

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Hartsfield JMI  
Action Plan 2021-22

Commissioned by



Department  
for Education



Created by



YOUTH  
SPORT  
TRUST





It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

**Intent** - Curriculum design, coverage and appropriateness

**Implementation** - Curriculum delivery, Teaching (pedagogy) and Assessment

**Impact** - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](http://gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).



Created by:



Supported by:



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• A 'crash course' of swimming for Year 6 pupils – increase in confidence and progress made for less able swimmers. There were an additional 12% of our Year 6 pupils who made the 25metres for the National Curriculum award. This is to be continued in Year 5 this year (2021-22) because of the success.</li> <li>• Purchase and installation of fixed play equipment has increased the opportunity for informal activity during break times, with a focus on grip and upper body strength.</li> <li>• Purchase of Orienteering (Outdoor and Adventurous Activity) scheme of work along with whole staff training session. This scheme of work will need to be delivered to all KS2 pupils this year.</li> <li>• Re-employment of our sport and PE teaching assistant has had a big impact on the number of extra-curricular clubs we can offer and the quality of PE lessons we can offer. This is in addition to leading informal games at lunch times as an adult play leader and a positive male role model for our children.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching of gymnastics – Due to COVID restrictions and the cleaning of equipment, we avoided teaching gymnastics last year. This needs to be prioritised this year. We will need to focus on ensuring staff have the confidence to deliver gymnastics as well as ensure the equipment and mats are of a suitable standard.</li> <li>• Opportunities for inter school competition – will need to be staffed and are often provided by the NHSSP. Furthermore, in order for our children to represent the school and feel proud to do so, we plan to update our sports kits (which are over 10years old and have seen better days!).</li> <li>• Re-focus whole school on the importance of our Hartsfield Daily Active and ensuring our school prioritises mental health alongside the catch up curriculum program in our School Development Plan. This can be completed through our School Sports Council.</li> </ul>

## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£3198.70
Total amount allocated for 2020/21	£19,600
How much (if any) do you intend to carry over from this total fund into 2021/22?	£5178
Total amount allocated for 2021/22	£19,510
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£24,688

## Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</b></p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</b> Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p> <p>Please see note above</p>	69.5%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	32%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	100% of our Year 6 pupils received 2 in school (dry land) water safety lessons as well as being taught basic water safety as part of their

	<p>curriculum swimming in Year 4. Additionally, they attended a 4 night residential in June where they participated in outdoor water activities.</p>
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p><b>Yes</b>          Subsidised Year 5 swimming.          5 days – 1 hour per day.          £650          3.3% of PE Premium  <i>Year 5 swim results</i>  <i>2020-21 50% NC level</i>  <i>2021-22 50% NC level and 50% assessed as self-safe rescue</i>  <i>25% just under NC level</i>  <i>Rest of children made valuable progress and most (only 2 didn't) were able to swim at least 5metres without a floatation device.</i></p>

## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21	Total fund allocated:	Date Updated:		
<b>Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</b>				Percentage of total allocation: £3072.82 = 12.4%
Intent	Implementation	Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated :	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<b>To continue to encourage all pupils to be physically active (to fulfil their Active 30:30 offer)</b>	<ol style="list-style-type: none"> <li>Purchase each class its own playground equipment.</li> <li>Purchase additional equipment and storage to use the back playground at lunchtimes.</li> <li>Set up Year 5 pupils as Play Pals – Sports TA to supervise and support on certain days.</li> <li>Class teachers to teach pupils playground games/sports as an alternative to football in wet weather.</li> <li>Resurface area around fixed play equipment to make it safe and to extend the area our pupils can use when it is wet.</li> </ol>	Equipment £688.14  EYFS climbing crest £299.99  Storage box £145.83  Football goals £529.80  Money towards resurfacing around fixed play equipment £1409.04	<ol style="list-style-type: none"> <li><i>Pupil opinions collected via school sports council. In response, many sponge footballs were purchased as well as small goals for years 2-4 to use. Ankle skips were requested and will be bought ready for when the children are on the playground.</i></li> <li><i>Purchased box and additional basketballs. Teachers and MSAs report pupils are active using the equipment. The ability to take and return equipment from a central box works well on the back playground and encourages activity.</i></li> <li><i>Play Leaders hasn't run in the same way as in previous years. Due to covid restrictions earlier in the year, Year 5 pupils were trained in the summer term.</i></li> </ol>	This play equipment will need to be supplemented through general wear and tear. We have seen access to equipment, like skipping ropes, and lessons on playground games and activities encourage children to be active. This will need to continue.  The play leader scheme is one that can be continued beyond the Sport Premium funding. We have a good unit of plans and capacity as a staff to set up play leader timetables as well as keen pupils who respond well to leadership opportunities.



