

Greenway Primary
& Nursery School



2020-2021

PE and School Sports Premium Report



Underspend 2019/20 reporting

Academic Year: September 2020 to July 2021	Total fund carried over: £3,012.51	Date Updated:		
What Key indicator(s) are you going to focus on? KI1, KI2, KI3 and KI4				
Intent	Implementation		Impact	
<p>To support children's mental health and wellbeing due to the impact of the COVID-19 pandemic. Implications of the UK lockdowns have resulted in children returning to school with more anxieties which posed a risk to their wellbeing as well as to their stamina for learning.</p> <p>To support every child to meet the CMO guidelines for 60 active minutes a day, of which 30 should be provided in school. It is clear from the UK lockdown response to the COVID-19 pandemic that children were still active but activity levels may have dipped in many cases.</p>	<ul style="list-style-type: none"> - To provide every class with weekly yoga sessions to support mental health and wellbeing. The main focus of the sessions will be to support physical and mental wellbeing. For this we needed to identify a yoga instructor who could plan and deliver yoga sessions with the class teachers, to best suit each class. - To increase the amount of resources, that support physical activity, available during playtimes. Each class bubble will be provided with play resources specific to their bubble that can be used at playtimes and lunchtimes. To do this, we will purchase play 	<p>Carry over funding allocated: £3,012.51</p>	<p>From pupil voice collated from the yoga sessions, the children tell us that they feel calmer when they have finished their sessions and more 'ready to learn'. The children have enjoyed being physically active in the sessions and improving their core body strength through yoga. The children's knowledge and skills for yoga have improved.</p> <p>From observations, children are making use of their new playtime resources. Children are utilising the resources widely during play and lunchtimes and like that they can choose from a range of equipment. From pupil voice we know that some children feel more active during playtimes and lunchtimes as a result of the additional resources and that they like using the new equipment.</p>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p> <ul style="list-style-type: none"> - The yoga sessions have supported class teachers with their own knowledge and skills with regard to the delivery and planning of yoga sessions that fit national curriculum aims for their year groups. This will enable teachers to deliver yoga in the future without the need for a yoga instructor.

	equipment and create playtimes packs for each class bubble.			
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Greenway Sports premium report 2020/21

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<p>We have still managed to offer in school and virtual competitions to all children so our data for this will be 100% attendance again. I think in a challenging year this is a huge achievement.</p> <p>Years 1, 2, 3 and 6 have been able to attend live virtual events</p> <p>Years R, 4 and 5 have undertaken various competitive sports that were live but were still run virtually in house.</p> <p>Yoga has been at the heart of PE life this year and has delivered some phenomenal pupil voice, staff voice and staff observation to go with it.</p> <p>Sports Ambassadors have continued much of their role albeit mostly virtually and they have managed to: Create active videos, set virtual competitions, design and lead PE activities with their own peers, run virtual competitions during playtimes and run a face to face competition for Reception</p>	<ul style="list-style-type: none"> • Children have missed out on a huge amount of competitive sports and face to face sporting events this year so this has to be a priority next academic year where possible due to the covid 19 pandemic. • Continue to identify staff CPD requirements with priority on auditing new staff to support their professional development.

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 £3,012.51
+ Total amount for this academic year 2020/2021 £17, 830
= Total to be spent by 31st July 2021 £20,842.51

Note: Any underspend for the 2019/20 and 2020/21 academic year can now be carried forward and must be spent by 31st July 2022.

