

PE and Sport Premium Action Plan 2021-2022

REVIEW

PE and Sports Coordinator: Gillian Bainbridge/Kristine McCormack

At Crookhill Primary School, we value the contribution physical activity brings to both the physical and emotional wellbeing of our children and families. There is significant evidence to show the positive effects of sport and exercise on children’s physical health, growth and development. Furthermore, sport also provides a healthy environment for young people to learn how to deal with competition and how to cope with both winning and losing.

All classes have 2 x 1-hour sessions of PE each week. Our PE curriculum plans have been reviewed and ensure skills progression across school. We are also involved in the Healthy Schools Award. A Forest School programme runs in school and promotes physical activity. We have held the Gold School Games Award several times since 2016.

Being involved in physical activity and sport gives children opportunities to develop important characteristics and behaviour which are embodied in our school learning muscles.

|  |  |
| --- | --- |
| **Our Learning Muscles** | |
| **Concentrating Cleo**  Successful people learn to give their full attention to whatever they are doing. Allowing children to focus on things that interest them, whilst at the same time learning all of the content that is required, is a great way to secure engagement. | I don’t get distracted  I don’t distract others  I am focused on my work  I get lost in the task  I plan and do things in order  I check what I am doing and **improve** things |
| **Don’t Give Up Derek**  Successful people need to push themselves. A great curriculum needs to push children and teach them about the need to push themselves. Of course, it is much easier to push yourself if you see the point to what you are doing. The curriculum needs a certain degree of danger and risk if children are to experience the real world. They need opportunities to fail in a safe environment and learn to have another go. Children need to complete open ended puzzles and activities so they get used to developing perseverance. | I work hard  I practise lots  I keep going (perservere)  I try new strategies  I ask for help  I start again if I need to  I know I can **improve** if I keep trying |
| **Be Creative Bertie**  Successful people have ideas. They use their imagination and are prepared to be wrong. Children should understand that to be successful they need to try and think around the problem- don’t expect the answer to just be obvious. They need to encouraged to ask questions to deepen their learning and explain their thinking through words and/or diagrams. | I’m creative  I let my brain go wild  I think of new ideas and ways to do things  I think of new questions  I use my imagination |
| **Have A Go Howard**  If children are willing to try new things, they may just find something they are good at. Even better than this, they may find something that they love doing. Most successful people love what they do. Often when you just have a go, you surprise yourself. | I have a growth mindset  I don’t worry if things go wrong  I learn from my mistakes  I am excited to try new things |
| **Cooperative Kate and Kieron**  No one has experienced success by thinking about themselves. Successful people understand others. The curriculum needs to help children to realise that collaboration is what the real world is about. Children need to work in groups of all sizes and abilities with an opportunity to be both the teacher and learner. Speaking and listening skills will be developed to explain thinking and reasoning. | I listen to others  I say when I don’t understand  I’m kind when I disagree with someone  I explain things to help others  I am tolerant |

**NATIONAL CURRICULUM GUIDELINES FOR KS1:**

* Children should master fundamental movement skills and be increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
* Children should master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
* Children should have the opportunity to participate in team games, developing simple tactics for attacking and defending / perform dances using simple movement patterns.

**NATIONAL CURRICULUM GUIDELINES FOR KS2:**

* Continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
* Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination, play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending, develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics], perform dances using a range of movement patterns, take part in outdoor and adventurous activity challenges both individually and within a team, compare their performances with previous ones and demonstrate improvement to achieve their personal best.

**GOVERNMENT GUIDANCE FOR PE FUNDING:**

* Develop or add to the PE, physical activity and sport 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
* Engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to

18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school

* The profile of PE and sport is raised across the school as a tool for whole-school improvement
* Increased confidence, knowledge and skills of all staff in teaching PE and sport
* Provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively and embed
* physical activity across your school
* Hire qualified sports coaches to work with teachers to enhance or extend current opportunities
* Introduce new sports, dance or other activities to encourage more pupils to take up sport and physical activities
* Support and involve the least active children by providing targeted activities, and running or extending school sports and holiday clubs
* Partner with other schools to run sports activities and clubs
* Encourage pupils to take on leadership or volunteer roles that support sport and physical activity within the school
* Raise attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2
* Embed physical activity into the school day through active travel to and from school, active playgrounds and active teaching

**The use of PE and sport premium:**

* develop or add to the PE, physical activity and sport that your school provides
* build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

The PE and sport premium must be used to secure improvements in the following 5 key indicators.

