

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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:

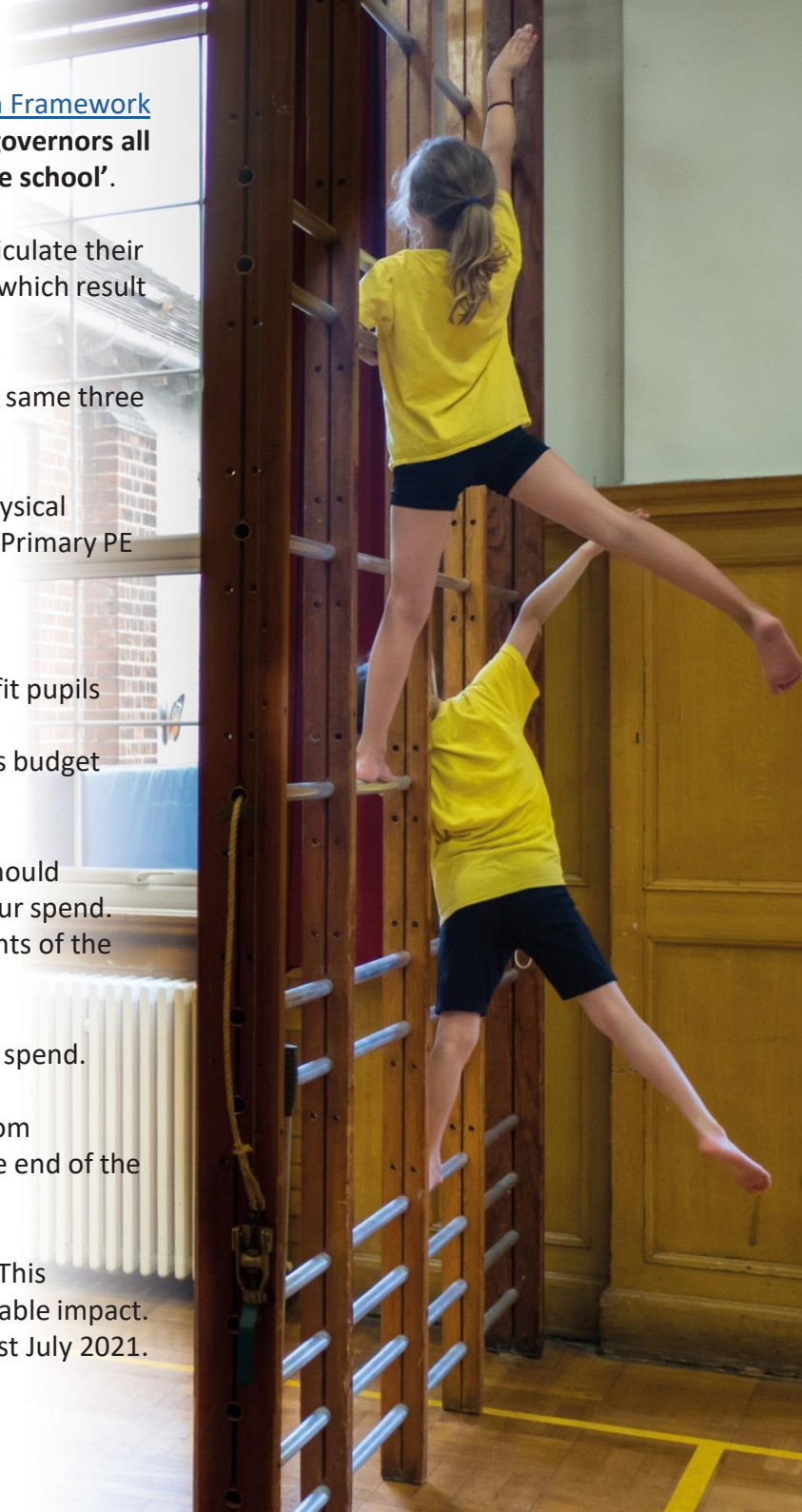
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

Please visit gov.uk 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 by the end of the summer term or by **31st July 2021** at the latest.

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](#).



