PE and sport premium

monitoring and tracking form

2025/2026

Commissioned by

Department for Education

Created by

afPE association for PHYSICAL EDUCATION

YOUTH SPORT TRUST

PE and sport premium monitoring and tracking form

-
-
-
-
-
-
-

- It is intended that this template should be used as preparation for the completion of the statutory DfE PE and sport premium digital expenditure reporting return. You can upload data (including swimming) from this template onto this platform once it becomes accessible.
- The template is a working document that you can amend and update during the year.
- Before you decide how you are going to use the funding for this academic year you should reflect and evaluate the impact of your use of you PE and sport premium funding in 2024/25.
- You should use your evaluation of last year's funding to help you decide what to do this academic year, how you will do it, and what impact you expect it to have.
- All spending of the funding must conform with the terms outlined in the conditions of grant
- The summative digital expenditure reporting from June 2026 will continue to include swimming and water safety information. PE and sport premium funding can be used to provide top-up lessons, where necessary, to ensure pupils meet national curriculum swimming requirements
- To ensure funding is used effectively and based on your school's needs; guidance and examples of best practice across schools can be found here.
- You must use the funding to make additional and sustainable improvements to the PE and sport in your school.
- You must develop and add to the PESSPA activities that your school already offers.

Useful Links:

- PE and sport premium for primary schools - GOV.UK
- PE and sport premium: conditions of grant 2025 to 2026 - GOV.UK

Review of the last academic year (2024/2025)

- Take some time to reflect on your intent, implementation and impact from last academic year to celebrate your wins but to also think about improvements for the year ahead.
- You do not need to complete every box. Just record the information that is key to your school's priorities and areas of focus.

Remember - Be clear about how you focussed spending on key groups such as SEND, girls and disadvantaged pupils.

Swimming and Water Safety	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	The children showed increased confidence in the water this year, becoming more resilient and demonstrating a clear improvement in their ability to swim longer distances compared with last year.	Although confidence improved, overall swimming stamina remains below that seen in similar-sized schools across the Federation and wider community, meaning our pupils are not yet matching the distance-based outcomes achieved elsewhere.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	The children developed greater confidence when attempting different strokes, showing resilience when refining their technique and making steady progress from last year in applying these skills more consistently.	Despite progress, pupils' technical accuracy across a range of strokes still lags behind comparable schools in both the Federation and the wider community, with inconsistencies in technique preventing them from reaching the same standard.
3. Perform safe self-rescue in different water-based situations	The children approached self-rescue tasks with growing confidence, becoming more resilient when practising new safety skills and showing a noticeable improvement from last year in how they responded to these scenarios.	While resilience grew, pupils' self-rescue skills remain less secure than those typically demonstrated in similar-sized schools locally and across the Federation, indicating that our overall water-safety outcomes are not yet in line with wider expectations.

Review of the last academic year (2024/2025)

-
-
-
-
-
-
-

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	The school provided additional CPD opportunities for teachers, ECTs, and pupils, which strengthened staff confidence and improved children's attainment in PE. This was evidenced through teacher feedback and pupil outcomes recorded via Teacher Assessment. Furthermore, the improved and replaced PE equipment has supported staff in delivering high-quality PE lessons, enhancing both confidence and consistency in practice.	The Power of PE scheme, despite being adopted, was not widely used by many teachers, with staff often reporting uncertainty about lesson delivery and some expressing that they dreaded teaching PE lessons. Although CPD was provided to teaching assistants and the quality of games improved, the range of activities remained limited, with football being the main option available, which reduced opportunities for pupils to experience a broad variety of sports.

2. Increasing engagement of all pupils in regular physical activity and sporting activities	Pupils took part in two 45-minute PE lessons each week, ensuring regular opportunities for structured physical activity. In addition, sporting equipment was made available at lunchtimes, which encouraged children to be active beyond timetabled lessons. Discussions with pupils highlighted their enthusiasm for football, with many expressing a wish to continue playing, demonstrating increased engagement and enjoyment in sporting activities.	We would like to broaden the variety of playtime activities available to pupils, ensuring that all children have opportunities to engage in different sports and games beyond the current options. We recognise that playground games led by sports leaders did not take place this year, which limited opportunities for structured play and peer-led activities. Moving forward, we hope to establish this initiative next year to provide pupils with a wider variety of playtime options and to encourage leadership skills among our sports leaders.
3. Raising the profile of PE and sport across the school, to support whole school improvement	Several events were organised to celebrate and promote PE, including a Quidditch Day, cricket and football sessions with an external coach, and a playground games day. These activities successfully raised the profile of PE across the school, encouraged wider participation, and highlighted the importance of sport as part of whole-school improvement.	It would be beneficial to add more events to the school calendar to ensure that all pupils have the opportunity to take part and to further raise the profile of PE across the school. In addition, introducing a sporting certificate to celebrate participation in activities such as swimming would help encourage pupils, recognise their achievements, and promote continued engagement in a wide range of sporting opportunities.