			<p><i>They used their skills to lead small games with their EYFS buddies. A small group of year 5 girls have led football coaching sessions with year 2s once a week. Attendance has tended to be the same 8 children but has also been children who don't choose to be active.</i></p> <p>4. <i>Observations of break times have shown that there is not a big transfer of playground games from lessons to free time unless children are led by leaders or adults. However, children are often active playing football or imaginative games of their own - especially when they are allowed onto our large field. We do see our year 5 pupils playing with games with their buddies like what's the time Mr Wolf.</i></p> <p><i>Our Year 6 sports captains delivered daily 10min active breaks to each class during sports week. Pupils reported they, "enjoyed the sessions and it made them breathe quicker".</i></p> <p>5. <i>Resurfacing using artificial grass has meant that an area that was unusable in the winter is now regularly used for the children to play on. Staff have also been able to use this flat area as a place to deliver curriculum PE as it is a nicer environment than a muddy field and softer than the hard playground.</i></p>	<p>Observations of our year 5 pupils show that small games led by our older children encourages our younger pupils to be more active. We will prioritise our play leader scheme in the autumn term and use this to encourage our pupils to be more active.</p> <p>During a hands up survey, over 75% of KS2 pupils knew they should be active for 60mins a day.</p> <p>This term (Summer 2022) we have taken part in the Active Lives Survey. The data produced from this will be essential in evaluating how active our pupils are and what we can do to encourage our pupils to be more active.</p>
--	--	--	--	---

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: £0
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<b>To refocus our Hartsfield Daily Active ensuring all pupils and staff understand the importance of how activity improves our ability to learn and our mental health.</b>	<ol style="list-style-type: none"> <li>1. Termly assembly to promote Daily Active and the importance of a HAL</li> <li>2. Use School Sports Council to share this message with their class</li> <li>3. Daily Active ideas reminders shared in staff meeting as well as new research articles shared by the Youth Sports Trust which links physical activity to improved cognition.</li> <li>4. Work with school well-being team and SENCo to promote positive mental health</li> <li>5. Class teachers to plan daily active/break sessions with pupils who are participating in catch up sessions in mind.</li> </ol>		<p><i>Pupils are aware of their daily active and KS2 teachers report that they are accountable to this time by the pupils. A variety of activities are used by staff. It is also great to see many of our staff taking part in the daily active sessions and being good role models. Staff report that it can be good time to talk to pupils, if they have any worries – reinforcing the idea of a ‘walk and talk’ for good mental health.</i></p> <p><i>As part of our SCARF PSHCE scheme of work, each class took part in a live lesson focussing on the 5 ways to well-being. Pupils were taught about how being active supports good mental health. This was then followed up in further PSHCE lessons. As part of Science, there has been an additional focus on the links between exercise and positive mental health.</i></p> <p><i>Another focus for us this year has been zones of regulation. Pupils have been taught to recognise that the green zone means they are ready to learn. Lots of the strategies pupils use to ensure they are ready to learn include active ideas.</i></p>	<p>An embedded daily active gives staff the confidence to stop for activity breaks and positively impacts the learning of the children. This will need to be continued.</p> <p>An understanding of the importance of being active is a cross-curricular effort and must continue to be taught like this.</p>