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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

| Key achievements to date until July 2020: | Areas for further improvement and baseline evidence of need: |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> - PE participation – each class has been allocated a schedule and tailored plan to enhance the PE provision for their class to combat the effect of the post COVID challenges surrounding education. - Playground leadership role refresher training has been planned for the removal of COVID parameters surrounding break time and lunchtime. - Internal Lunchtime provision developed through pupil led games utilising specified equipment for each class. - Promotion of physical activity extra-curricular clubs for Year 4, Year 5 and Year 6. - Recommencing of swimming lessons across the school beginning with EYFS. - Weekly basketball lessons with Newcastle Eagles for children for Year 5 with potential to be spread across whole school. - Built connections with local sports clubs to enthuse and inspire children – Newcastle Eagle roadshow was offered to upper and lower KS2. Year 4 and 5 proceeded. - External skipping specialist invited to raise attainment for children in year 5 and year 3. Year 3 teacher and TA upskilled. - PE promoted through remote learning. - Weekly, personal best challenges provided. - PE further promoted remotely through PSHE. | <ul style="list-style-type: none"> - Continue to develop and nurture whole school culture of sporting excellence across the school. - Develop on-going assessment opportunities for the progression and use of PE skills in games. - Ensure daily exercise is carried out across the school in a variety of ways appropriate to the children’s needs. - CPD for areas still outstanding. - Continue to develop the use of personal challenges in the playground to consolidate and extend participation in individual physical activity. |

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <ul style="list-style-type: none"> - PE provision improved and enhanced with new equipment ordered and restocked to enhance the provision and allow staff flexibility with the delivery of new topics. - Whole school 1-k-a-day effectively executed. - Common goal of developing a skill based curriculum shared with staff. - Stronger cross curricular links. Mathematics linked to PE. - Re-entered dance competition. | <p>-</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 £.....

+ Total amount for this academic year 2020/2021 £.....

= Total to be spent by 31st July 2021 £.....

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| <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 transfer to the pool when school swimming restarts.</p> <p>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.</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>N.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 2021.</p> <p>Please see note above.</p> | 33% |
| <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> | 33% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 100% |
| <p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p> | No |

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: | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Key indicator 1: The engagement of <u>all</u> 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 | | | | Percentage of total allocation: |
| | | | | % |
| 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: |
| <p>For children to engage in regular physical activity throughout the day – during their free time and during lesson times.</p> <p>For children to understand how to stay active and the benefits that being active and healthy has on their physical and mental well-being.</p> <p>For playground leaders to have raised confidence leading playground leader sessions: making their sessions more active and a variety of activities.</p> | <p>Introduce the Daily Mile into the routine of the school day for each class to ensure that all children have access to physical activity in lesson time.</p> <p>Each class to be allocated with their PE equipment to be used each half term which can be used in break / lunch times to encourage using skills learned in PE lessons. Resources to be bought to achieve this aim.</p> <p>When online learning is necessary, PE challenges to be sent home for each school day in conjunction with the Newcastle PE and School Sport Service (NPSSS)</p> <p>Playground leaders to be chosen and trained to lead a variety of activities at break and lunch times. Children will then be able to encourage physical</p> | | <p>Break / Lunch times are more active and children are encouraged to join in with a wide variety of activities. More children are playing a wider variety of games now than they were previously.</p> <p>Children are able to talk about how their skills are developed using the different areas of school for playing/being active in. More engagement in active lunchtimes and playtimes due to a wider range of activities linked to the PE sessions and children's interests.</p> <p>Many children took part in physical activity at home during online learning. Physical activity was a core offering for children in school during lockdown with a minimum of 30 minutes activity.</p> | <p>Playground leaders to be developed when Covid 19 restrictions are lifted and can mix across the year groups.</p> <p>Consolidation and further implementation of active 30 minutes across school to be closely monitored to ensure all children are receiving their entitlement.</p> <p>Outdoor equipment needs to be audited and renewed to enhance the environment and variety of physical activities.</p> |

| | | | | |
|--|-------------------------------------------------------------------------------------------------------------------------------|--|--|--|
| | activity and ensuring child-led practice. Provision of physical activity and development of skills in EYFS maintained. | | | |
| | | | | |

| | |
|---------------------------------------------------------------------------------------------------------------------|---------------------------------|
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | Percentage of total allocation: |
| | % |

