

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2022

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

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

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click [HERE](#).



Created by:



Supported by:



Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£0
Total amount allocated for 2021/22	£20,175
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£20,351
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£20,351

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2023.</p> <p>Please see note above</p>	60%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	60%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	85%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	No

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/2023		Total fund allocated:		Date Updated:	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<ul style="list-style-type: none"> - Educate children in the value and benefits of a healthy active lifestyle. - Ensure our high quality PE and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity. - Develop Sports Leaders to support active playtimes - Raise awareness of the best places to take part in sport and physical activity outside of school. - Provide opportunities for daily physical activity. - To increase pupils' activity levels throughout the day. - To continue to work in partnership with Richmond SSP, Hounslow's Sports Impact, YST, afPE and UKActive increase awareness of the importance of physical activity 		<ul style="list-style-type: none"> - Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness and well-being. - Develop the PE curriculum to ensure lessons link to the multi-skills approach found in our PE policy. - Build links with local community sports clubs. - Develop action plan - Purchase Resources - Relaunch whole school initiative - Train sports leaders to deliver sessions for targeted groups at break and lunchtimes - Lead assemblies on importance of physical activity 		£3000 <ul style="list-style-type: none"> - Positive attitudes to health and well-being - Pupil concentration, commitment, self-esteem and behaviour enhanced for sports ambassadors - Positive behaviour and a sense of fair play enhanced by using Sports Leaders as role models - Pupils activity at lunch and break increased - Sports Leaders support active play across the school - children across the school more active on a daily basis and enjoy being active Evidence - <ul style="list-style-type: none"> - Curriculum map - PE policy - Registers of participation - Extra-curricular data 	
				Sustainability and suggested next steps: Richmond School Sport Partnership, Youth Sport Trust to offer more opportunities Curriculum is well developed and has been rewritten. Progression documents written. Sports leaders to have greater responsibility for next year... Have been brilliant running playground/lunchtime initiatives and targeting certain groups. Brilliant during sports days. Work with FMS to further develop their product and write	

<p>-To continue with our nationally recognised 'thrive' groups and 'social' groups targeting various children</p>			<p>Whole school activity levels have improved immeasurably.</p> <p>Thrive and multi sensory programmes have improved levels of physical activity during curriculum time.</p> <p>Thrive programme has had a massive impact: see case studies: T:\Curriculum Subject Leaders\Curriculum 2022-2023\PE\thrive case study\Cricket Case study (4).docx T:\Curriculum Subject Leaders\Curriculum 2022-2023\PE\thrive case study\Thrive Case Study Year 4 and 5.docx</p> <p>Thrive programme has been nationally recognised and written about in: PE and Sport Magazine; Wisden; The Cricketer.</p> <p>Thrive programme has been nationally recognised: Won sports category at Education and Business Awards 2022 and shortlisted in 2023 Shortlisted at TES Awards Shortlisted at YST Awards for PE Best practice</p> <p>82% of pupils attend OSHL</p>	<p>schemes of work with them tailored to our children https://functionalmovement.uk.com/</p>
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			<p>Average child at Heathfield gets 2 hours a week of high quality PE curriculum teaching; 15 minutes a day of breaktime and 30 minutes of playtime (after lunch).</p> <p>ASD provision children 60 minutes of Occupational Therapist a week + 2 hours a week of PE curriculum time</p> <p>Example pupil (Year 3) 120 minutes PE 60 minutes Tag rugby 60 minutes Football 30 minutes athletics</p> <p>(year 4) Multi Sensory circuits 30minutes 120 minutes PE 60 minutes Thrive 60 minutes football club 60 minutes dodgeball 60 minutes martial arts</p> <p>(Year 5) 120 minutes of PE 60 minutes Thrive Rugby club 60 minutes Cricket 60 minutes Athletics 30 minutes Football 60 minutes Martial Arts 60 minutes</p>	
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			<p>Work with Play Innovation and implementing their equipment has helped increase activity levels</p> <p>T:\Curriculum Subject Leaders\Curriculum 2022-2023\PE\Misc\Play Innovation\case study.docx</p> <p>First state school to be trialling FMS programme which makes a huge difference to all. The movement patterns programme allows teachers to screen for movement inefficiency to ensure a child has the best foundation of movement quality to make the best programming decisions with precision and purpose</p> <p>We have had inspirational sports assemblies – particularly the sports day one with guests for a q and a including : host Phil Walker (editor of Wisden), four time Olympian Donna Fraser, ex England cricketer Zafar Ansari and ex Surrey cricketer Arun Harinath</p>	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation:
	15%