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: £6642.38 = 26.9%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<b>To improve the quality of PE lessons for all pupils by increasing teacher subject knowledge and confidence. Focus on gymnastics this year.</b>	<ol style="list-style-type: none"> <li>1. Purchase new gymnastics mats and update equipment as appropriate.</li> <li>2. Provide support for teachers when teaching gymnastics.</li> <li>3. Purchase of TV for old hall</li> <li>4. Purchase Mini mats from Action Mats company</li> </ol>	<p>10 small gym mats - £549.90</p> <p>£1497.48</p> <p>£495</p>	<ol style="list-style-type: none"> <li>1. <i>Gymnastics has been taught this year using Val Sabin, thepehub and getset4pe. It has been seen that the new mats have enabled the pupils to transport and use them more effectively. They have also been used for yoga sessions so pupils can have one each.</i></li> <li>2. <i>Staff have reported that although gymnastics is still an area of PE teaching some can feel less confident in, a good scheme of work, appropriately pitched, improves confidence. Pupil voice collected showed that 32% pupils enjoyed all gymnastics lessons and 40% enjoyed gymnastics sometimes. They liked using the apparatus and learning new skills. It was noted that some year 6 children felt that larger equipment would be good.</i></li> <li>3. <i>TV purchased enables video clips and photos to be shared with pupils to support their learning. Photos of pupils are displayed to support peer and self-assessment.</i></li> </ol>	<p>The investment in equipment and staff training will improve the teaching of gymnastics. Staff opinion and confidence will need to continue to be monitored.</p> <p>A curriculum map ensuring progression in gymnastics (and all areas of PE) will need to be carefully planned.</p> <p>Mini mats have only been used by EYFS staff and children this year. It would be beneficial to share the mats and training with KS1 staff.</p>

<p>Investigate cost of a new PE scheme of work to support gymnastics teaching (in addition to the other curriculum areas).</p> <p>To continue to deliver high quality outdoor and adventurous activity lessons.</p>	<p>1. Trial GetSet4PE scheme of work for PE.</p> <p>1. Pay annual subscription and promote OAA scheme of work</p>	<p>£550</p> <p>£400</p>	<p>4. The mini mats have been used to stimulate cognitive ability of EYFS pupils before learning and also to be used as physical development sessions.</p> <p>Teachers really like the getset4pe scheme of work and feel it has improved their teaching of PE. They like the equipment lists, images provided, example videos to share with pupils and additional whole child objectives included.</p> <p>All KS2 classes have received the initial 10 sessions of OAA using the scheme of work. Pupils report that it helps them when working together as a team.</p>	<p>This will be an annual cost. Next year, we will need to ensure coverage across all areas of PE and focus on use of vocabulary in PE lessons.</p> <p>Now all pupils have received the initial lessons. Year 3 and year 6 will use the scheme of work to deliver OAA. Year 4 and 5 will use the cross curricular lessons.</p>
<p>To continue to improve the quality of PE lessons for all pupils by increasing teacher subject knowledge and confidence</p>	<p>1. Become a Gold member of the North Herts School Sports Partnership (NHSSP) – includes Youth Sports Trust membership</p> <p>2. Cover for staff to attend Sports Partnership meetings and courses.</p> <p>3. Head Teacher and PE subject leaders to attend the PE conference 2022.</p>	<p>£2750</p> <p>£400</p>	<p>Pupils have received high quality PE lessons from staff. HQ PE lessons will lead to children achieving at least Age related expectations in PE and where they are not staff have been able to continue to support and progress their learning.</p> <p>2021-22: 88.3% of pupils achieved their physical early learning goal (fine and gross motor skills). An improvement of 10% from the previous year. At this age there are more girls (90.3%) than boys (86.2%) achieving their physical ELG. Pupils achieving ARE in PE: Year 1 96.6% ( 85.7% PPG 83.3% SEN) Year 2 96.7% (100 % PPG 87.5% SEN)</p>	<p>Staff training is an area that will need to be continually addressed to maintain confidence and HQ PE lessons. Next year, it would be good to focus on collecting evidence of HQ PE lessons.</p> <p>We will monitor the PE progression of our EYFS children through the school</p> <p>We will also monitor the progress of those children WTS age expected in PE in</p>

