



Gender Sport Gap Report

On 10th November 2021 Totally Runnable, together with PE lead Danni Wigston and Head Teacher Jonathan Bean completed a Collaborative Review to evaluate the Gender Sport Gap at Churchfield Primary School.

A Gender Sport Gap is any measurable difference between girls and boys within a school in confidence, performance or participation of PE, school sport and physical activity.

Summary

We use a scale across ten categories to measure your school's Gender Sport Gap. A higher score indicates that greater equality exists. The categories are split into Input and Outcomes. The Outcomes carry more weight than the Inputs.

Gender Sport Gap score **27/60**

The overall Gender Sport Gap Score relates to how far along your Gender Sport Gap Journey you are. A score of 27 means that opportunities and messages sent to girls and boys in PESSPA are equal in some areas, and differences are being addressed.

Your biggest strength – All the staff are onboard and this showed especially in the Challenge Run when they all participated in the run itself.

Opportunity for greatest improvement – Further investigate how messaging is being displayed and received by pupils and parents.

I. Introduction

What is a Gender Sport Gap?

A Gender Sport Gap is any measurable difference between girls and boys within a school in confidence, performance or participation of PE, school sport and physical activity. It is important to include in this a review of the messages sent to boys, girls, and school staff, which may or may not be intentional.

Our Process

In determining the nature and extent of any Gender Sport Gap we investigate attitudes and actions of the pupils and school staff towards gender equality and take key metrics within the school environment. This may include completing our Fitness and Confidence Benchmarking; looking at existing messaging in school on notice boards, in newsletters and within everyday spoken language; assessing activity levels on the playground in lunch and breaktimes; determining the number and type of clubs and competitions on offer alongside attendance at these and observing PE lessons where possible.

Our findings are presented in this report. We will meet with you again to go through the report, recommend next steps and help you set actions. There will be a follow up meeting towards the end of the year to review progress on the actions.

No Judgment

It is important to remember that there is no judgment on the school in terms of your Gender Sport Gap score. Although it is something the school can affect (hence setting action points to close the gap) this is not always something the school has contributed to and should be seen as a baseline or starting point.

A Note on Gender Classification

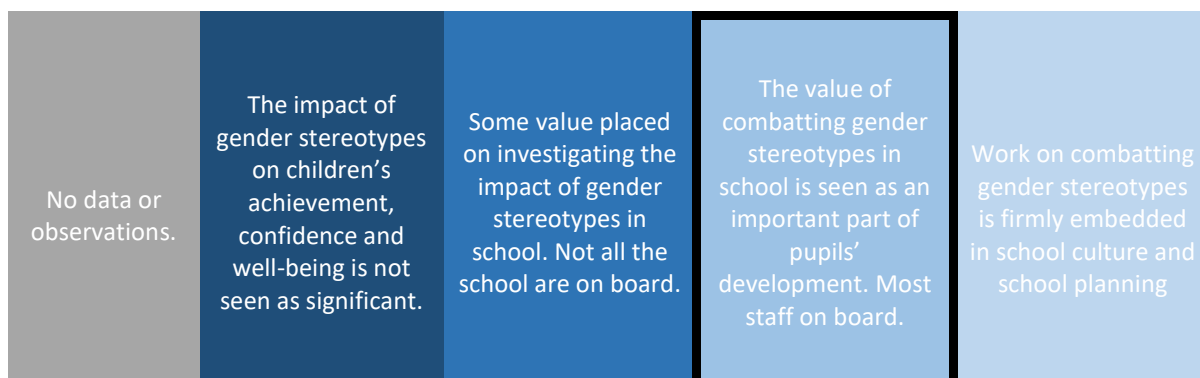
It should be noted that throughout this report we use classification by gender in a binary format (i.e., girls and boys). This is common both in schools and in society. The aim of Totally Runnable's work is not to question this classification but to work within its current confines and consider a potential inequality between those who identify as "girls" and those who identify as "boys". This report does not therefore seek to discuss the merits of such classification, nor does it comment on biological sex, gender and physical activity. Accordingly, these terms are used subject to such a disclaimer.