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	96%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	96%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	96%
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?	No

Academic Year: 2020/21		Total fund allocated: £17,830 <i>Inc underspend 19/20 :</i> £20,842.51		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 2020/21: 8%	
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 : £1444.12	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<ul style="list-style-type: none"> Due to the COVID 19 pandemic, we discovered through pupil voice that children had been less active when learning from home. Children had spent less time outside being active and playing due to the change in structure to their day. We invested in various playtime equipment so that on the children's return they would have a wealth of resources to use during their playtime's and lunchtimes to increase the amount of physical activity 		<ul style="list-style-type: none"> We purchased playtime equipment packages and various other equipment and each class has their own set of equipment. Due to COVID 19 guidelines, bubbles should not share equipment so we decided to invest in equipment for individual bubbles. This way every bubble would have ample equipment to use. In PE lessons, children used some of their playtime equipment so they would have ideas for how to use the 		<ul style="list-style-type: none"> -£322 playtime packs -£104 playtime pack -£219 playtime packs -£109.17 Tennis equipment for club -£689.95 playtime equipment and resources 	<ul style="list-style-type: none"> Through teacher observation and pupil voice, we know that our children feel they have been more active since the return to school. 100% of children enjoy having their own class play resources. Pupil voice suggests that children have felt more active during playtimes and lunchtimes, even than before the pandemic, because of the wide variety of equipment now readily available. 	<ul style="list-style-type: none"> Suggested next steps would be to invest further in playtime equipment to reflect pupil voice. Pupils have requested more equipment and an even wider variety of equipment. Children say they enjoy a wide variety and more equipment because this gives them more options during playtime and lunchtimes. Begin to use sports ambassadors and

<p>taking place beyond PE lesson time. This would therefore support the chief medical officers guidelines for daily physical activity for primary aged children.</p>	<p>equipment through a variety of playtime games. The children would then take their playtime box out at every play and lunch and be encouraged to use the equipment to play physically active games.</p>		<p>Staff feel that children’s ability to communicate with each other has returned to normal levels and started to improve supported by active play. Some children were able to note that they felt their fitness starting to feel ‘normal’ again having felt a dip due to the pandemic.</p>	<p>play leaders again to support playtime games and activities throughout the school playtimes and lunchtimes.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation: 7%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
		<p>Funding allocated £1195.08</p>	<p>Evidence of impact:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> To integrate technology within PE curriculum lessons to support learning through video analysis and create a visual dimension to learning. iPads will also be used to support PE and sports reporting to promote PE and school sports and use PE as a vehicle for whole school improvement. 	<ul style="list-style-type: none"> Purchase of 4 PE iPads to be used solely in PE lessons, school sport sessions, physical activity sessions and any extra curricular sports activities. The iPads will be used for instant video analysis in lessons through key stages to show pupils what their skills look like and this will enable pupils to identify adjustments they can make to their techniques on their own. The iPads will also be used to support learning through quick 	<p>£910 ipads £30.45 easel – visual learning and challenge stations £49.98 easel-visual learning and challenge stations £16.66 personal challenge table £29.20 sport</p>	<ul style="list-style-type: none"> We are still assessing the impact of these iPads within curriculum lessons. However, from teacher and pupil feedback we discovered that the iPads are easy to integrate into PE curriculum time and the children enjoy using them. Teachers have noticed that children are able to use video 	<ul style="list-style-type: none"> Next, we will focus on the iPads become a permanent fixture in PE lessons to support summative assessments throughout lessons as well as continuing to use them to promote PE, school sport and physical activity. We would like to set more home challenge that support physical