| Intent | Implementation | Impact | Sustainability and suggested next steps: |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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?: |
| <p>Children’s achievements celebrated with whole school community resulting in a culture of sporting excellence encouraged across school, so they know that PE is an integral part of their learning – through sharing successes and certificates from clubs, PE lessons and competitions.</p> <p>Raised awareness of PE and active lifestyles through use of social media to encourage parents and children to stay active when not at school.</p> <p>Raise standards, confidence and belief in own ability in all areas of PE to ensure PE is encouraged and supported through whole school means.</p> | <p>Senior Leaders and teachers to promote participation of clubs in assembly and through discussions with children.</p> <p>The wider use of the school’s Facebook, Twitter and blogs to celebrate and encourage regular physical activity. Whole school PE challenges set to encourage children and parents to be active.</p> <p>Widen the participation of pupils in competitions by ensuring the different children represent the school at different events.</p> | <p>Children and parents have been sharing ways in which they have been active in class emails and on school social media channels.</p> <p>Due to COVID restrictions, children have been unable to represent the school in any competitive events.</p> <p>Children have seen a much higher profile of PE in school, with each class given their own day to use the hall and teachers have embedded PE and fitness work throughout this day given.</p> | <p>To continue to use school social media channels to celebrate the successes of our children and for children to have raised awareness of the impact of staying healthy.</p> <p>To promote the use of personal challenges and PE initiatives with parents, governors and children across social media channels and in school through displays, information on blogs and assemblies.</p> <p>To continue to promote the inclusion of a wide range of children in competitions and enter</p> |

| | | | | |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| | Whole school PE week to promote the importance and profile of PE across school – including Sports Day, use of curriculum time and visits to broaden horizons and improve whole school views of PE. Inclusion of parents, governors, teachers and pupils in plans to ensure whole school community involvement in improvement. | | Children have taken part across a two day sports day in their bubbles. | more competitions/festivals to ensure all children feel there is a competition for them. |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------|------------------------------------------------------------------------------------------|

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | | % |
| 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: |
| <p>To improve knowledge of all staff in delivering PE and continue from areas covered last year.</p> <p>Develop a whole school curriculum for PE which follows a model of whole school progression in skills and increased confidence and knowledge for staff.</p> <p>Attend PE meetings and networks to stay up to date with latest developments and recommendations for high quality PE teaching.</p> <p>Development of leader's skills and knowledge to further enhance provision for the whole school through planning meetings with SLA staff and school staff.</p> <p>Encourage whole school staff to attend</p> | <p>Coaching timetable built with Newcastle Eagles to deliver curriculum sessions for all KS2 pupils at the Eagles arena with an aim to upskill staff and educate pupils in basketball – a provision delivered by a specialist.</p> <p>Undertake all offers and invitations where possible which are offered through Sports Partnerships, LA, National Associations and SLA to attend competitions and festivals which celebrate a wide variety of sports.</p> <p>CPD to be made available to all staff depending on their own needs – survey of staff will be made to</p> | | <p>PE lead and support have worked with teachers to develop a curriculum this year to use their own expertise to help children to focus on building fitness and enjoyment.</p> <p>Newcastle Eagles were unable to deliver sessions across KS2 but were able to work with Year 5 where basketball skills were greatly improved.</p> <p>PE lead and support have attended PE meetings via Teams / Zoom to support development of a COVID curriculum and building planning for next year.</p> <p>Teachers and Support have used breaktimes and lunchtimes to build</p> | <p>Give staff opportunities to work together to share practice, which may lead to raised levels of confidence and more staff may be keen to deliver an after-school club.</p> <p>Continue to build working relationships with local sports teams to broaden children's experiences and aspirations to create a culture of sporting excellence across the school.</p> <p>Ensure attendance to a wide range of events continues into the coming year.</p> <p>CPD and staff meetings to be booked across the year to build</p> |

| | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|--|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CPD led by Benfield SLA to upskill and help increase confidence and knowledge of staff delivering PE. Staff training to facilitate active playtimes. More children partake in independent or structured active activities at playtime. | understand needs and book courses accordingly. | | on PE lessons by allowing children to use the resources. | on staff needs (after running an audit of staff confidence at the end of Summer 2021) and how to use the assessment data efficiently to build on fundamental skills. Playground leaders to be developed to facilitate more structured activity at breaktimes. |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|--|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
%

