



Forest Hall Primary School PE and Sport Premium Funding 2025-26

Details with regard to funding

Please complete the table below.

Total amount carried over from 2024/25	£0
How much (if any) do you intend to carry over from this total fund into 2026/27?	£0
Total amount allocated for 2025/26	£17190
Total amount of funding for 2025/26. To be spent and reported on by 31st July 2026.	£17190

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. 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 2026. Please see note above	50%
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	70%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	50%
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

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: 2025/26		Total fund allocated: £17190	Date Updated: July 2026	
Key indicator 1: Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.				Percentage of total allocation: 44%
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:
Staff • Increase teachers' confidence in delivering high-quality PE lessons across a broad range of sports. • Improve subject knowledge and pedagogical skills through high-quality CPD delivered by specialist coaches. • Develop staff understanding of progression in PE to ensure lessons build on prior learning. • Enhance teachers' ability to differentiate activities to meet the needs of all pupils, including SEND and less active children.	Newcastle United Foundation • Specialist coaches delivered curriculum PE alongside class teachers using a team-teaching model. • Teachers observed high-quality practice before progressively leading sections of lessons independently. • Coaches modelled effective differentiation, assessment for learning and behaviour management within PE. • Staff received ongoing feedback and professional discussions following lessons. • Curriculum planning supported progression in line	£7600	Staff • Lesson observations show improved teaching of PE across the school. • Increased teacher involvement during specialist-led sessions. • Staff independently deliver lessons using strategies observed through CPD. • Improved consistency in lesson structure, differentiation and assessment. Pupils • Increased pupil engagement during PE	• Continue using specialist coaches to develop staff expertise in identified priority areas. • Embed the knowledge gained through ongoing team teaching and peer support. • Develop PE subject leaders to lead internal CPD and coaching. • Create a bank of high-quality lesson resources and progression documents for staff. • Continue monitoring staff confidence annually to identify future CPD needs.

<i>Pupils</i> • Improve assessment of PE to accurately identify pupil progress and next steps. • Receive consistently high-quality PE teaching across all year groups. • Develop fundamental movement skills and sport-specific skills through well-planned lessons. • Experience a wider variety of sports and physical activities. • Increase participation, enjoyment and confidence in PE. • Improve physical competence, resilience, teamwork and communication. • Ensure all pupils, including disadvantaged and SEND pupils, make good progress in PE.	with the school's PE curriculum. <i>Northumberland Cricket</i> • Delivered specialist cricket coaching across Key Stage 1 and Key Stage 2. • Provided CPD for teachers to improve confidence in teaching striking and fielding. • Introduced age-appropriate cricket activities linked to National Curriculum objectives. • Supported teachers with skill progression and inclusive practice.		lessons. • Improved fundamental movement skills observed across year groups. • Greater participation from less active pupils and pupils with SEND. • Positive pupil voice demonstrating increased enjoyment and confidence. • Improved skill progression evident through teacher assessment. • Higher quality PE experiences leading to improved physical literacy.	• Expand opportunities for teachers to observe excellent practice. • Maintain partnerships with Newcastle United Foundation and Northumberland Cricket Board to support curriculum development while reducing reliance on external delivery over time. • Ensure newly appointed staff receive the same high-quality induction and PE support. • Use pupil assessment data and staff feedback to inform future CPD priorities. • Continue to evaluate impact through lesson observations, pupil voice, staff surveys and participation data.
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Key indicator 2: Increasing engagement of all pupils in regular physical activity and sporting activities

Percentage of total allocation:

66%

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: £11318.45	Evidence of impact: what do pupils now know and what can they now do? What has changed?
Sustainability and suggested next steps:			