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about	Make sure your actions to achieve are linked to your intentions:	Funding allocated :	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>what they need to learn and to consolidate through practice:</p>				
<ul style="list-style-type: none"> - Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond. - Use PE and sport to develop the whole person including thinking, social and personal skills - Use PE teaching to aid fine and gross motor skill development - First state school in the country to trial FMS programme https://functionalmovement.uk.com/ - Use sporting role models used to engage and raise achievement - Ensure PE and school sport is visible in the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils) - High quality PE lessons delivered during curriculum time. - To deliver the Sports Leader Programme throughout the school, engaging and facilitating pupils' ability to take responsibility for their learning and delivering of physical activities to the rest of the school. - School staff better equipped/ more confident to teach PE in school - Monitoring use of schemes and whole school PE coverage - Sports leaders develop younger pupils 	<ul style="list-style-type: none"> - As a school we contribute funding to sustain the Richmond School Sport Partnership and Sports Impact (Hounslow) which provides the following opportunities: <ul style="list-style-type: none"> • Additional competitions outside of the School Games programme • Comprehensive CPD programme • PE Conference • Outdoor activity days • Youth Sport Trust Primary Membership • Support from Fiona MacMillan and Emma Mackenzie-Hogg JW to attend YST national lead PE teachers conference with YST - Develop Youth Sport Trust MY Personal Best programme in school. (Has been recognised by YST, C2S, Education and Business Awards Wisden and Cricketer, CYP Now, TES) Training course delivered for rest of borough and resources being utilised. - Employment of sports coaches - Continue to develop and use whole school plans and assessment. - Gold Quality Mark achieved - Inter house competitions played throughout the year - Develop a team of sports leaders - Sports leaders to help run and organise the intra-house festivals in the lower school. 	<p>£3,000</p>	<ul style="list-style-type: none"> - Personal development (physical skills, thinking skills, social skills and personal skills). See Thrive case studies - Attainment and achievement, behaviour and attendance. - PE physical activity and school sport have a high profile and are celebrated across the life of the school - SMSC - Children learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner. - Continued progression of all pupils during curriculum PE lessons. - Pupil interviews inform us that pupils enjoy their PE lessons and that pupils enjoy the variety of activities on offer during curriculum PE. T:\Curriculum Subject Leaders\Subject Reviews\PE Subject Review 2021\Pupil Interviews\PE pupil interview.docx This is supported with evidence from YST Gold mark award - Interhouse competitions raise 	<ul style="list-style-type: none"> - Identify the positive impact that PE and school sport has on academic achievement, behaviour and safety, attendance, health and wellbeing and SMSC. Review School development plan, Whole school policies/PE policy - Use PE conference to review, evaluate and plan for the next academic year. - School staff better equipped/more confident to teach PE in school - Monitoring use of schemes and whole school PE coverage - Sports leaders develop younger pupils into becoming leaders themselves

into becoming leaders themselves	<ul style="list-style-type: none"> - Sports Leaders to run their own club for younger pupils at lunchtimes. - Help run and record the events for Sports Day. 		profile of competitive sport within school. As many children as possible to participate. <ul style="list-style-type: none"> - Sports leaders impact importance of sport/activity by being positive role models in the school - Successful sports day held. Visits from professional sportspeople Jonathan Barbour, Ahmed Mettoui, Donna Fraser, Zafar Ansari, Arun Harinath, Monte Lynch, 	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation: 30%

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:
<ul style="list-style-type: none"> - Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment. - To encourage coaches employed to deliver the PE curriculum, to increasingly involve teaching staff supporting lessons - <i>to increase their confidence in delivery of the subject.</i> - 1:1 lesson observations to monitor staff effectiveness and confidence <ul style="list-style-type: none"> - Ongoing CPD provided for staff (a tailored programme has been designed) 	<ul style="list-style-type: none"> • Provide opportunities for staff to access CPD opportunities – Hampton School; Brentford FC; Chance to Shine; • Use specialist coaches and providers for staff training to increase the knowledge and confidence of staff in delivering PE. • Purchase quality assured resources to support teachers and support staff. <p>PE lead/sports coaches used to help upskill teachers through modelling lessons, team teaching, help with planning and observations. Classes rotated to ensure all teachers</p>	£6,000	<ul style="list-style-type: none"> - Increased staff knowledge and understanding T:\Curriculum Subject Leaders\Curriculum 2022-2023\PE\PE Subject Review 2021\Staff Interviews\Teaching Staff Interviews PE.docx JW leading PE teacher for YST delivered CPD sessions for a number of teachers – own CPD programme that developed teachers' confidence and knowledge Staff INSETS - All teachers able to more 	<ul style="list-style-type: none"> - Review staff confidence and competence in delivering high quality PE and school sport and allocate staff to upcoming CPD opportunities - Further 1:1 lesson observations to monitor staff effectiveness and confidence Staff INSET

benefit from coaches expertise
 Subject Leader to attend relevant sport conferences and network meetings to gain relevant information.
 Liaise with other local schools to share knowledge and expertise.

