

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department
for Education

Created by



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 judgement, 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 offers
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment.

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 31 July 2023.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2022/23	£17,740
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2022/23	£17,740
Total amount of funding for 2022/23 to be reported on by 31st July 2023	£17,738.25

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section as best you can. 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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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 2023. Please see note above	73%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	73%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	86%

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?

Yes

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: 2022/23	Total fund allocated:	Date Updated:		
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation: 78%	
Intent	Implementation	Impact		
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
Continue to embed PE Scheme of Work and DSSN/National Curriculum supporting curriculum resources to ensure: all children are participating in two hours a week of high-quality PE; learning is sequential throughout the school with identified skills progression, clear assessment criteria and high-quality delivery. CPD is available to all class teachers who also have access to updates in the scheme.	Ensure staff are knowledgeable of the interactive scheme of work through use of supporting resources, and are adopting, monitoring, tracking and using assessment for learning tools, skills progression maps and training opportunities available. Staff inset September 2022 on what makes high quality PE, and Gymnastics October 2022, delivered by Complete PE. Book DSSN training courses for teachers based on confidence surveys and observations. Quality resources for lessons purchased to allow for delivery of High-Quality Physical Education and pupil attainment.	Complete PE £150 No cost for online courses. Insets £306 DSSN membership- £1,056	Staff are provided with a high-quality scheme of work and able to continue to adapt and improve lesson plans to deliver high quality PE lessons. Pupil Voice (Autumn & Summer) confirms that pupils enjoy PE and actively participate in lessons. Lessons show continuity and progression of skills across the school. The personal development of the whole child is challenged through physical, cognitive, social, and emotional learning (show me what you know, teamwork, peer evaluation, cross curricular work, sharing success). Behaviour and attendance improve as pupils are inspired to lead healthy lifestyles. Staff who attended Inset training feel more knowledgeable and confident, (3 new to scheme). Staff have the knowledge of using equipment appropriately and how to monitor and track pupil progress and activity levels	Teachers and pupils are up skilled. Teachers develop and improve lesson plans for future teaching and can deliver good or better PE lessons. Gymnastics training has upskilled teachers, all rate their teaching skills as good to very good. Continued CPD from new scheme of work and by sharing good practice in school. Videos show outcomes of learning linked to lessons and provide further CPD. Assessment tools are effective and show personal development of the whole child. Equipment is utilized during lessons and at playtimes.