**Engagement of all pupils in regular physical activity**

* providing targeted activities or support to involve and encourage the least active children
* encouraging active play during break times and lunchtimes
* establishing, extending or funding attendance of school sport clubs and activities and holiday clubs, or broadening the variety offered
* adopting an active mile initiative
* raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2. Every child should leave primary school able to swim

**Profile of PE and sport is raised across the school as a tool for whole-school improvement, for example by:**

* actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school (such as ‘sport leader’ or peer-mentoring schemes)
* embedding physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching

**Increased confidence, knowledge and skills of all staff in teaching PE and sport, for example by:**

* providing staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school
* hiring qualified sports coaches and PE specialists to work alongside teachers to enhance or extend current opportunities offered to pupils

**Broader experience of a range of sports and activities offered to all pupils, for example by:**

* introducing a new range of sports and physical activities (such as dance, yoga or fitness sessions) to encourage more pupils to take up sport and physical activities
* partnering with other schools to run sports and physical activities and clubs
* providing more and broadening the variety of extra-curricular activities after school in the 3 to 6pm window, delivered by the school or other local sports organisations

**Increased participation in competitive sport by:**

* increasing and actively encouraging pupils’ participation in the [School Games](https://www.yourschoolgames.com/)
* organising, coordinating or entering more sport competitions or tournaments within the school or across the local area, including those run by sporting organisations

**Funding**

|  |  |
| --- | --- |
| Total amount carried over from 2019/20 | £ 0 |
| Total amount allocated for 2020/21 | £ 17 605 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £ 8 987 |
| Total amount allocated for 2021/22 | £ 17 636 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £ 26 623 |