confidently plan, teach and assess National Curriculum PE

- More confident and competent staff evidenced through feedback and lesson observations
- More sustainable workforce including young leaders.
- Enhanced quality of provision

Youth Sport Trust Gold Mark Schools Mark Gold Award

- Increased pupil participation in competitive activities and festivals

Organised matches for all year groups A,B, C, D teams in Football(boys and girls), tag rugby, netball, sportshall athletics, gym, cricket

- Increased range of opportunities

In addition to Richmond School Sports Partnership we entered Chance to Shine festivals, a Surrey Foundation festival, we ran our own 5 a side football competitions for local schools, Hampton 5 a side , Hounslow competitions in cross country, girls and boys football and sportshall athletics

- The sharing of best practice with other schools in the Richmond School Sports Partnership
- A more inclusive curriculum which inspires and engages all pupils
- Increased capacity and sustainability
- Continued progression of all pupils during curriculum PE lessons.
- Questionnaires/interviews inform us that pupils enjoy their PE lessons

See pupil interviews

			<p>Teacher interviews</p> <p>- Discussions inform us that pupils enjoy the variety of activities on offer during curriculum PE.</p> <p>Children’s particular enjoyment of cricket is on Chance to Shine website: https://vimeo.com/manage/videos/637621084</p> <p>JW presenting for Teach First students</p> <p>Top 50 prep and primary schools in Britain in Cricketer magazine Schools Guide 2022page 140-141 https://www.thecricketer.com/Topics/schools/top_uk_cricket_schools_announced_in_the_cricketer_schools_guide_2022.html</p>	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 20%
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:

<ul style="list-style-type: none"> - Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events. - Continue to offer additional extra-curricular opportunities for all pupils to take part in physical activity and sport - Providing additional links to Community Sports Clubs - Children participate in festivals/ tournaments held through RSSP. - Additional competitions with Sports Impact (Hounslow) - Additional cricket comps with ECB and Surrey Foundation <p>Continue to develop relationships with community coaches so a broad and wide range of activities can be offered to all age groups.</p> <p>Additional achievements:</p> <p>Education and Business Awards Sports Award winner 2022</p> <p>Recognised by Cricketer magazine and included in December supplement as one of top 50 cricket schools in the country</p> <p>Shortlisted at TES Awards 2022</p> <p>Shortlisted at CYP Now Awards 2022</p> <p>YST – gold mark</p>	<ul style="list-style-type: none"> - Provide opportunities for children with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through the school sport partnership. - Review extra-curricular activities through pupil voice - Employ sports coaches to provide age and stage appropriate extra-curricular sporting opportunities and to improve sports skills in children through increased opportunities in school - To keep the website/PE noticeboard up-to-date range of clubs currently on offer (changeable throughout the year) - Pupils to take photos of themselves in 'the clothing they wear when taking part in their favourite activities and/or sports for noticeboard - Children to attend the extra-curricular clubs. - School to enter children into sporting festivals/ competitions. - Links made with coaches and outside clubs - Equipment continues to provide opportunities during break and lunchtimes. 	<p>£4,000</p>	<ul style="list-style-type: none"> - Engaged or re-engaged disaffected pupils - Increased pupil participation – >80% of pupils taking part in clubs - Enhanced quality of delivery of activities - Increased staffing capacity and sustainability - Enhanced, extended, inclusive extra-curricular provision <p>Visits from Marcus Gayle (Brentford FC); Celia Quansah (GB 7s rugby player who competed at Tokyo Olympics and competed at Commonwealth Games); and Heather Cowell (GB sevens player who competed in Commonwealth Games)- truly inspirational</p> <ul style="list-style-type: none"> - Improved behaviour and attendance and reduction of low level disruption - Increased pupil awareness of opportunities available in the community <p>Great links with local clubs</p> <p>T:\Curriculum Subject Leaders\Curriculum 2022-2023\PE\Misc\Sports Directory\Sport.docx</p> <ul style="list-style-type: none"> - improved physical, technical, tactical and mental understanding of a range of sports - Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play 	<ul style="list-style-type: none"> - Carefully select outside providers and ensure they understand our vision for school sport and that the opportunities they offer contribute to that vision. - Further increase opportunities for children – in and out of school
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and leadership?

- Coaches signposting children to community sessions.