<i>Staff</i> • Increase staff confidence in planning and delivering active, inclusive PE lessons that maximise participation. • Equip staff to deliver high-quality active play opportunities during breaktimes and lunchtimes (along with Sports Leaders). • Increase staff knowledge of how to engage inactive pupils and those with SEND through targeted physical activity. • Embed physical activity across the whole school day, contributing towards pupils achieving the recommended 60 active minutes. • Provide staff with high-quality planning, resources and professional development to sustain active lifestyles across the school. <i>Pupils</i> • Increase participation in regular physical activity throughout the school day. • Ensure every pupil accesses at least two hours of high-quality curriculum PE each week. • Encourage pupils to achieve the Chief Medical Officers' recommendation of 60 active	<i>Newcastle United Foundation</i> • Delivered specialist curriculum PE through team teaching alongside class teachers. • Modelled engaging, inclusive lessons that maximised participation and physical activity. • Supported targeted pupils to increase confidence and engagement in physical activity. • Delivered extracurricular sports clubs to increase opportunities beyond curriculum PE. • Introduced a variety of sports to broaden pupils' experiences and increase enjoyment. <i>Northumberland Cricket</i> • Delivered specialist cricket coaching to Key Stage 1 and Key Stage 2 pupils. • Provided staff CPD to improve confidence in delivering cricket independently. • Introduced cricket as an additional participation opportunity within the curriculum. • Supported progression into		<i>Staff</i> • Increased staff confidence in delivering active and inclusive PE lessons. • Consistent use of Get Set 4 PE planning across the school. • Lesson observations demonstrate high levels of pupil engagement and activity. • Staff confidently facilitate active play opportunities beyond curriculum PE. • Improved staff understanding of strategies to increase physical activity throughout the school day. <i>Pupils</i> • All pupils receive at least two hours of high-quality PE each week. • Increased participation in after-school clubs compared with previous years. • Registers show steady attendance at extracurricular activities. • Increased participation in structured active play during breaktimes and	• Continue embedding the Get Set 4 PE scheme to ensure consistent, high-quality curriculum delivery (review this at the end of 26/27).. • Maintain partnerships with Newcastle United Foundation and Northumberland Cricket Board to continue developing staff expertise and enriching pupil experiences. • Continue to monitor participation data to identify inactive pupils and target future interventions. • Expand the range of extracurricular clubs in response to pupil voice and increasing pupil numbers. • Further develop structured active play through additional Sports Leaders. • Continue promoting active travel through WOW Travel Tracker. • Continue to embed physical activity across the wider curriculum to further support the 60 active minutes agenda.
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minutes per day through PE, active playtimes, active travel and extracurricular opportunities. • Increase participation in a wide range of sports and physical activities. • Improve physical literacy, fitness, confidence and wellbeing. Encourage lifelong healthy habits through active travel initiatives. • Increase participation from inactive pupils, disadvantaged pupils and pupils with SEND. • Develop positive attitudes towards physical activity and healthy lifestyles.	local festivals and competitions. • Ensured activities were inclusive and accessible to all pupils. • Delivered an extracurricular cricket club to increase opportunities beyond curriculum PE. <i>Get Set 4 PE Scheme</i> • Implemented a progressive PE curriculum across all year groups (continued from previous year). • Delivered structured lessons that maximise active learning time. • Supported differentiation to ensure all pupils could participate successfully. • Used assessment tools to monitor progress and participation. • Ensured progression in physical literacy and sport-specific skills. <i>Regular PE Sessions</i> • Delivered two hours of high-quality curriculum PE each week for every class. • Planned engaging lessons focused on developing fundamental movement skills and physical		lunchtimes. • Pupil voice demonstrates greater enjoyment and confidence in physical activity. • Increased engagement from previously inactive pupils. • SEND and disadvantaged pupils are well represented in clubs and physical activity opportunities. • Improved physical literacy, fitness, resilience and teamwork observed across all year groups. • Increased daily opportunities for pupils to achieve the recommended 60 active minutes through PE, active play, extracurricular activities and active travel.	• Strengthen links with local sports clubs to encourage lifelong participation beyond primary school. • Continue monitoring the participation of disadvantaged pupils and pupils with SEND to ensure equality of access. • Review pupil voice, clubs attendance data and participation rates annually to refine provision and maximise impact.
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	competence. • Ensured high levels of moderate to vigorous physical activity during lessons. • Adapted activities to meet the needs of all learners. • Monitored pupil progress using curriculum assessment (Get Set 4 PE). <i>After-School Clubs</i> • Provided a range of extracurricular sports clubs throughout the year. • Offered activities based on pupil voice and interests. • Targeted less active pupils and underrepresented groups to increase participation. • Encouraged participation from disadvantaged pupils and pupils with SEND. • Created pathways into community sports clubs where appropriate. <i>Active Playtimes</i> • Developed structured active play opportunities during breaktimes and lunchtimes. • Provided playground equipment to encourage active play and improve physical activity levels.			
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	• Trained Sports Leaders to organise inclusive games and activities. • Ensured activities appealed to a wide range of pupils and abilities. • Increased opportunities for daily physical activity outside curriculum PE. <i>Walk to School Initiatives (WOW)</i> • Promoted active travel through WOW Travel Tracker. • Encouraged pupils and families to choose active methods of travelling to school where possible. • Celebrated participation through reward schemes (badges). • Raised awareness of the health, wellbeing and environmental benefits of active travel.			
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Key indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement.				Percentage of total allocation:
				22%
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: £3718.45	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:

