outbreak of COVID-19.

The much reduced opening of all schools in March, followed by the period of widening opening of schools from 1st June has had a profound impact on the ability to implement the actions and strategies outlined in their current pupil premium strategy and/or planned expenditure.

Consequently, it has not been possible to implement and evaluate all planned strategies, with plans being amended and provision adapted to support our most disadvantaged pupils and families.

Across the Brooke Weston Trust, we have continued to address the challenges faced by pupils who experience social disadvantage. Compass Primary Academy has put in place the following measures to support all families, including those eligible for the pupil premium grant:

- School remained open for Key Worker families and families who needed support – numbers rose to roughly 40 children accessing provision. Numbers increased to over 100 from June 1st
- Bank Holiday and Half Term opening to further support families
- Weekly Home Learning Newsletters sent to all our families electronically
- Dedicated section of the website supplying additional remote learning, online safety and wellbeing resources
- Online Learning sent home via Purple Mash and TTRockstars
- Home Learning packs sent home to 50 families who had no access to technology
- Fortnightly challenges targeting specific areas of the curriculum such as: Art, Design and Technology, History, Religious Education etc.
- Weekly/fortnightly phone calls to all families across the Academy and rapid support to support families in need
- Weekly liaison with school nurse to information share to better support families
- Mail drop and FSM mentioned during telephone conversations through a sensitively planned approach
- 12 families identified and eligible for FSM and were supported with applying
- Think For The Future mentor returned to school to support children with social and emotional needs
- Instant support response to all FSM families accessing vouchers. This included contacting to support with downloading and printing them to collect/deliver
- Food packages delivered to families in need from in house food bank
- Collaboration with supermarkets to support supply with food bank
- FSMs delivered to families
- Uniform delivered to families in preparation for September
- Hampers delivered to families celebrating EID
- Support with walking family pet as family was shielding
- Bedtime stories recorded and sent to families to enjoy
- 1:1 support for families for bereavement, mental health and financial support

The evidence-informed approach we adopt across Brooke Weston Trust is rooted in tackling educational disadvantage in the classroom. This is a long term approach; it may well be necessary and desirable for leaders to continue 2019-20 planned actions into the 2020-21 academic year and beyond. This is in line with EEF guidance on 'Putting Evidence to Work - A School's Guide to Implementation'. Planned activities and strategies need to be implemented effectively, over time. They need to be robustly evaluated and embedded to create sustainably positive outcomes for disadvantaged learners.