	<p>summative assessments throughout lessons. The iPads will also be used by the sports ambassadors to complete tasks to support leadership. The iPads can be used by ambassadors as a media tool, to write reports, take photos/videos to promote PE and school sport and to create resources to promote physical activities.</p> <p>-See KI4 for in depth intent, implementation and impact for table tennis robot use. That also has a notable impact on whole school improvement by seamlessly integrating IT (and all the skills required to maximise its use) within mainstream PESSPA at Greenway.</p> <ul style="list-style-type: none"> • Purchase of classroom resources to make lessons as visual as possible when inside and outside. • Purchase of equipment for sports ambassadors to run active personal challenge stations on the playground. • Purchase of physical active equipment for movement breaks. These are used for children who need a physical active movement break away from learning time. 	<p>magazine subscription £158.79 for balance slider, walking board and slider skates for movement breaks.</p>	<p>analysis easily to identify changes required to skill based techniques. The sports ambassadors have used the iPads to create home learning resources and physical activity challenges beyond the school day. In the most recent home learning challenge they set, they challenged pupils to create home dance video to support the “this girl can” campaign as well as promoting physical activity for all. We received 34 entries across all years for this home learning activity.</p>	<p>activity beyond the school day and further promote physical activity. The iPads are sustainable because they are solely for PE use so will be readily available in every PE lesson. Ambassadors will continue to use them to support their leadership programme in a variety of ways throughout the year.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 16%
Intent	Implementation		Impact	
		Funding allocated: £2942.06	Evidence of impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> To ensure all staff have their training needs met so that they can effectively provide a PESSPA provision that benefits all Greenway pupils. To provide staff with regular updates (particularly COVID-19 updates) throughout the school year to ensure they are well informed on the ever changing environment. 	<ul style="list-style-type: none"> Continuation of Complete P.E. (YST supported online planning and assessment resource) for class teachers and PE Lead. - Continuation of AfPE, Youth Sports Trust (YST) and School Sport magazine memberships that provide regular updates for PE lead. PE lead to undertake regular termly training from DSSN and then provide all staff with updates and CPD opportunities. – See KI5 for DSSN expenditure, intent, implementation 	<ul style="list-style-type: none"> -£38.24 BAALPE safe practice book -£95 AfPE membership -£105 complete PE annual license 	<ul style="list-style-type: none"> Complete P.E has supported PE delivery throughout the year as well as providing the PE lead with updates and high quality subject leadership resources. We are still assessing the impact of Complete PE in lessons. Pupils have enjoyed lessons that have used complete PE resources and particularly enjoyed videos that were used during gymnastics in the Autumn term. Staff have suggested the lessons are of high quality and easy to use. Staff have 	<ul style="list-style-type: none"> Complete P.E. has a one off payment and will then cost £105 per year. This can be covered through the PE budget should Sports Premium cease at any point. The resource will provide up to date resources to support all teachers and staff involved in the delivery and assessment of PESSPA at Greenway. The memberships to AfPE, YST and the school sport

	and impact.		<p>highlighted that they are easy to adapt and develop based on a variety of different children and cohorts. Staff have discovered the sessions are best used alongside our DSSN assessment materials and lessons that teachers have developed.</p> <ul style="list-style-type: none"> Continuing AfPE and YST memberships have ensured all staff are informed, through the PE lead, of regular updates and opportunities these bodies provide. The PE lead values the regular updates and quick support these memberships provide throughout the year as well as vital CPD opportunities. 	<p>magazine are relatively low costs and come with a wealth of resources to support high quality PESSPA. Should sports premium not be allocated anymore, the YST level of membership can be reduced and this can be covered through the PE budget. All of these memberships support the CPD of the PE Lead, support the delivery of PESSPA with whole school impact and keep staff up to date. Then the PE Lead can deliver new updates to all staff ensuring the confidence, skills and knowledge of staff is regularly monitored and developed.</p> <p>Suggested next steps: -continue memberships to AfPE, YST and school sport magazine to ensure staff are kept up to date and regularly supported in their CPD -staff now have skills,</p>
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				<p>confidence and knowledge from the Achievement for All programme and will be able to support all children in developing their mental health and wellbeing through sport moving forward. Therefore, this training does not need to continue.</p> <p>-continue the Complete P.E. resources next academic year as this will further support high quality PESSPA delivery and assessment in coordination with the DSSN assessment matrix.</p> <p>- continue Herts PE conference training if it becomes available again</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				52%
Intent	Implementation		Impact	
		Funding allocated: £9198.24	Evidence of impact	Sustainability and suggested next steps:

<p>When children returned to school after the COVID-19 pandemic, we learned that they had missed out on various areas of communication and team building that sport provides. We noticed arguments at playtimes and lunchtimes had increased and it was clear in the classroom that the children's communication skills had deteriorated slightly. On top of this, classroom seating had to be forward facing which didn't allow for natural communication throughout lessons. To support communication, teamwork and team building skills we invested in a cross-curricular orienteering package.</p> <ul style="list-style-type: none"> • Due to the COVID 19 pandemic, many children at greenway have missed out on table tennis opportunities that are usually provided throughout the year. A key focus will be to further develop children's coordination, movement and general table tennis shot skills. Through pupil voice, we understand there is still a huge popular demand for table tennis sessions in PE and extra curricular activities. To support this pupil voice we wanted to continue table tennis activities and staff development through utilising our club contact. • Due to the COVID 19 pandemic, we knew that children's mental 	<ul style="list-style-type: none"> • We had several fixed courses and variable courses installed at Greenway for KS1 and KS2. The school site was mapped and detailed orienteering maps were produced for each course that are fully editable as well as a 1:1000 scaled map for use in geography. We also received a 1 year membership to the cross curricular orienteering portal which has lessons with full progression from years 1 through to 6. All designed to support various other areas of the classroom curriculum. Children would have to undertake a series of lessons prior to issuing the course to understand orienteering and then gain confidence ready to use the courses. We embedded these skills in year 5 and 6 first, using them as a trial run. The children took quickly to the skills. Some of the courses were designed to embed the English and maths curriculum through orienteering. The clear skills children were learning were communication and team work. Children had not been able to take part in team 	<p>Orienteering: -£750 KS1 -£1840 KS2</p> <p>Table Tennis: -£800 for lunch clubs and PE sessions -£1630 for table tennis robot and balls for club and PE sessions</p> <p>Yoga: £1427.49 (£4,440-£3,012.51 underspend from 19/20)</p> <p>Other: £148.19 Speaker system for dance £28.46 gum shields for hockey sessions £37.10 shin pads for hockey sessions</p> <p>Climbing wall sessions:</p>	<ul style="list-style-type: none"> • From pupil voice, 100% of year 5 and 6 have enjoyed using the orienteering courses. They have all enjoyed using the map skills and answering questions that are part of the curriculum or there just for fun. Teachers observed children communicating effectively, problem solving and working as a team to complete the courses. Pupils have also identified that if they worked as a team, they found the courses easier and came up with effective ways to plan as a team and complete the sessions. • Through pupil voice we have learnt that 100% of the children that have used the robot have enjoyed using it and would like more time to further develop their programming and table tennis skills. 100% of children have enjoyed the curriculum time PE sessions and more children are now interested in taking part in clubs and competitions. The table tennis coach and teachers assessed year 4, 5 and 6 in table tennis prior to the sessions and after. The coaches and teachers were 	<ul style="list-style-type: none"> • Next, we need to embed this across the whole school within PE and then trial using the cross curricular courses in other areas of the curriculum to realise the full potential. I would also like to use sports leaders to run some of the courses during playtimes and lunchtimes for physically active playtimes but to also develop their leadership skills. I would also suggest we evaluate the use of the portal as this provides a wealth of useful resources and regularly updated sessions. I think we could utilise this further throughout the years to embed communication, problem solving, team skills and other areas of the curriculum. • We had to restrict the clubs capacity due to Covid 19 restrictions so next academic year we need to focus on increasing the capacity of clubs and potentially put more clubs on to ensure more children have the opportunity to
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<p>health and well-being had declined nationally. The hardships and changes that children had to deal with meant they had returned to school with more mental health and well-being issues. To support mental health and well-being, we invested in a yoga teacher to deliver yoga and mindfulness sessions throughout the year to all classes during curriculum time PE. The sessions were designed to be physically active and support various areas of the PE curriculum, support children's mental health and well-being through structured mindfulness techniques and to support teachers knowledge and skills of delivering yoga and mindfulness techniques. Staff have noticed that children's stamina and focus had been negatively impacted by their time away from full time school - there has been a real need to improve this to ensure that they are in a position to learn. Yoga challenges the children to focus and remain calm for periods of time – it is vital that pupils have appropriate behaviours for learning and yoga supports this.</p> <ul style="list-style-type: none"> • Provide year 6 children with broad activities that support transition to key stage 3. <p>Transition?</p>	<p>sports for such a long time, this was an effective way to re-introduce these key communication and team skills. Some of the courses lend well to leadership activities during playtime and lunchtime. We now have 2 PE courses set up around the school in a fixed format (1 KS1 course and 1 KS2 course). These courses are currently labelled as PE and Fitness courses but this doesn't quite cover what they fully do. The company have mapped our school site so we now have various editable orienteering maps in the correct format for the school and a fully scaled map for work in geography. Currently we have (on top of above): 2 25 control point KS1 Maths course signage set, 1 25 point KS1 English Course signage set, 1 25 point KS1 blank dry wipe course signage set and then the same on top of this for KS2. The signage are fully weather proof and we have the maps and full planning to suit (including full planning for KS1 and KS2 Orienteering). Essentially the courses contain questions that are</p>	<p>-£525 Inflatables sessions: £1200 Game on handball sessions: £32 High ropes sessions for year 6 transition: £780</p>	<p>able to note that every child had made some progress in the sessions. The key skills that had improved across the cohorts was coordination and movement.</p> <ul style="list-style-type: none"> • Children were better at hitting the ball more consistently and able to move correctly to get into better hitting positions. • From pupil voice gained, children felt the yoga; improved their core strength, made them feel calm and relaxed for the next lesson and gave them ideas and techniques to calm in various situations. Class teachers felt that children benefitted from yoga in all of these ways and noted a clear change in behaviour when returning to class from yoga. All class teachers felt that the children were calmer and more focused after yoga sessions. Children were able to note improvements in how calm they felt, strength, flexibility and positivity. The yoga teacher was able to note that all children had made progress in yoga and were able to build on their skills each week. Children seemed to 	<p>attend the extra curricular clubs and therefore have more competition opportunities.</p> <ul style="list-style-type: none"> • Through pupil voice and teacher observation we are going to continue yoga for nursery, reception, year 1, year 2 and year 3 in addition to their curriculum time PE sessions. We are also going to investigate the possibilities of running lunch clubs or targeted sessions during lunchtimes or playtimes in September 2021 to support children throughout the year that class teachers have highlighted and feel may benefit.
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specifically designed around each year groups (year 1-6) English and Maths curriculums. There are a whole host of phenomenal options to embed Maths and English curriculum within PE and can be used throughout various other areas of the curriculum with the blank signage.