<i>Staff</i> - Continue to embed PE, school sport and physical activity as a valued part of the whole-school curriculum and culture. - Ensure staff recognise the wider contribution of PE to pupils' physical, social, emotional and mental wellbeing. - Increase staff confidence in delivering consistently high-quality PE lessons using appropriate resources. - Promote a whole-school approach to achieving the Chief Medical Officers' recommendation of 60 active minutes each day. - Develop staff understanding of the importance of active play, pupil leadership and healthy lifestyles. - Ensure all staff contribute to creating an active school environment. <i>Pupils</i> - Develop positive attitudes towards physical activity and healthy lifestyles. - Increase enjoyment,	<i>Regular PE Sessions</i> - Delivered two hours of high-quality curriculum PE each week for all pupils. - Planned lessons using a progressive curriculum to develop physical literacy and sport-specific skills. - Ensured lessons were inclusive, engaging and appropriately differentiated. - Maximised active learning time to increase participation and physical activity. <i>High-Quality Teaching</i> - Delivered consistently high-quality PE lessons using effective teaching strategies. - Used assessment to inform planning and support pupil progress. - Adapted activities to meet the needs of all learners, including SEND and disadvantaged pupils. - Promoted positive attitudes, resilience and teamwork through PE lessons.		<i>Staff</i> - Staff consistently deliver high-quality PE lessons using appropriate resources. - Lesson observations demonstrate high-quality teaching and active participation. - Increased staff confidence in promoting physical activity beyond PE lessons. - PE is recognised across the school as contributing to wider personal development and wellbeing. - Staff actively promote healthy lifestyles and daily physical activity. <i>Pupils</i> - All pupils access two hours of high-quality PE each week. - Increased participation in active playtimes and lunchtime activities. - High levels of pupil engagement observed during PE lessons. - Pupil voice demonstrates positive attitudes towards	- Continue promoting PE and physical activity as a key element of whole-school improvement. - Maintain high-quality PE teaching through ongoing curriculum review and professional development. - Replace and update PE equipment to maintain high standards of provision. - Expand Sports Leader responsibilities to increase pupil leadership opportunities across the school. - Continue developing structured active play to maximise physical activity during breaktimes and lunchtimes. - Continue to embed the 60 active minutes message across the curriculum and school community.
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participation and engagement in PE, school sport and physical activity. • Recognise the importance of regular physical activity for physical health, mental wellbeing and learning. • Develop leadership, teamwork, communication and resilience through sport. • Encourage all pupils to be active throughout the school day. • Ensure every pupil has opportunities to experience success regardless of ability or background.	<i>Active Playtimes</i> • Embedded structured active play opportunities during breaktimes and lunchtimes (Sports Leaders). • Provided playground equipment to encourage participation in physical activity. • Increased opportunities for pupils to be active beyond curriculum PE. <i>Purchasing of Resources</i> • Invested in high-quality PE equipment to support curriculum delivery. • Replaced and updated worn equipment to ensure safe and engaging lessons. • Purchased resources to broaden the range of activities available. • Ensured sufficient equipment enabled all pupils to remain active throughout lessons. • Used resources to support inclusive participation for pupils of differing abilities. <i>Sports Leaders</i> • Trained Sports Leaders to		PE and school sport. • Sports Leaders confidently organise activities and act as positive role models. • Improved teamwork, leadership, resilience and communication skills observed across the school. • Increased awareness of the importance of leading active, healthy lifestyles. • More pupils achieving the recommended 60 active minutes through curriculum PE, active play, extracurricular activities and active travel. • Pupils demonstrate improved confidence, enjoyment and willingness to participate in physical activity.	• Continue using pupil voice to shape PE, physical activity and extracurricular provision. • Monitor participation data to ensure all pupils remain engaged, particularly disadvantaged pupils and pupils with SEND. • Celebrate sporting achievements through assemblies, newsletters, displays and social media to maintain the profile of PE and sport. • Review the impact of whole-school initiatives annually to ensure PE and school sport continue to contribute to pupils' health, wellbeing, personal development and academic success.
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	organise and lead activities during breaktimes, lunchtimes and school events (Festival of Sport). • Developed pupil leadership through planning, communication and responsibility. • Sports Leaders encouraged participation from younger pupils and less active children. • Sports Leaders acted as positive role models, promoting active lifestyles across the school. <i>60 Active Minutes</i> • Promoted the Chief Medical Officers' recommendation of 60 active minutes through assemblies, classroom discussions and whole-school initiatives (Daily Mile). • Embedded opportunities for physical activity throughout the school day. • Encouraged active play, active learning and participation in extracurricular clubs.			
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Key indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls.				Percentage of total allocation:
				66%
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:

<i>Staff</i> • Increase staff confidence in delivering a broad, balanced and inclusive PE curriculum that offers a wide range of sports and physical activities. • Develop staff understanding of how to adapt activities to ensure all pupils, including girls, boys, pupils with SEND and disadvantaged pupils, can participate and succeed. • Ensure teachers provide equal opportunities and challenge for every pupil, regardless of ability, gender or background. • Promote inclusive teaching strategies that remove barriers to participation. • Equip staff to identify pupils who are less active and encourage their engagement through targeted opportunities. • Foster a positive culture where all pupils feel confident to participate in PE, school sport and physical activity. <i>Pupils</i> • Experience a wide variety of sports and physical activities throughout the school year.	<i>Regular PE Sessions</i> • Delivered two hours of high-quality PE each week following a progressive curriculum. • Planned lessons covering a broad range of sports, games, gymnastics, dance, athletics and outdoor activities. • Adapted lessons to ensure all pupils could participate and achieve success. • Provided equal opportunities for boys and girls to access every area of the PE curriculum. • Used assessment to identify pupils requiring additional support or challenge. <i>High-Quality Teaching</i> • Delivered engaging and inclusive lessons that promoted participation from all pupils. • Used differentiation and appropriate adaptations to meet the needs of all learners. • Created positive learning environments where pupils	£11318.45	<i>Staff</i> • Staff confidently deliver a broad and inclusive PE curriculum. • Lesson observations demonstrate effective differentiation and inclusive teaching practices. • Staff provide equal opportunities and challenge for all pupils. • Increased confidence in adapting activities to meet the needs of diverse learners. • PE planning reflects a wider range of sports and physical activities. <i>Pupils</i> • All pupils experience a broad range of sports and physical activities across the curriculum. • Increased participation in extracurricular clubs from both boys and girls. • Registers demonstrate engagement from disadvantaged pupils and pupils with SEND.	• Continue reviewing the PE curriculum to ensure a broad and balanced range of sports and physical activities. • Maintain an inclusive approach that promotes equal access for boys, girls, disadvantaged pupils and pupils with SEND. • Continue using pupil voice to shape curriculum content and extracurricular provision. • Develop Sports Leaders to further promote inclusion and participation during active playtimes. • Expand the range of after-school clubs to reflect emerging pupil interests and increase participation. • Continue monitoring participation data by gender, year group, SEND and disadvantage to identify and address any gaps.
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• Ensure equal opportunities for boys and girls to participate, lead and succeed in PE and school sport. • Increase participation from less active pupils, disadvantaged pupils and pupils with SEND. • Develop confidence and competence across a range of physical activities. • Improve teamwork, communication, leadership, resilience and respect. • Ensure every pupil feels included, valued and successful regardless of ability or previous experience.	• felt confident to try new activities. • Encouraged teamwork, resilience and personal challenge rather than focusing solely on competition. • Ensured equal encouragement and expectations for boys and girls across all sports. <i>Active Playtimes</i> • Organised structured, inclusive activities during breaktimes and lunchtimes. • Provided a variety of playground equipment to appeal to different interests and abilities. • Targeted less active pupils through supported play opportunities. <i>Sports Leaders</i> • Trained Sports Leaders to organise inclusive games and activities for younger pupils. • Ensured leadership opportunities were equally available to boys and girls. • Encouraged Sports Leaders to promote participation		• Pupil voice indicates increased enjoyment and confidence in trying new activities. • Greater participation from some pupils who were previously less active. • Sports Leaders successfully promote inclusive play and encourage participation from all pupils. • Pupils demonstrate improved confidence, teamwork, resilience and leadership skills. • Equal participation opportunities observed during PE lessons, active playtimes and extracurricular activities.	• Refresh equipment and resources to support the delivery of a diverse curriculum. • Strengthen links with local community sports clubs to provide progression opportunities beyond school. • Review participation and engagement annually to ensure all pupils continue to benefit from a broad and inclusive programme of PE, school sport and physical activity.
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	from pupils who were less active or lacked confidence. • Developed pupils' leadership, communication and organisational skills. • Used Sports Leaders to model positive attitudes, fair play and inclusion. <i>After-School Clubs</i> • Offered a broad programme of extracurricular clubs throughout the year. • Included both traditional and alternative sports to appeal to a wide range of interests. • Used pupil voice to inform club selection and ensure activities reflected pupils' preferences. • Encouraged equal participation from boys and girls through inclusive promotion and recruitment. • Reduced barriers to participation by ensuring clubs were accessible and inclusive for all.			
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Key indicator 5: Increasing participation in competitive sport.				Percentage of total allocation:
				5%
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:
Staff • Increase staff confidence in organising and delivering inclusive competitive sporting opportunities. • Develop staff understanding of the School Games pathway and the value of competition in supporting pupils' personal development. • Ensure staff provide competitive opportunities that are accessible to all pupils, including boys, girls, disadvantaged pupils and pupils with SEND. • Promote positive sporting values, including teamwork, resilience, respect and fair play, through competitive experiences (using the School Games Values). Pupils • Increase opportunities to participate in both intra-school and inter-school competitive sport. • Ensure all pupils experience appropriate competition regardless of ability or previous	School Games Events and Festivals • Participated in a comprehensive programme of School Games competitions and festivals throughout the academic year. • Entered teams into inter-school competitions and inclusive festivals, ensuring opportunities for pupils of all abilities. • Used the School Games calendar to provide progressive competitive experiences across a broad range of sports. • Selected teams using an inclusive approach, ensuring opportunities for boys, girls, disadvantaged pupils, pupils with SEND and those less likely to participate in sport. • Promoted and embedded the School Games Values of		Staff • Staff confidently organise and deliver inclusive competitive opportunities throughout the academic year. • Competition is embedded within curriculum planning and wider school sport provision. • Staff demonstrate a good understanding of the School Games Values and use these to promote positive sporting behaviours. Pupils • Increased participation in both intra-school and inter-school competitive sport across all year groups. • All pupils accessed competitive opportunities through PE lessons, Sports Day and intra-school	• Maintain the standards required to retain the School Games Platinum Award through continued participation in the School Games programme. • Continue providing a balance of competitive and inclusive sporting opportunities for all pupils. • Further increase participation from pupils who are currently underrepresented in competitive sport. • Continue working with Newcastle United Foundation to enhance intra-school competition and develop staff expertise. • Expand leadership opportunities for