- Very successful Cricket camp run at Easter through FUEL programme – was held as an example of outstanding practice by Achieving for Children
[T:\Curriculum Subject Leaders\Curriculum 2022-2023\PE\SUMMER CAMP\FUEL Monitoring visit Heathfield Cricket Club 10th August 2022.docx](#)
- Had first pupil from Heathfield to represent Hounslow Borough cricket team
- 2 boys in Hounslow LYG u13 cricket squad
- 10 girls on Middlesex Area pathway cricket

Inclusive health check, Registers of participation, Extra-curricular data, student/staff surveys

Education and Business Awards

Youth Sport Trust Gold Mark Accreditation

[T:\Curriculum Subject Leaders\Curriculum 2022-2023\PE\Misc\YST\Quality Mark\HeathfieldJuniorSchool-certificate YST Quality Mark.pdf](#)

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			<p>T:\Curriculum Subject Leaders\Curriculum 2022-2023\PE\Misc\YST\Quality Mark\Going for Gold case study option 1.docx</p> <p>T:\Curriculum Subject Leaders\Curriculum 2022-2023\PE\Misc\YST\Quality Mark\Going for Gold case study option 2.docx</p> <p>https://hwrcc.co.uk/latest-news/</p> <p>https://www.thecricketer.com/Topics/prideofcricket/lv_insurance_pride_of_cricket_awards_2023_vote_community_hero.html</p> <p>https://flicx.com/incredible-flicx-pitch-transforms-state-school-cricket-at-heathfield/</p> <p>https://londonsport.org/challenges-schools-face-in-shaping-a-pathway-for-children-into-sports-participation/</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				20%
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:
<ul style="list-style-type: none"> - Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome. - Increased participation in School Games competitions. - Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events. - Select children who we feel would benefit most from the opportunities available in the Richmond Partnership events calendar. - Enter external events to give pupils the opportunity to compete against other schools 	<ul style="list-style-type: none"> - Engage with partnership coordinator Maggie Morrell and attend competitions run by Sports Development - Engage with Iuri Baptiste (Sports Impact Hounslow) - Engage more staff/ parents/ volunteers and young leaders to support attendance at competitions. - Use external coaches to run competitions to increase pupils' participation. - Identify a set number of competitions/events to provide transport to. - Ensure pupils get opportunity to take part in local competitive leagues, tournaments and festivals. - Regular (termly), intra-house sports competitions for pupils across different sports. - To develop links with external agencies in the community to ensure more pupils participate in community clubs outside of school 	£4,000	<p><u>Football</u></p> <ul style="list-style-type: none"> Boys won cluster league and reached last 8 of borough league Boys reached last 8 of borough cup Girls won cluster league and reached last 8 of borough league Girls reached last 8 of cup Girls won Hounslow Borough Cup Girls represented Brentford at the Regional Finals at Charlton and lost in semi finals Boys year 4 team reached semi final of Battle of the Borough Cup Boys Year 3s reached semi final of the Battle of the Borough Cup Girls Year 4 reached semi final of the Battle of the Borough Cup <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> Year 5/6 squad Borough Champions Year 3/4 squad Borough runners up <p><u>Athletics</u></p>	<ul style="list-style-type: none"> - Review attendance data and identify children for appropriate opportunities. - Continue to attend Richmond Partnership termly meetings to help shape the offer to ensure it is appropriate for our pupils and of the highest quality. - Further widen opportunities for pupils to take part in competitive sporting events

			<p>Sportshall Richmond Borough runners up</p> <p>Sportshall Hounslow borough winners</p> <p>Quad kids third place</p> <p>Hounslow cross country runners up</p> <p><u>Tag Rugby</u></p> <p>Borough Cup runners up</p> <p>Borough league winners</p> <p>Chase Bridge International tournament winners</p> <p><u>Penathlon</u></p> <p>Richmond Champions</p> <p><u>Cricket</u></p> <p>Boys Richmond Borough Champions</p> <p>Boys Chance to Shine Regional Street Cricket Champions u13s</p> <p>C2S U13 National Finals – came 3rd</p> <p><u>Girls</u></p> <p>Richmond Borough Champions</p> <p>LYG runners up</p> <p>Surrey Smash indoor competition winners</p> <p>Surrey Smash outdoor competition winners</p> <p>Surrey hardball North West league winners</p>	
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			Surrey Finals Day (beat Dulwich in semi finals; lost to Banstead in final) Middlesex softball winners C2S National Finals u13s	
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<https://twickenham.nub.news/news/local-news/international-womens-day-girls-granted-equal-access-to-sport-as-twickenham-primary-school-plays-host-to-major-announcement-174768>

Heathfield chosen to be on BBC breakfast and Newsround for renewal of Sports Premium

Signed off by	
Head Teacher:	David Colenso
Date:	6 th September 2022, Evaluated 20 th July 2023
Subject Leader:	James Watson
Date:	6 th September 2022, Evaluated 20 th July 2023
Governor:	J Kelly
Date:	6 th September 2022, Evaluated 20 th July 2023