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.	Pupils accessed a broad range of sports through their weekly PE lessons, including Quidditch, hockey, dance and other invasion, net and field games. After-school clubs such as football, dodgeball, girls' cricket and rounders offered further chances to be active beyond lesson time. Discussions with pupils and staff highlighted strong engagement, particularly from girls attending the dedicated cricket and netball clubs, showing improved confidence and more equal access to sporting opportunities.	While a broad range of sports was offered, we were not able to provide the full range of competitive opportunities we had planned. In particular, we did not attend any girls-only tournaments, which limited chances for female pupils to build confidence and competitive experience. Although after-school clubs supported engagement, the lack of external fixtures reduced our ability to extend equal-access pathways and gather wider evidence of impact.
5. Increasing participation in competitive sport	Pupils had the opportunity to take part in competitive sport through events such as a dodgeball tournament and a football tournament, giving them valuable experience of representing the school. Staff noted strong enthusiasm from participants, with pupils demonstrating teamwork, resilience and improved confidence when competing against other schools.	Several planned tournaments had to be cancelled due to poor weather, which reduced the number of competitive opportunities available to pupils. As a result, we were only able to attend a couple of tournament, limiting the variety of sports pupils could experience at a competitive level. Staff and pupil feedback indicated that many children were keen to take part in additional events, highlighting the need for a broader competitive offer in future years.

Aims for the next academic year (2025/2026)

- Using your whole school priorities, school development plan and previous PE, school sport and physical activity data, set out your aims for the year ahead.
- Think about specific areas of need such as **inactive girls**, **SEND and disadvantaged pupils**
- Remember to also input your swimming data and reflections in the table located at the bottom of this page.
- Consider which of the 5 key areas improvements will be focussing on:
  1. *Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*
  2. *Increasing engagement of all pupils in regular physical activity and sporting activities*
  3. *Raising the profile of PE and sport across the school, to support whole school improvement*
  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*
  5. *Increasing participation in competitive sport*

Swimming and Water Safety	Input data	Reflections
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	Our 64% outcome sits below the national average (around 72%) and below the performance of similar-sized schools within the Federation and wider local community.	Because swimming is only offered in Years 3 and 4, pupils have limited time to build stamina and confidence over longer distances. Extending swimming into Year 5 or 6 would give pupils the additional practice needed to close this gap.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	At 54%, our results fall short of national expectations (around 56–60%) and remain lower than comparable schools in the Federation.	With swimming currently confined to Years 3 and 4, pupils have fewer opportunities to refine and revisit key strokes as they mature.
3. Perform safe self-rescue in different water-based situations	Our 50% outcome is below the national picture (around 50–55%) and behind similar-sized schools locally and across the Federation.	Self-rescue skills typically improve with repeated practice and increased water confidence, but our Year 3/4-only model limits this progression.

Aims for the next academic year (2025/2026)