**Swimming Data**

|  |  |
| --- | --- |
| **REQUIRED STANDARD** | **CROOKHILL PRIMARY SCHOOL OUTCOMES**  **Y6 2020-2021** |
| **Swim competently, confidently and proficiently over a distance of at least 25 metres** | **89%** |
| **Use a range of strokes effectively** | **89%** |
| **Perform safe self-rescue in different water-based situations.** | **89%** |
| 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:** 2021/2022 | **Total fund allocated: £26 623** | **Date Updated: 31.7.21 Feb 2022 July 2022** | |  |
| **Key indicator 1:** The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school | | | | Percentage of total allocation: |
| £4000=15% |
| **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:  **Mid Year Review**  **End of Year Review**  **Next Steps** |
| Develop lunchtime and playtime activities to promote physical activity and opportunities for children to lead activities and challenge themselves | Audit equipment and order resources  Identify and train new Sports Crew Leaders  Rota of activities to ensure variety, provide challenge  Sports Crew to lead activities e.g. hockey, parachute, dancing, daily mile | £500 for new resources | More children engaged in physical activity during break and lunch times.  Improved levels of activity during breaktimes  Children have more of an awareness of the benefits of physical exercise. | Games and activities at playtimes and lunchtimes have been launched/relaunched throughout the year. Older children have been encouraged to take the lead e.g. Y5 mini health champions and skipping school day leaders, referees in football.  NSPCC Big playtime in June helped children learn playground games to play at breaktimes  Sining playgrounds – some songs/activities used by Y6 to lead games on the yard  *Children are aware of the benefits of exercise and physical activity.*  *High levels of engagement at playtimes*  *Pupil Surveys – children agreed they are encouraged to be active*  Next Steps:  Staff CPD on active play.  Employ a sports apprentice to develop activities  Reinstate school sports crew |
| To engage families in healthy lifestyles and promote physical activity as a tool for improving outcomes. | Promote active ways to travel to school by maintaining and continuing WOW initiative - Termly travel week  -September 2021 – ‘relaunch’ WOW  -Ensure families are aware of park and walk scheme  Signpost to local clubs and run taster sessions for children to access (in line with current COVID restrictions).  Signpost families to local clubs and activities (Facebook, newsletter etc) | WOW initiative is free  ~~£500 taster sessions~~ | High levels of engagement – children/families walking, scooting or cycling to school  Children/families attend local clubs  Children/families spend more time together being physically active | Walk to school weeks and WOW promoted through newsletters and assemblies  High levels of engagement in Walk to School initiative – see data  Signposting for girls’ football, basketball, cricket  Basketball day  Skipping day  High levels of engagement in WOW (walking, scooting, cycling to school) – see data  Next steps:  More signposting  Taster days from clubs |
| Provide a rich and varied menu of  physical activities for children to take part in via afterschool/lunchtime clubs. | Reintroduce after school clubs from September 2021.  Membership of Blaydon and district football league  Provide a variety of opportunities using specialist coaches.  Utilise staff expertise e.g. football, tennis coaching  Offer free ‘active’ clubs each half term to all children | Specialist coaching:  Basketball: £600  Staff Overtime:  30 weeks, 2 ‘active’ clubs £800 | Achievement of GOLD school games mark (due to staff shortages).  High proportions of children engaged in afterschool activities on the school premises.  Links to local clubs established. | 2021-2022 Clubs: termly Autumn/Spring - basketball, Sports club, Autumn/Spring – Football  Pupil engagement: Autumn = 43%, Spring=21%  Summer – Forest School, Disney Sports, Girls’ football, Pupil engagement: Summer=42%  Successful season in local football league (reached league finals)  Successful Girls football team – 2021/2022 winners  All clubs are free  Next steps:  Increase physical activity clubs  Signpost to local clubs  Sports apprentice to run active clubs |
| Incorporate ‘active’ lessons across school | One lesson per week taught with an element of physical activity eg SuperMovers  Outdoor space used by  teachers to deliver curriculum  and engage children in ‘active  learning’ including use of Forest area  Continue to implement Commando Joes sessions - Curriculum planning includes cross-curricular links. | Commando Joes: £1475 | Children are physically active throughout the day/week  Improved engagement  Improved awareness of the benefits of physical activity | Forest School leader training – incorporate in EYFS, develop offer across school  CJs implemented by coach and some classes during PSHE.  Next steps:  Increase active learning  Enhanced use of Commando Joe sessions in PE and PSHE  Forest School training for staff – use of outdoor space for physical activity |
| Ensure all pupils can access PE lessons safely and in accordance with Gateshead risk assessment (COVID 19) | Use planning and provisions in place in case of further restrictions due to Covid 19  Follow previous planning and equipment systems to ensure each bubble has access to the equipment needed for their unit. |  | PE timetable in place to ensure all classes have access to indoor/outdoor area  New PE uniform ensures children are correctly dressed for outdoor PE | All classes have had 2 x 1 hour timetabled sessions each week  Risk assessments have been in place and reviewed throughout the year as restrictions have lifted |