- We invited our community club contact to run PE curriculum time table tennis sessions from summer 2021 and offered these sessions to years 4, 5 and 6. Through pupil voice we had learnt that these year groups have thoroughly enjoyed table tennis in the past and would like to continue. We also understood that these are the year groups that have more community club pathways and competition pathways. Therefore, we decided to prioritise these years in the summer term 2021. PE curriculum session were run with class teachers to also support staff development and various equipment was invested in for clubs and playtimes. We purchased more balls to be used at playtimes, clubs and PE sessions. We also

be developing their strength, flexibility and calming techniques.

- The impact of the climbing wall was fantastic. All children in year 5 and 6 attempted to climb the wall. 2 children with HNF SEND managed to climb some of the wall with support. The pupil voice showed this activity was vastly popular. Children loved the activity and were able to progress from easier to harder climbs. All children made progress in their sessions on the wall.
- The impact of the inflatables meant all children had allocated time, out of curriculum time PE, to be physically active on the inflatables. All children undertook Level 1 competitions on the inflatables by racing peers and Level 0 competitions by completing personal challenges on the inflatables.
- Year 6 all took part in the high ropes activities. Some children were anxious about the height of some of the activities. All children managed to take part and 25/26 children managed a

invested in a table tennis robot. The robot is programmed through software on a tablet which was a clear link to IT. During clubs and PE sessions some children have had turns using the robots and programming them.