Aim	Why?	Key area	Supporting evidence
Introduce a new PE scheme, *GetSet4PE*, to provide high-quality, structured lessons across all year groups.	To ensure pupils experience a consistent, engaging, and progressive PE curriculum that develops their physical skills, confidence, and enjoyment in regular physical activity.	Improve staff confidence, knowledge, and skills in delivering high-quality PE (1) and increase pupil participation and enjoyment in regular physical activity (2).	Staff feedback and reflections, lesson observations, pupil voice surveys, tracking of skill development using assessment tools, and monitoring engagement and participation across all year groups.
Increase pupil participation in competitions and sporting activities throughout the school year.	To give pupils opportunities to develop teamwork, resilience, and confidence, experience new sports, and challenge themselves in both competitive and inclusive activities.	Increase opportunities for pupils to take part in competitive sport (5) and enhance engagement, enjoyment, and personal development through inclusive sporting events (2 & 4).	Participation registers for competitions and events, and reflections shared in assemblies to celebrate achievements.
Develop the role of Sports Leaders during playtimes to improve pupil engagement, activity levels, and enjoyment.	To give pupils leadership opportunities, encourage positive peer interactions, and ensure playtimes are active, inclusive, and well-organised.	Develop pupil leadership (1) and increase participation in physical activity during playtimes (2 & 4) by having Sports Leaders lead playground games and actively encourage their peers to join in.	Feedback from Sports Leaders on their experience and confidence, pupil voice on the games they enjoyed and engaged with, and observations of engagement levels across each year group during playtimes.
Restock and maintain PE and playtime equipment to ensure pupils have access to safe, high-quality resources for lessons, clubs, and break/lunchtimes.	To ensure all pupils can participate fully in lessons and playtimes, promote positive behaviour, and support staff in delivering engaging and effective lessons.	Increase access to safe, well-maintained equipment (2 & 4) and support staff confidence in delivering high-quality PE and active play (1).	Equipment audits and inventories, staff feedback on availability and usability of resources, and pupil voice on access and enjoyment.
Organise and facilitate additional sporting events and opportunities for targeted students to ensure they have equitable access to enriching physical activity experiences.	To promote equality of opportunity by ensuring targeted students have access to enriching sporting experiences that build confidence, increase participation and remove barriers to engagement.	Promote equitable access to enriching sporting opportunities for targeted students (4 & 5) and support wider engagement in physical activity across the school (1).	Attendance records for targeted students at additional sporting events, pupil voice on their confidence and enjoyment, and staff observations of engagement, participation and readiness to take part in future activities
Improve breaktime activity provision by developing structured physical play areas, including fixed equipment such as climbing walls, trim-trail elements and other active zones.	To give pupils access to structured, active play spaces that increase movement, build physical skills and promote positive, engaging breaktimes.	Increasing engagement in regular physical activity (2) by providing structured, active play spaces that promote movement, strength and coordination during breaktimes.	Equipment audits, pupil voice on breaktime activity levels, and observations showing increased engagement in structured physical play areas.

Plan, monitor and evaluate (2025/2026)

- Please aim to use this as a live working document through the year.
- Keep returning to this to evidence adaptations and progress made through the PESSPA opportunities you provide.
- There is no set number of objectives you must have.
- Make as many or as few as you see fit that will support your aims for the year ahead.
- Consider which of the 5 key areas improvements will be focussing on:
    1. *Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*
    2. *Increasing engagement of all pupils in regular physical activity and sporting activities*
    3. *Raising the profile of PE and sport across the school, to support whole school improvement*
    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*
    5. *Increasing participation in competitive sport*

Plan, monitor and evaluate (2025/2026)

Example objective shown below is for reference purposes only:

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Develop lunchtime play provision to increase activity for least active groups.	Develop pupil leadership (training programme), Midday supervisor training, Staff CDP to develop their understanding of games and play, Range of equipment, Youth voice activities to understand pupils wants and needs Outdoor play provision such as OPAL	A confident and competent group of activity leaders that take initiative and create a more active and inclusive playground for all pupils. Midday supervisors and all staff leading a range of physical activities and joining in with movement daily to role model. A happier, more active playground that meets the needs of all pupils especially SEND and girls.	Youth voice data through half-termly surveys and interviews/group discussions with a variety of pupils (leaders, children participating and those that are less active at break times). Conduct regular observations of the playground to gauge activity levels of the least active children. Staff voice and feedback
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate	Activity leaders are leading a broad range of activities and actively seeking children that are not engaged in physical activity during lunch times. Midday supervisors have grown in confidence and far more active and engaged in games with the children. Lunch times are more active with children having fun. Activity options have been tailored to suit the needs of SEND pupils through considerate choices of equipment and the types of games played. Girls are proving to be the hardest group to engage as some are still choosing not to be active	Continued training for activity leaders and bringing new leaders into the group to bring new ideas and expertise. More leaders will also mean more activities are able to be delivered. Continued training with midday supervisors. Establish lead midday supervisors to empower them and give them ownership. Continue to listen to SEND pupils and tailor activities to their needs and wants. Focus priorities on engaging girls. Work with least active girls to create activities that are meaningful and enjoyable for them. Do they want to be activity leaders for younger children to give them purpose and confidence?	100 out of 100 activity leaders want to carry on with this role next year. 30 more children have enquired to joining the team. Meetings and the end of year survey have shown all leaders feel positive and enjoy making a difference for others. Interviews by random selection were conducted and 92% of pupils were either 'happy' or 'very happy' with the activities on offer at lunch time. End of year physical activity survey findings such as: - Am I involved with games at lunch time - 89% Yes - Do I enjoy lunch time? 97% Yes - Have I joined in with a game with the activity leaders? 100% Yes	Physical Resources - £1000 CPD for staff - £500 OPAL - £8000

Your Objective:

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Introduce *GetSet4PE* to raise the quality of PE teaching and increase participation in physical activity for all pupils.	A short trial of *GetSet4PE* will run in October to evaluate the scheme. Following feedback, the scheme will be implemented in the Spring Term (5th January 2026). Before introduction, the curriculum will be mapped to ensure progression across all year groups, a staff meeting will be held to introduce the scheme and demonstrate lesson planning and structure, and follow-up support sessions will be provided for staff who need additional guidance.	The easy-to-use lesson plans and clear progression will improve staff confidence, knowledge, and skills in delivering high-quality PE (1) and enable them to teach a wider range of sports, giving pupils greater exposure to new activities (4). The engaging, well-structured lessons will increase pupil participation and enjoyment in regular physical activity (2) and help improve the profile of PE across the school (3).	Pupil voice through surveys and group discussions, staff feedback to monitor confidence and lesson delivery, lesson observations to assess quality and participation, and tracking of pupil progress using *GetSet4PE* assessment tools.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate	Pupil voice surveys show that pupils are enjoying PE more since GetSet4PE was introduced, with lessons described as clearer and more engaging. Staff feedback also indicates increased confidence and enjoyment in teaching PE due to the structured lesson plans and progression. Lesson observations support this, showing more consistent delivery and higher levels of active participation across classes.	The improvements are sustainable because staff now have access to a consistent, well-structured scheme, supported by ongoing CPD and clear progression documents. Regular pupil voice surveys, staff feedback and lesson observations will continue to monitor impact, ensuring the scheme remains embedded and effective across all year groups.	Supporting evidence shows clear impact through pupil voice surveys highlighting increased enjoyment, staff feedback demonstrating greater confidence and satisfaction with teaching PE, and lesson observations confirming more consistent delivery and higher activity levels. Tracking data also reflects improved skill development across year groups.	Scheme - £700 CDP - £300

Your Objective:

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Provide pupils with high-quality specialist coaching across a range of sports for one half term, giving them enriched opportunities to develop skills, increase engagement, and experience varied physical activities. The programme will also build staff confidence by modelling effective lesson structure, progression and delivery, supporting teachers to lead these activities independently in the future.	Specialist coaches deliver high-quality lessons to pupils for one half term, modelling effective techniques, lesson structure and progression across a range of sports. Teachers observe sessions, take part in team-teaching, and receive guidance and support to strengthen their confidence and subject knowledge. This approach ensures pupils benefit from expert instruction while staff gain practical strategies they can use to deliver these activities independently in future.	We hope to see increased pupil engagement and enjoyment in PE (2), with pupils developing stronger skills and confidence through high-quality specialist coaching. Staff will gain greater confidence, knowledge and skills in delivering a broader range of activities (1), helping to raise the profile of PE across the school (3) and ensure pupils experience a wider, more equal offer (4).	Pupil voice through surveys or class discussions, staff feedback on confidence and skills, observation of lessons to assess engagement and skill development.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate	Pupils have been enjoying the specialist-led lessons and showing greater enthusiasm and engagement in PE. Staff report feeling more confident delivering these activities after observing high-quality modelling and taking part in sessions. Several pupils have even chosen to continue one of the sports as a hobby outside school, showing a lasting impact on their interest and participation in physical activity.	The improvements are sustainable because staff have gained practical confidence and clear strategies from observing specialist coaches, enabling them to deliver these activities independently in future. The increased pupil enthusiasm and several children taking up sports as hobbies also show lasting impact. Ongoing use of structured lessons, regular pupil voice and staff feedback will help maintain and build on these improvements over time.	Supporting evidence includes pupil voice surveys and class discussions showing increased enjoyment and engagement, staff feedback reflecting greater confidence after observing specialist coaching, and lesson observations demonstrating stronger participation, clearer structure and improved skill development. Several pupils choosing to continue one of the sports as a hobby also provides strong evidence of lasting impact.	Approx. £2,000

Your Objective:

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Participate in Stride Active' School Games sporting events aimed at supporting key pupil characteristics and ensuring inclusive opportunities for all.	Pupils take part in Stride Active events including Team Building for EAL students, Dodgeball and Sports Hall Athletics for FSM students, Santa Dash for all pupils, Outdoor Adventurous Activities to support the transition to high school and the Summer Festival. Selected pupils will receive certificates in a KS2 assembly and share their experiences from the events with their peers.	Pupils taking part in Stride Active events will increase their enjoyment and participation in physical activity (2) and experience new sports while developing teamwork, resilience, and confidence through targeted activities (4). The competitive nature of the Dodgeball Tournament and Summer Festival will give pupils the opportunity to compete with their peers (5), and sharing their experiences in a KS2 assembly will help raise the profile of PE across the school (3).	Pupil voice through surveys and group discussions to gather feedback on enjoyment, participation, and teamwork, alongside reflections shared in the KS2 assembly to highlight achievements and raise the profile of PE.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate	Pupils took part in 8 Stride Active events this year, showing high levels of enjoyment and engagement throughout. Many pupils demonstrated increased confidence, teamwork and resilience, and several chose to continue one of the activities outside school. Staff also reported feeling more confident supporting pupils in these events, and the celebrations in KS2 assemblies helped raise the profile of PE across the school.	The improvements are sustainable because pupils have developed lasting enthusiasm for physical activity, with several continuing sports as hobbies outside school. Staff confidence has increased through repeated involvement in events, meaning they can support and lead future participation more effectively. Continued access to Stride Active events and regular celebration of achievements in assemblies will help maintain engagement and keep PE visible across the school.	Supporting evidence includes pupil voice gathered through surveys and group discussions showing high enjoyment, increased participation and stronger teamwork. Reflections shared by pupils in the KS2 assembly provide further evidence of confidence, resilience and positive experiences from the events. Staff observations also highlight improved engagement and enthusiasm across the events attended.	£500 staffing and travel

Your Objective:

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To maintain and replenish PE equipment so all pupils have access to safe, high-quality resources that support a broad and engaging PE curriculum and enable staff to deliver a wider range of activities.	Audit existing PE equipment to identify gaps or damaged items, order new or replacement resources, and ensure all equipment is available and accessible for curriculum lessons, clubs, and extracurricular activities. Staff will be trained in the safe and effective use of new equipment where needed.	Improved access to high-quality, safe equipment will increase pupil participation and engagement in physical activity (2), allow pupils to experience a broader range of sports and activities (4), and support staff in delivering lessons confidently and effectively (1).	Equipment audit records, staff feedback on access and usability, observation of lessons and clubs to assess engagement.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate	Pupils have enjoyed exploring new sports such as badminton and have shown real enthusiasm when using the replenished PE equipment. The improved range and quality of resources has helped increase engagement in lessons, with pupils more motivated to participate and try new activities. Staff have also found it easier to deliver a broader, more varied curriculum with the updated equipment.	The improvements are sustainable because the replenished equipment will continue to support a broad, engaging PE curriculum over time. Staff now feel more confident delivering a wider range of activities, and pupils' enthusiasm for new sports like badminton shows lasting interest that will carry forward into future lessons. Regular monitoring and timely replacement of equipment will ensure pupils keep accessing safe, high-quality resources year after year.	Supporting evidence included equipment audit records showing improved access to safe, high-quality resources. Staff feedback indicated that the replenished equipment had been easier to use and had supported a wider range of activities.	Additional PE Equipment for the scheme and refreshing current equipment £6,500

Your Objective:

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Provide pupils with safe, high-quality playtime equipment, including balls, football goals and fixed physical play features such as the climbing wall, to increase participation, encourage skill development, and make break and lunch times more active and inclusive.	Audit the current playground equipment and purchase new balls and goals to replace worn or missing items. Alongside this, the headteacher is coordinating improvements to fixed equipment such as the climbing wall to ensure it remains safe, accessible and engaging. Staff will supervise playtimes and support pupils in using both the movable and fixed equipment safely and effectively, encouraging games and activities that promote teamwork, skill development and active, inclusive play.	Increased pupil participation and enjoyment in playtime physical activity (2), improved ball skills and teamwork (4), and staff confidence in supporting active play with safe, well-maintained equipment (1). Pupils will have more opportunities for informal competition and collaborative games, making playtimes more engaging.	Pupil voice from surveys or discussions about equipment pupils want to see on the playground, staff observations during playtimes to assess engagement, and regular equipment checks to monitor condition and usage.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate	upils have shown greater enjoyment and participation during break and lunch times since the new balls and goals were introduced. Staff reported that pupils were using the equipment safely and confidently, and playtimes felt more active and inclusive. Although the fixed equipment improvements are not yet completed, the upgraded movable equipment has already had a noticeable positive impact on pupil activity and behaviour.	The improvements are sustainable because the new balls and goals have already increased pupil engagement and will continue to support active, inclusive playtimes throughout the year. Staff have developed consistent routines for supervising and encouraging safe, purposeful use of the equipment, which will remain in place. The planned upgrades to the fixed equipment over the summer will further strengthen long-term provision, ensuring pupils have reliable, high-quality resources that continue to promote teamwork, skill development and active play.	Supporting evidence included equipment audit records confirming that new balls and goals had been purchased and were in regular use. Staff feedback showed that pupils had been engaging more positively in organised games and were using the equipment safely and confidently.	£1,000 playtime equipment £10,000 fixed equipment