| Address needs of pupils and families with sedentary lifestyles and/or those most affected by pandemic in terms of physical fitness | Staff to identify children ‘at risk’ of not achieving physical milestones, becoming obese or not active  C4L programme or similar  Target identified pupils at breaktimes – sports crew activities, staff  Encourage family participation in Walk to school initiative | Health and Wellbeing SLA £575 | Identified children are more engaged in a variety of physical activities.  Children are motivated in PE and school sport.  Families are more engaged | Summer term Disney club, football – targeted girls and less active pupils. Disney sports - All attended each week, Football – good attendance, most attended weekly.  Next steps:  Implement C4L or similar  More targeted work at breaktimes (part of sports apprentice remit from Sept)  EB – development of Disney Sports programme to encourage girls |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| £950= 3.5% |
| **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: |
| Pupils leading their own sports/ school games/ PE lessons/ events to raise self-confidence and promote positive role models | Recruit and train new sports crew leaders using credit from Gateshead SLA – Training in -house  Sports crew organise breaktime events and house matches  ***Use of sports leaders throughout school due to Covid restrictions earlier in the year*** | £100 to release PE lead | At breaktime, children are engaged in a wider range of activities  Increased self confidence in a range of activities  Sports crew develop  leadership skills and roles  within school. | Confident and effective leadership:  Y5 mini health champions – organised activities at playtimes, Y5 leading skipping following workshops, Y6 Singing playtimes have encouraged active games, football in MUGA – chn have organised and refereed games themselves.  Sports Crew – not in place throughout the year due to Covid restrictions and separate yards.  Y5/6 sports leader afternoon with y3/4  Next steps:  Increase opportunities for sports leadership: sports crew, sports apprentice/PE lead to lead activities with pupils |
| Reinstate annual programme of whole school activities/events and competitions to earn points and participate in level 0 and 1 competitions | Programme of termly/half termly house team competitions  Celebration assemblies – rewards and incentives  Reinforce house team spirits/pride in house team – house captains’ role in celebration assemblies. House points in assembly for competitions | £75 to release PE lead | All children take part in level 1 activities at least every term and often more than once (dependant on COVID restrictions)  Children are excited and keen to be involved in inter-house competition  Children practise skills on yard  All children achieve a sense of belonging linked to team events.  Achievement of GOLD school games award | Due to restrictions house competitions have not taken place in the earlier part of the year.  House captains have shown excellent leadership and motivation in assemblies  All age children practise basketball, football and skipping skills on the yard  Summer term –basketball house competition  Sports Day – compete in house teams  Achievement of BRONZE School Games Award  Next steps:  Yearly programme of house team events  School Games Award – aim to achieve Gold |
| Promote PE and sports activities within the whole school community | School Noticeboard with upcoming events. Update the noticeboard each half term with future events.  Use of Marvellous Me, Star of the Week, Facebook to keep parents up to date with sporting achievements.  Regularly update school website with sport and physical activity.    School Sports page on website to keep record of each tournament, coaching or taster day. *– general updates on website* | £75 to release PE lead | Increased awareness of sporting activities and achievements within the school community | Regular posts on Facebook and school website, Star of the Week, celebration of sporting achievements in Celebration Assembly etc  Next steps:  Dedicated website page  School sports noticeboard |
| Heighten profile of PE/Physical activity throughout school | Ensure children wear PE uniform  Staff wear PE uniform | £700 | Children are correctly dressed for PE  Staff are correctly dressed for PE in school PE uniform | Most children wear PE uniform  All staff have a t-shirt and hoodie for PE |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| £8235=30.9% |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| Provide continuous support and CPD to teaching staff team | Fliers distributed to staff.  Matching staff to specific courses  PE coordinator to attend PE conference  Implement updated curriculum plans  NQT to work alongside SLT/PE lead to upskill and increase knowledge of subject leadership | £1000 to release staff including EB/GB – handover for PE leadership and training | Staff more confident at delivery of PE.  Staff have wide knowledge of varied sports.  Children make expected or above progress | Purchase of new scheme to support – Complete PE  New PE lead (EB) working alongside GB for handover  PE lead training with NEPSCITT  Next steps:  Audit training needs.  Implement Complete PE |
| Joint delivery of PE sessions alongside specialist coaches | Programme of specialist coaching for each class  Teacher actively take part in sessions – observing and team teaching.  Video games/activities to create a reference resource (use of scheme resources)  Teachers apply new skills learnt in future PE sessions. | Newcastle Eagles: £ 1970+ summer term +£915  NUF: £3350 | Integrate into own PE teaching practice  High quality PE lessons | Working alongside coaches has increased staff confidence e.g. basketball, cricket, football  Competition success:  Gateshead basketball champions  Football league finals  Girls football league champions  Gateshead cricket finalists (through to county level)  Hockey – winning teams  Next steps:  Audit training needs. |