| 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?: |
| Development of links with local sporting teams: use of Newcastle Eagles to broaden children's awareness and participation in sports. Continue to develop use of after school and during school sporting opportunities through use of clubs – including staff led and coach led clubs. All children given access to swimming lessons from Reception to Year 6. Attend a wider variety of sporting events (festivals, tournaments) to give children a broader experience of competition and build aspirations. | Coaching timetable built with Newcastle Eagles to deliver curriculum sessions for all KS2 pupils at the Eagles arena with an aim to upskill staff and educate pupils in basketball – a provision delivered by a specialist. Clubs to be ran by teaching staff based around sports across the year. Children across the school to be able to access swimming lessons. When events are available, children will be entered into any festivals or tournaments. Sports day to be organised at the end of Summer Term to allow all children to participate in events, especially | | Newcastle Eagles were unable to deliver sessions across KS2 but were able to work with Year 5 where basketball skills were greatly improved. Clubs were only run in the final term and based on the needs of the classes involved. Year 4 ran a sports club which was well attended (60% of class attended) and was able to add sports that were not undertaken in PE lessons. Swimming lessons were not available for much of the year so when swimming was allowed again, focus was on Reception class to build on their water safety awareness. When events were available – such as |
| | | | Sustainability and suggested next steps: Continue to build links with Newcastle Eagles for Upper Key Stage 2 and develop links with other local sporting teams to encourage greater uptake of sport and develop skills in a wide variety of activity. Clubs to run more regularly next year without COVID pressures with a focus on the competitive timetable in 2021-22. Clubs to also give a wider range of sports to complement the PE lessons in school time. Swimming to be available to every class next year, with a full morning to be devoted to this to get as much value out of the swimming for the children to |

| | | | | |
|--|----------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>leading up to the Olympics in July / August</p> | | <p>Activ5 and Healthy Active Lifestyles festival, children across the school took part and added to the fitness work we have done in school.</p> | <p>catch up. Children to be entered to as many festivals / events where COVID restrictions allow. Links with Newcastle PE partnership and Newcastle Eagles will help to achieve this.</p> |
|--|----------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | | % |
| 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: |
| <p>Increase attendance in city-wide competitions for children of all ages and abilities across disciplines to encourage children to consolidate skills.</p> <p>Whole School P.E. week planned with activities for children to be involved in inter-house, inter-key stage games.</p> <p>Build in inter-house and cross-phase competitions during PE lessons across the year.</p> <p>Continued promotion of local sports clubs.</p> | <p>Ensure that a wide variety of children are taking part in competitive sports and keep record of this.</p> <p>Encourage staff to build in opportunities for children to engage in inter-house competitions and competitions across year groups.</p> <p>Celebrate successes both inside and outside of school in assemblies and through blogs/social media/Head Teacher's weekly message. These are shared with whole school community on the school website.</p> <p>Promote local sports clubs and celebrate the successes of children who attend clubs to encourage other children to get involved.</p> <p>PE week planned to encourage children to partake in new sports, engage in competition (inter-house and across year groups). Sports Day planned to engage whole school involvement in sporting competition.</p> | | <p>Due to COVID restrictions, competitive sport has not been available outside of school.</p> <p>In the summer term, children were able to take part in a competitive sports day, with events tailored to the children's age and abilities. All children were engaged and enjoyed the activities. Results were celebrated in assembly on the final day of events.</p> <p>A small number of children have been able to play for their own teams and have been celebrated in assemblies with their medals / trophies.</p> | <p>Continue to organise a programme of events to run throughout the academic year which encourage participation in competition for children of all ages.</p> <p>Attend events again next year and try to retain or improve upon outcomes of competitions attended last year.</p> <p>Ensure opportunities for all to be included in sporting events.</p> <p>Continued celebration of the achievements of all stakeholders so that everyone values their effort and achievements.</p> |

| | |
|-----------------|---------------------|
| Signed off by | |
| Head Teacher: | Michael O'Brien |
| Date: | 26/07/2021 |
| Subject Leader: | Christopher Wallace |
| Date: | 26/07/2021 |
| Governor: | |
| Date: | |