			<p>Year 3 93.3% (100 % PPG 76.9% SEN)  Year 4 100% (100 % PPG 100 % SEN)  Year 5 98.3% (100 % PPG 90 % SEN)  Year 6 100% (100 % PPG 100 % SEN)  Our data shows children are achieving well in PE.  PE subject leader attended NHSSP training and update 24<sup>th</sup> March 22 and 4<sup>th</sup> May 22.  PE conference 2022 postponed to 20<sup>th</sup> May 2022 and attended by RL, LG and head teacher. Training received on early years, deep dive from OFSTED and shaping the PE curriculum.</p>	<p>year 3 and identify what support could be given to pupils and teachers in next year's year 4.</p> <p>Information to be shared with staff at a PE staff meeting in Autumn term 2022.</p>
--	--	--	---	--

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				£11,139.24 = 45.1%

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<b>For all pupils to receive a broad and balanced variety of sports and activities in their PE curriculum</b>	<ol style="list-style-type: none"> <li>Staff to update long term PE planning. PE subject leads to review the long term plan and ensure it shows progression of skills and balance of activities.</li> <li>Book Bounce and Beyond for all children</li> <li>Purchase specific throwing and catching equipment to support SEN, EYFS and KS1 pupils/</li> </ol>	<p>Cost of cover for PE leads £400</p> <p>£925</p> <p>£162.79</p> <p>Lacrosse balls</p>	<ol style="list-style-type: none"> <li>Due to the change of PE plans (moving over to getset4pe) and being in bubbles (due to COVID), our long term PE plan will be finalised in September 2022. However, when reviewed in the summer term, pupils have still received a good balance of sports and activities in their PE curriculum.</li> <li>Pupil opinions: Yr 5 – "I liked it when were free to bounce at the end. There wasn't enough break</li> </ol>	<p>Pupils will continue to receive HQ PE lessons and make good progress with their learning.</p> <p>PE equipment will need to regularly checked that it is safe to use and that there is sufficient equipment to support learning in PE.</p>

<p><b>Extra-curricular opportunities to be provided ensuring good coverage of age range and activity type.</b></p>	<p>4. Purchase equipment to ensure PE cupboard is well-stocked and we have enough equipment to deliver a broad curriculum.</p> <p>1. Collect information on activity clubs children attend outside of school. Use this to target less active children in school.</p> <p>2. Offer opportunity for 30 pupils to attend a participation multi-sport festival</p>	<p>£79.12 Netball rebounder &amp; bibs £119.99 Tennis racquets &amp; balls £545 General PE stock £688.18 (including netballs, basketballs, footballs bibs, playground balls, lacrosse balls, kwik cricket balls)</p> <p>Replacement door and lock for PE storage £540</p> <p>£7434.16 employment of member of staff (lunch play, PE TA and after school clubs)</p> <p>Cost of coach to event £245</p>	<p>– it was very tiring!” Yr 2 – “I liked the games.” Yr 3 – “The trampolines were too small – we would have liked them bigger!” Staff reported it was good to improve children’s fitness levels (and their own!)</p> <p>3. Equipment purchased at the end of the summer term. To be reviewed in the autumn term. Although staff were keen to use and saw the benefit of having specific equipment.</p> <p>4. A variety of PE equipment purchased. Pupils and staff understand how having sufficient, quality equipment improves teaching and learning. Pupils reported, Y3 pupil ‘New equipment makes the lessons more fun and exciting.’ Y5 pupil, ‘I feel like the new cricket balls make me better at catching.’</p> <p><i>Extra-curricular opportunities have improved the fitness and enjoyment of activity for all children participating. At the start of the year, 37 KS2 pupils were identified as less active (not attending sports clubs outside of school). Of these pupils 56.8% have chosen to take part in a school club. A further 19% were encouraged to take part in an event across the school year. Extra-curricular sports club attendance 2021-22 Year 1: 28.3% (25% PPG 0% SEN)</i></p>	<p>Having a specific staff member available to deliver clubs means they are able to build a rapport with the children attending and be responsive to their needs and wants. It would be great if this could continue.</p> <p>Our data shows we have provided many clubs for KS2</p>
--	---	---	---	---