| Effective use of assessment in PE  . | REAL PE units are taught alongside coaching lessons.  Personal Best competitions used  Use of assessment tool.  Pupils who are making less than expected progress are identified and intervention/support is identified  Pupils who are making better than expected progress are challenged and routes to develop skills are identified | £1000 – Complete PE | Staff can assess pupil progress effectively  Pupils who have made less than expected progress identified via core task assessment. Intervention given  Pupils who are exceeding are given extra challenge. Routes to further develop within or outside school are identified and offered. | Purchase of new scheme – Complete PE.  Purchase of ipads for use in PE assessment  Next steps:  Staff support CPD in effective use of assessment. |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| £13235=49.7% |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| Children are provided with opportunities to compete with themselves and other schools via an annual programme of events. | Renew SSP membership (Premium)  Perform at Gateshead Schools Dance Festival  Buy credits package from Gateshead SLA to enter cluster and borough wide tournaments.  Each class will attend at least one tournament.  Hoops 4 Health Basketball competition  Blaydon and District Football competitions/league  Involvement in competitions at Thorp | Gateshead SSP £3200  Hoops for Health: £ 500  Football £50  Staffing/transport: £1200 | All children experienced a broad range of activities in addition to PE curriculum.  Children introduced to competition in Key Stage 1.  Some children motivated to join coaching schemes and clubs in individual sports.  Achieve GOLD School Games mark. | Participation in Dance Festival, Cricket, football, hockey, multi-skills, basketball, cluster festivals.  Sports Day  Basketball Day  Competition success:  Gateshead basketball champions  Football league finals  Girls football league champions  Gateshead cricket finalists (through to county level)  Hockey – winning teams  Next steps: School Games |
| Children experience different types of sports/activities | Taster day sessions for whole school or key stages  Forest School sessions across school | £125  £3000 (training and equipment) | Children have 2 different experiences across the academic year. Some children are motivated to join clubs outside of school | Skipping day  Impact of covid has limited sessions in school  Forest School leader left at Christmas – JJ to complete training and develop across school  Forest School sessions in Reception  Disney Sports programme  Next steps: More taster days |
| Children learn to swim a variety of strokes and can self-rescue in a swimming pool. All children are taught to swim until they can achieve this over 25 metres | Organise catch-up swimming lessons for Y5 and 6 so that 100% of 2021-22 Year 5 and 6 cohort can swim 25 metres using a variety of different strokes and perform a self-rescue.  (Core swimming lessons for Y4 children will also go ahead, funded from the main school budget) | Y5 2 terms/Y6 1 term + transport = £5160 | 100% of children can swim 25 metres using a variety of different strokes and perform a self-rescue by the end of year 6. Children who missed out on swimming sessions due to COVID offered catch up sessions. | Y5/6 catch up lessons – all have been assessed and those who cannot swim 25m are attending sessions in summer term  Almost all children achieved 25m in catch up lessons (y6=96%, Y5 = 88%) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| £200 = 0.8%% |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| Increase participation in competitive sport, including an element of personal challenge. | Renew SSP membership (Premium)  Perform at Gateshead Schools Dance Festival  Enter cluster and borough wide tournaments.  Each class will attend at least one tournament.  Hoops 4 Health Basketball competition  Blaydon and District Football competitions/league  Involvement in competitions at Thorp  Allow children to compete against each other within lessons.  House competitions held as concluding activity in PE lessons.  Sports Activities in Summer  -to concentrate on house matches. At least three house matches completed across the week.  -Sainsbury’s School Games Day hosted this week.  -Personal Best competitions held this week. | £detailed above  Prizes etc £100 | Children participate in competitive sport  Achievement of School Games Award | Y4 and Y5 participated in the dance festival  Summer and Spring term participation in range of cluster and borough wide tournaments and festivals – see above  Gateshead Hoops 4 Health champions  House competitions – basketball, sports day  Next steps:  School Games  PB competitions  Continue programme of cluster and borough festivals and tournaments |
| Enable all children to set goals and know their targets and how to achieve them. | Personal best activities in PE  Provide Personal Best competitions (use of REAL PE as appropriate)  Sports crew goals incorporated into breaktime activities | £100 release for PE lead | Achieve GOLD School Games Mark. Children more physically active during break/lunch times.  Improved fitness in children.  Sports Crew developing leadership skills. | Next steps:  School Games  PB competitions  Develop sports crew. |

|  |  |
| --- | --- |
| Signed off by | |
| Head Teacher: | Kristine McCormack |
| Date: | 31.7.21 |
| Subject Leader: | Gillian Bainbridge |
| Date: | 31.7.21 |
| Governor: | Jon Innerdale |
| Date: | 31.7.21 |