<p>PE coordinator to remain up to date with PESPPA and escalate to staff.</p>	<p>Attend Webinars provided by DSSN, Complete PE, Herts Partnership, i-moves, Youth Sport Trust and other sport providers. Attend Hertfordshire PE Conference</p> <p>Timetable Storm Basketball, Ace Sports & Dance specialist to team teach each class for one term with class teacher. Carry out teacher confidence questionnaire in November 2022 and July 2023</p>	<p>£180 Conference</p> <p>ACE Sports £8,794 inclusive of Curriculum PE & Clubs</p> <p>Storm Basketball Curriculum Lessons £3,420</p>	<p>using the assessment platform. PE coordinator up to date with current PE initiatives and has shared ideas and good practice. The impact of the Sports Premium Fund has been planned, evidenced, and reported.</p> <p>Excluding new staff who joined April' 23, teaching Staff have learnt new skills in PE and have more confidence to teach them. Staff survey confirms this. Children have attained enhanced skills from specialists, reflected by attainment figures. Training needs established for the next academic year to include new staff.</p> <p>More children have developed a keen interest in sport and participate in after-school clubs. Pupil voice data in November 2022 and July 2023 shows that 100% of pupils feel that PE is always enjoyable and that their teachers enjoy and teach and model the value of PA. Pupil voice also confirms value of specialist teaching in inspiring pupils. Staff voice confirms that team teaching with a specialist has raised their confidence and knowledge to deliver PE.</p>	<p>Teachers gained skills and teaching ideas from professionals that they can use in the future. SLT recognizes the importance of PE and Physical Activity for whole school improvement. SLT is confident that Sports Premium is being utilized to the benefit of the pupils and their personal development</p>
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Key indicator 2: 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				Percentage of total allocation: 15.5%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
Provide a range of activities - implementation of new extracurricular timetable. Increase the number of clubs for children, using specialist coaches therefore increasing participation. Develop provision for physical activity at lunchtime by increasing the amount of playground resources to provide playground activity facilitated by MDS’s and KS2 Sports Leaders and Ambassadors.	Increasing the range of clubs offered. Pupil Led Games, Dodgeball, Dance, Basketball, Football, Athletics. Ace Sports to support facilitation of clubs and curricular lessons. Pupil needs/interests -Pupil Voice Autumn & Summer term. Create activity schedule so Sports Leaders and Ambassadors can maximise physical activity at lunchtime and be closely monitored by MDS team. Equipment and resources to be bought for facilitation of activity with playleaders and independent active play. Utilise leadership ideas from PE Scheme.	£150 Complete PE annual membership- as K11	In 2021-2022 attendance at extra-curricular clubs at school was impacted by Covid, particularly during Spring Term. Through the addition/offer of new clubs, by summer term 2023 more pupils in FS/KS1 and KS2 have attended extracurricular sports clubs. This can be evidenced by an overview of extra-curricular activities that the children participated in. 100% of children chose to be physically active across a typical week at lunchtime utilising new equipment and the active play activities. 100% of pupils are active at break times and during Daily Mile (DM) timetabled slot.	Continue to liaise with families (parent forum) and pupils (pupil voice) to ascertain the clubs and activities that pupils want to be attending. Continue to provide high quality extracurricular clubs. Some clubs are parent-paid and therefore do not require any funding. In addition to SP, PP funding and free places given where applicable to support families who need extra help accessing these clubs. Lunchtime activity facilitated by Sports Leaders, Ambassadors and MDS’s, so the provision is in house. Leaders and Ambassadors continue to provide the training to the next cohort of year 6 playleaders to allow for sustainability. SLT see value of membership of Complete PE.
Consider Physical Education, School Sport and Physical Activity (PESSPA) as part of a recovery curriculum specific to the needs of pupils.	Forest School to be included in the curriculum for Nursery to Y6, all pupils receive specialist teaching for half a term in our wooded area. EYFS staff are trained in delivering forest school lessons. Forest School Club run after school in Autumn term.	£2,680 Y1-6 Curriculum Lessons (£1,500 parent contributions)	Pupils learn and develop skills in an outdoor environment and are active and healthier. Learning is holistic, through pupil-led play, and the personal development of the whole child has been challenged through physical, cognitive, social, and emotional learning. Opportunities for children to develop a greater understanding of difference and how it should be celebrated. Pupils are empowered and	Wild Woods utilized. No expenditure on equipment. Children are more environmentally aware; they appreciate an outdoor environment and have a greater knowledge of survival skills for the future. Fitter healthier children, more active and engaged for learning. Both fine motor skills and gross motor skills are developed in the outdoor environment, as well as stamina and

<p>Continue to promote active travel- walk, bike, scooter in Walk to School Week and through Eco Ambassador promotions to save energy.</p>			<p>motivated and can concentrate better, have greater self-esteem, better problem-solving skills, are better communicators, have more resilience, exhibit good behaviour, and have a wider knowledge and understanding of the world they live in. Relationships with peers and staff has improved as has their self-regulation and mental health evidenced by their attendance and ability to be in a classroom environment. 100% of pupils attended curriculum lessons. Summer Pupil voice confirms value of Forest School sessions to children's wellbeing and enjoyment of school. Survey results evidence above.</p>	<p>positive experiences in 'bad' weather. Working together encourages communication and develops skillful expression of thoughts and ideas, as well as the ability to listen to others. Reflection activities increase the pupil's ability to understand and describe their internal state, wants, and needs.</p>
<p>Promote Swimming lessons in addition to Curriculum Lessons.</p>	<p>Arrange swimming lessons and publicise crash courses for those not meeting NC standards in years 3&6.</p>	<p>£63 school funded. Remainder parent funded.</p>	<p>Pupils' confidence and ability has improved. Y3 pupils attending crash courses have progressed outside school and are more confident in class lessons.</p>	<p>NC standards met by end of KS2.</p>

Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0.6%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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>Celebrate and assess the whole child through Physical Education ensuring strong personal development. Continue celebrations by including PE and School sport in Celebration assembly every week to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved.</p> <p>Continue to participate in Daily Mile, re promote Skip 2bfit activities, daily active breaks in learning with Go Noodle, Imoves, PauseB, Joe Wicks.</p> <p>Increase activity of inactive and obese children and those who cannot access paid</p>	<p>Celebration assemblies and weekly and monthly school communications, school website, and annual awards ceremonies. Class PE & Dance performances in assembly.</p> <p>Involve children in organising sports activities in sports week and sponsored events which are fun and engaging. Invite inspirational sports people to deliver activities that pupils would not normally have the chance to try. All children participate in active workshops during feel good week and Sports Weeks and on multi-cultural workshops.</p> <p>All children are timetabled to use DM track daily. DM track used for Sports Week activities and fund-raising events.</p> <p>Identify inactive and obese children through club participation records, pupil</p>	<p>Complete PE membership referenced in KI 2</p> <p>ACE Sports KI2</p>	<p>In using Sports Leaders and class assemblies to showcase success stories, by July 2023, most pupils will have been celebrated in our assemblies for class sports events or individual achievements. This will be a celebration of the whole child – physical, cognitive, social, or emotional learning.</p> <p>The Sports board and monthly newsletter publish information about matches/clubs/local events/results and pupils are keen to get involved.</p> <p>Children are active daily and involved in tracking their own fitness and achievements.</p> <p>Children are healthier, less anxious, better focused, more confident, more resilient, determined, better participants, fitter, healthier, often sleeping and eating better, and the wider community sees</p>	<p>SP & PPG funding used to support families who need help to access clubs. Parent paid clubs require no additional funding or are teacher led and free to attend.</p> <p>SLT value the impact of fitness clubs on attendance and behaviour and is committed to funding these areas if the Sport Premium is discontinued.</p>