			<p><i>Year 2: 10% (0 % PPG 0% SEN)</i></p> <p><i>Year 3: 70% (100% PPG 75% SEN)</i></p> <p><i>Year 4: 78.3% (88.9% PPG 71.4% SEN)</i></p> <p><i>Year 5: 53.3% (33.3% PPG 44.4 % SEN)</i></p> <p><i>Year 6: 64.3% (33.3% PPG 0% SEN)</i></p>	<p>this year with a high attendance for our PPG and SEN children. We will focus on provision for year 5 SEN and PPG next year.</p>
--	--	--	---	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: £3183.58 = 12.9%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<b>To continue to provide all pupils with the opportunity to participate in competitive sport.</b>	<ol style="list-style-type: none"> <li>1. Membership to NHSSP who provide in person and virtual school sport opportunities as well as the Year 6 Paralympic event.</li> <li>2. Continue to promote intra-school sport opportunities with a balance on team and individual competitive opportunities. Year 6 Sports captains to support the running of these events.</li> <li>3. Employment of a sport and PE teaching assistant</li> </ol>	<p>See KI2</p> <p>£45 sports day stickers and £34.40 sports award trophy and medals £45 sports captain badges</p> <p>See KI4</p>	<p><i>All KS2 pupils have had the opportunity to participate in at least one intra-school tournament each one focussing on a different outcome. Year 5 pupils report it helps them build their confidence and work on their skills (cricket).</i></p> <p><i>KS2 pupils have had the opportunity to take part in a balance of participation/festival events and competitive events. These are the numbers of children who represented Hartsfield this year:</i></p> <p><i>Year 3: 0%</i>  <i>Year 4: 70%(88.9 % PPG 83.3% SEN)</i>  <i>Year 5: 60% (83. % PPG 55.6% SEN)</i>  <i>Year 6: 62.5% (33.3 % PPG 50% SEN)</i></p> <p><i>A planned year 3 event had to be transferred to our year 4 pupils as it clashed with their violin performance.</i></p>	<p>Intra-school sport opportunities will be sustainable and will continue to be embedded as part of Hartsfield’s school sport offer.</p> <p>In addition to the above, more opportunities for our KS1 pupils to take part in competitive events could be a focus for next year. These could be participation festivals and personal competition opportunities.</p> <p>We shall continue to facilitate as many inter school events as we can and monitor who attends ensuring there is coverage across all pupils (especially SEN and PPG).</p>

<p><b>To update PE equipment to support competitive sport opportunities</b></p>	<ol style="list-style-type: none"> <li>1. Purchase new set of 7 a side goals and nets for current set of goals</li> <li>2. Replenish PE equipment to support the delivery of competitive sport.</li> </ol>	<p>£578</p> <p>£688.14</p> <p>Nerf balls for sports day £178.68</p>	<p><i>Football goals purchased and used in the summer months for the pupils at break times enabling large numbers to be active and play football. They have also facilitated competitive football opportunities between local schools.</i></p>	
<p><b>To purchase a new sports kit for when pupils represent Hartsfield</b></p>	<ol style="list-style-type: none"> <li>1. Purchase new sports kit for netball, football, rugby and athletics. Investigate purchase of waterproof jackets.</li> </ol>	<p>£1614.36</p>	<p><i>We were able to buy 62 new athletics/multi-sport kits and 24 waterproof jackets this summer term. The pupils have been proud to wear the new kit and say they feel very smart and sporty.</i></p>	<p>This sense of pride will be established for many years to come as the kit continues to be worn.</p>
<p><b>Total spend of : £24,688</b></p>				

Signed off by	
Head Teacher:	<i>P Smith</i>
Date:	<i>18.07.22</i>
Subject Leader:	<i>R Lawes, L Gregory, R Williams</i>
Date:	<i>18.07.22</i>
Governor:	<i>D Campbell</i>
Date:	<i>18.07.22</i>