sporting experience. • Develop confidence, resilience and determination through competitive experiences. • Improve teamwork, communication, leadership and sportsmanship. • Encourage greater participation in school sport and physical activity. • Broaden pupils' experiences by participating in a range of competitive sports and festivals. • Foster enjoyment of competition while promoting respect, inclusion and fair play.	determination, honesty, passion, respect, self-belief and teamwork throughout all competitive opportunities. • Used participation in the School Games programme to contribute towards achieving and maintaining the School Games Platinum Award, recognising the school's sustained commitment to high-quality, inclusive school sport. <i>Festival of Sport (Sports Day)</i> • Organised a whole-school Festival of Sport (Sports Day) celebrating participation, personal best and healthy competition. • Included both traditional athletics and inclusive team challenges to maximise participation. • Recognised effort, resilience, teamwork and sportsmanship alongside performance. <i>Intra-School Competitions with Newcastle United Foundation</i> • Delivered inclusive class competitions in partnership with Newcastle United Foundation.		competitions. • Increased participation from girls, disadvantaged pupils and pupils with SEND. • Pupil voice demonstrates increased confidence, enjoyment and willingness to participate in competitive sport. • Pupils demonstrate improved teamwork, resilience, communication, leadership and sportsmanship. • Increased numbers of pupils representing the school in School Games competitions and festivals. • The school achieved the School Games Platinum Award, recognising sustained excellence in providing inclusive, high-quality competitive sport, broad participation opportunities and a commitment to developing positive sporting values across the school community.	Sports Leaders to support the organisation of competitions and festivals. • Continue embedding competition and personal best challenges within curriculum PE. • Aim to strengthen links with and community sports clubs to create clear pathways into lifelong participation. • Use participation data, pupil voice and School Games self-review health-check tool to identify priorities for further development and ensure continued improvement.
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	• Used personal best challenges to ensure success for every pupil. • Supported pupils to develop confidence before progressing to inter-school competitions. • Competition Within PE Lessons • Embedded competitive activities throughout the PE curriculum. • Used skill challenges, mini competitions and personal best activities to motivate and engage pupils. • Encouraged pupils to demonstrate teamwork, tactical awareness and resilience. • Ensured competition remained inclusive and accessible for all learners.			
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Signed off by	
Head Teacher:	<i>C M Parker</i>
Date:	July 2026
Subject Leader:	<i>S Young</i>
Date:	July 2026
Governor:	<i>J Sparkes</i>
Date:	July 2026