<p>for clubs.</p> <p>Appoint Sports Leaders to be inspirational role models to other pupils. Their role will include running lunchtime clubs within classes or Key stages, collating information for skip 2bfit, Daily Mile, assisting during class PE lessons and Sports Week and Sports Day, and at events run by Ashlyns. Promote sport in school through weekly celebration assemblies. Promote visits from inspirational sportspersons.</p> <p>Employ ACE Sports to team teach PE in curriculum areas to upskill class teacher and ensure every class has access to excellent teaching from specialists. Request free training from Chance to Shine Cricket/England Cricket. Employ Storm Basketball to deliver Basketball Lessons to all pupils in KS1 & 2 Provide cross-curricular opportunities to be physically active.</p>	<p>voice and yearly NHS monitoring feedback. Through feedback from pupils, provide clubs that are of interest to them. Offer school clubs run by Ace Sports, to inactive and pupil premium children.</p> <p>Application forms and interviews for the role Y2-Y6 Purchase tee shirts, train sports leaders and play leaders to work together with limited MSA supervision. Maintain contact with Ashlyns Secondary School Sports Leaders to run activities in Westfield with our sports leaders when permissible. PE coordinator to liaise with Sports Leaders and assist with sports board and PE assemblies. Review curriculum plan to ensure all pupils have access to specialist coaching in some areas of PE. Pupils' enjoyment, knowledge and understanding of PE assessed using termly pupil voice across the key stages.</p> <p>Organise multi-cultural Dance workshops for y1-6 Sports for Schools Assembly & Fitness Activity</p> <p>Invite inspirational sports people/clubs for taster sessions and visits in Sports Week, promoting new sports or those with local links e.g., football, Dance, Tennis.</p>	<p>Sports Leader Tee shirts £104.25, reuse if possible.</p> <p>ACE Sports K11 inclusive of Curriculum PE & Clubs. Storm Basketball Curriculum Lessons K11</p> <p>PTA funded.</p> <p>Funded through sponsorship</p>	<p>the benefits of exercise. Identified inactive children participated in school clubs. All Pupil Premium pupils were invited to attend clubs.</p> <p>All pupils are inspired by sports leaders and regularly participate in led activities. Sports Leaders provide evidence for display boards and celebration assemblies. Pupil's achievements are regularly recognized and celebrated.</p> <p>Pupils enjoy and actively participate in PE lessons and achieve desired outcomes for the lessons. Staff is up skilled. Pupil voice indicates that PE lessons are enjoyable and there is at least a 'good' knowledge and understanding of the subject.</p> <p>Pupils have gained an awareness of other cultures through sports activities. Pupils are active and engaged and wellbeing enhanced.</p> <p>Pupils are proud of their achievements and happy to share success. Inspires others to take part. Pupils' activity levels have increased</p>	<p>PE coordinator to monitor effectiveness of role through pupil feedback. Upper KS2 leaders' mentor younger leaders.</p> <p>Teachers and pupils are up skilled. Links to Community Sports Clubs - Storm Basketball local cricket, tennis and dance clubs therefore promoting sport outside school, Pupils are motivated and see the benefit of exercise to themselves and to the wider community.</p> <p>Pupils understand that there are many different types of sport and that it can be enjoyable. The profile of PE and sport is raised across the school at no extra cost. Promoting local sports clubs in school improves community relations.</p>
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<p>School Council to incorporate physical activity into fundraising events for charities across the world and involve wider school community.</p> <p>Promote physical activity outside of school and celebrate in assembly and school publications.</p>	<p>School Council and SLT organise whole school events such as Run 1KM to raise funds for aid in Kenya.</p>		<p>through special events and fundraising ideas.</p> <p>Impact: 100% of pupils KS1&2 have tried a wider variety of sports. Professionals have modelled our school values during their visit such as determination, resilience, and perseverance.</p> <p>The sessions have given the children fun and easily usable advice on a variety of areas linked to their wellbeing, specifically physical and mental health benefits.</p> <p>By raising the profile of PE, Physical Activity and School sport, by July 2023 100% of all pupils continue to achieve an average of 60 minutes of physical activity a day.</p> <p>PE attainment data (whole child) shows 75-87% of children in KS2 (excluding reduced timetabled vulnerable pupils) are on target to meet their end of key stage target.</p> <p>Pupils feel proud to be involved in assemblies/photos on notice boards etc. which impacts on confidence and self-esteem and desire to be physically active.</p> <p>Standards achieved in PE NC as referenced above.</p>	<p>SLT values the importance of physical activity and school attendance and behaviour and is committed to funding PA clubs if PE and Sport Premium is discontinued.</p>
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Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils				Percentage of total allocation: 4.2%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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>Headline Intended Impact on Pupils – All pupils’ will be exposed to new areas of activity.</p> <p>Supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week</p> <p>Additional achievements:</p> <p>Plan an engaging sports week in July 2023 to include sports day.</p> <p>Continue to promote/offer physical activity</p>	<p>Introduce new sports in sports week such as Caving, Dance, climbing and tennis. Organise competitive football tournament. Pupil Voice for ideas.</p> <p>Incorporate Yoga and Pilates into PE</p>	<p>Mobile Cave £750</p>	<p>Pupils engaged in active, fun activities and competitive sport.</p> <p>The significance of exercise is shared to the wider community.</p> <p>100% of pupils in KS1 & 2 have tried a new sport and are active during the school week.</p> <p>5 Ways of Wellbeing and Zones of</p>	<p>Pupils are encouraged to take up sport or join a local sports club. Table Tennis equipment purchased in previous years so no costs.</p> <p>Engagement is shared within the community and the benefits of exercise are experienced and promoted within the school</p>