- In terms of implementation for our mental health and wellbeing intent, we found a qualified yoga instructor to deliver curriculum time PE sessions with class teachers surrounding yoga and mindfulness. The sessions delivered were tailored around key themes from other areas of the curriculum to ensure the sessions were cross-curricular. Due to the school closures in January 2021, we asked the yoga instructor to provide class sessions through video that could be sent out as a part of home learning. Upon the return to school we again embarked in all classes having curriculum time yoga until Easter 2021. After Easter 2021, yoga remained but only in nursery, reception, year 1, year 2 and year 3. Through pupil voice we gathered that the other year groups thought they

trust jump where they had to jump off from a high position while secured by ropes. The children said they enjoyed all of the activities and all said they felt more confident about the high ropes activities as a direct result of this trip.

	<p>had gained enough knowledge from yoga that they didn't need sessions anymore. The other year groups continued and these sessions were in addition to other timetable PE curriculum slots.</p> <ul style="list-style-type: none"> • To support year 6 transition to year 7 through outdoor and adventurous activities that cannot be provided on school site. Year 6 went on an off-site visit to take part in high-ropes activities that would normally be delivered during a residential. The residential was cancelled due to Covid-19. We want the children to gain confidence and build resilience through high ropes activities ready for KS3. 			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				17%
Intent	Implementation		Impact	
		Funding allocated: £3050.5	Evidence of impact	Sustainability and suggested next steps:
<ul style="list-style-type: none"> To provide as many opportunities as possible in sporting competitions to improve on sports participation figures. 	<ul style="list-style-type: none"> Continue DSSN membership for access to staff CPD, resources and the opportunity for a wealth of sports competitions. 	-£1050.50	<ul style="list-style-type: none"> As a result of entering as many events as we can, we have been able to engage every child from years 1-6 in a level 0 and level 1 and a level 2 competition. (level 0 is personal challenge, level 1 is and intra competition within school and level 2 is an inter competition against another school or more). This means that every child has been able to experience competitive sports this academic year even in the case of the COVID-19 outbreak. If the school year had continued we had planned even more sporting events for children to experience. The DSSN Membership has enabled the PE and staff to remain updated and be supported in the 	<ul style="list-style-type: none"> Continue DSSN membership as this provides a wealth of support in PESSPA as well as access to a range of sporting competitions including virtual competitions planned for next academic year in light of the COVID-19 outbreak.

			<p>delivery of high quality PESSPA as well as enter a wealth of sporting competitions. Greenway has been recognised by the school games for the commitment to competitive sports. Due to COVID-19 we have been unable to apply for our school games mark but this has been extended as Gold for the upcoming academic year.</p>
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Expenditure and underspend actions

<ul style="list-style-type: none"> • Total Allocation: £17, 830 • <i>Total Underspend 2019-20 carried forward: £3012.51</i> • <i>Total allocation including underspend 2019/20 = £20,842.51</i> 	<p>Total Spend: 2020/2021 - £13,126.18 <i>Including 2019/20 underspend £16,138.69</i></p>	<p>Underspend: £ 4703.82 <i>(£17,830 - £13,126.18)</i></p>	<p>Amount carried forward under new guidance to be spent by July 2022: £ 4,703.82</p>	<p>Actions for underspend:</p> <ul style="list-style-type: none"> • Underspend will be spent entering sporting fixtures, competitions and events to maximise participation in (face to face) school sports. Children have missed out on these interactions during the COVID-19 pandemic. It is now a priority to support Greenway pupils in a return to school sports fixtures, events and competitions in 2021/22.
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				<ul style="list-style-type: none"> Underspend will also need to support staff CPD requirements. Now that 'face to face' CPD can resume. Audit new staff and existing staff to identify CPD requirements and then source appropriate high quality CPD.
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Signed off by	
Head Teacher:	Katharine Ellwood
Date:	29/7/21
Subject Leader:	Kai Lewis
Date:	29/7/21
Governor:	Lou Collins
Date:	29/7/21