<p>(PA)associated with mindfulness thereby improved mental health, such as Yoga, Martial Arts, Dance, Pilates, and Forest Schools.</p> <p>Provide opportunities for pupils to experience sport (competitive and non-competitive through DSSN three tier system) outside curriculum and school to increase engagement.</p>	<p>lessons, active breaks, and school clubs. Continue to teach Five Ways to Well Being and Paws.b in curriculum. Organise these activities for Feel Good Week. Form links with local sport providers and those visiting for Sports Week. Organise dance and drama workshops. Enter DSSN run events. Table Tennis Club for KS2 delivered by teaching staff.</p>	<p>DSSN as KI1</p>	<p>Regulation further embedded in school ethos. Pupils experience the benefits of down time and exercise on mental health. Meditation and mindfulness embedded in school in Five Ways to Wellbeing. Pupils recognise the benefits and look forward to meditation and mindfulness breaks in the school day. Pupils' confidence and self-esteem are boosted by the ability to attend clubs outside school and with others of similar ability. Social and emotional benefits gained as a result. Local clubs see the value of school visits.</p> <p>WIDER IMPACT AS A RESULT OF ABOVE 100% of pupils say they enjoy PE & Sport and want to get involved in activities – pupil voice.</p>	<p>community. Life skills learnt such as an ability to regulate emotions, meditate, mindfulness breathing, and exercising to improve agility and core strength. Pupils' mental health improved, better attendance; school values demonstrated through behaviour showing resilience, determination, and cooperation. Pupils' behaviour and attendance improved due to a 'can do' approach to learning.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1.3%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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>Headline Intended Impact on Pupils – Increase the number of pupils participating in an increased range of competitive opportunities. Supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week and supporting personal development of all pupils.</p> <p>Continue to enter local competitions, leagues, sports fayres and other events run by DSSN or other schools to involve pupils in KS1 & KS2 and encourage participation in competitive sport.</p> <p>Provide opportunities for intra and inter school competitions such as House Competitions and in year groups.</p>	<p>Each year group attends and participates in at least one class event for the year such as Sports Fayres and Festivals, Tag Rugby, Multi Skills, Target Skills, Inclusive Sports & Dance.</p> <p>Participate in running/cross country events and other challenges organised by Herts Sports Partnership, School Games, DSSN, Premier League and The London Marathon. Enter local Football League. Attend Bridgewater Cross Country in March.</p> <p>Enter Dacorum Athletics event in summer term.</p> <p>Dacorum Dance Competition. Dance teacher to deliver and co teach with class teacher for competition.</p> <p>Enter Dodgeball Competition and Hockey Tournament.</p> <p>Arrange competitive sports during sports</p>	<p>DSSN as KI4 Boccia equipment £30</p> <p>Mouth Guards £15.00</p> <p>Medals £190</p>	<p>By end of year all children have had the opportunity to compete in competitive and inclusive events during the school year</p> <p>Children enjoy team competitions and physical activity. Valuable whole child development opportunity, teamwork and social skills improved.</p> <p>Children’s effort and achievement recognized.</p> <p>Children have a better knowledge and skill set for dance. Class teacher upskilled.</p> <p>Pupils are involved in competitive events: intra-school, local inter-school. SEN pupils engaged and participating. There have been some opportunities for sports leaders such as leading, managing, or officiating events. Sports leaders have promoted virtual competitions and</p>	<p>DSSN provide some free training for staff, entry to locally based competitions and leagues. No transport costs as most events are local or accessible for pupils and parents. Competition will be embedded as a normal element of learning through house competitions in lessons.</p> <p>DSSN membership continues to be utilised and considered worthwhile by SLT.</p> <p>Competition will be embedded as a normal element of learning at level 1 stage through continued access to house competitions in class/lesson time. This will bear no cost if Sports Premium funding stops.</p> <p>Access to level 2 (school Games competitions is possible if</p>

	week and on sports day (KS2).		events within school such as Sports Week, Children in Need, Sport Relief and Virgin Marathon.	parents/carers can transport pupils or use public transport.
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Head Teacher:	Sarah Pipe <i>SUP pe</i>
Date:	21/07/2023
Subject Leader:	Helen Ayles <i>Helen Ayles</i>
Date:	21/07/2023
Governor:	Holly Green <i>Holly Green</i>
Date:	21/07/2023