II. Gender Sport Gap Scoring

1. School culture and ethos around the impact of gender stereotypes

This category covers the overall willingness of a whole school to look at the way gender stereotypes are affecting their pupils when it comes to all things PE, school sport and physical activity. From the elite sporting world and how sport is portrayed in the media, right down to the sport and physical activity children witness day to day in their own lives, messages are being sent to children about what activities are and aren't for them. It takes whole school backing to provide consistent revised messaging that creates an equal footing for girls and boys in PE and school sport. In turn this helps to foster a positive relationship with physical activity for life, for everyone.

Your Totally Runable package includes investigation into existing gender stereotypes and inequality in PE, school sport and physical activity specifically at your school. Using this report, we will support you in setting actions to begin your journey in closing the Gender Sport Gap. We will deliver a workshop to your school staff about our findings and the actions school leadership set.



Observations:

Churchfield pride themselves on their reputation for being strong in PE and school sport. They hold Yorkshire Sport Foundation Centre of Excellence status and School Games Mark Gold. As well as making efficient use of onsite facilities, they are well placed to access Dorothy Hyman Athletics Stadium for PE lessons and events.

Both Danni and Jonathan are keen to continue their work on targeted topics that are specific to the needs of their children; gender stereotypes in sport being one of these. They want to ensure that the offer and opportunity is equal for girls and boys in PE, School Sport and physical Activity.

All the teaching staff are female apart from the Head Teacher, 1 male teacher and 1 male TA. The PE lead is female.

There is a mix of enthusiasm for PE throughout the teaching staff. Some staff joined in with the Challenge Run.

Some teachers may split the class by lining up according to gender. Danni conscious of not referring to gender when it is not relevant.

Sports day includes mixed competition up until Year 6. Historically, some parents have shown resistance around subjects of equality, diversity, and inclusion including about sports day.

Ideas for actions:

Speak to other schools, leading by example and being ambassadors for equality in PE and school sport; further raising awareness in the wider environments children from your school may find themselves in.

If not already included, add aims for equality in PE and school sport into the school improvement/action plans.

Ensure actions from outcomes in Totally Runnable’s Pupil Workshops are sustainable and benefit children throughout the school and future intakes too. This may include systems and processes being formalised in a policy document.

Include as many staff as possible in the Totally Runnable Staff Workshop. The workshop will communicate the key findings presented in this report and highlight the importance of combatting gender stereotypes in school.

Communicate with parents and governors the aims for closing the school’s Gender Sport Gap.

2. Curriculum

With clever planning around what activities are included to meet the national curriculum requirements more equality can be achieved. Typically, by age 7 boys have been given more exposure to sports such as football at home and from the media. This can lead to a significant difference in ability between genders by Year 3. Turning up to a lesson where your starting point is being not as good as half the pupils in the class can create a dislike of the activity in question and sometimes PE in general.

<p>No data or observations.</p>	<p>Nothing on gender stereotypes and sport is included in the curriculum. No consideration of gender stereotypes in which sports are taught.</p>	<p>Consideration of gender stereotypes in PE planning but nothing about gender stereotypes and sport is taught specifically. No PE assessment.</p>	<p>Consideration of gender stereotypes in PE planning but nothing about gender stereotypes and sport is taught specifically. Children are assessed in PE.</p>	<p>The curriculum is designed to actively counteract sporting gender stereotypes and includes sessions devoted to raising awareness of them. PE assessment monitors the achievements of girls compared to boys. Interventions in place to address any differences.</p>
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Observations: The PE curriculum used is Complete PE. This links to the long-term plan overseen by Danni. This includes online planning and assessment tools. This is relatively new, so the assessment is yet to be implemented.

As mentioned in number 1. above, stereotypes, equality and diversity are covered in the wider curriculum and challenge the children’s thinking aiming to combat stereotypes representative of the area.

Ideas for actions: Choose activities within the curriculum that neither girls nor boys have played before to level the playing field. Challenge and assess other aspects of PE beyond physical skill such as teamwork, strategy, fair play, coaching etc. so that everyone can be successful in lessons.

Look at how sport and exercise is portrayed in the media including the language and images used – how does this differ when reporting on women and sport compared to men and sport? See Totally Runnable’s #SeeSportyBeSporty for statistics on sporting images in national newspapers.

3. Teaching and coaching

“Some sports are more for boys, and some sports are more for girls”. Sadly, this is a phrase we often hear from the children (boys and girls) that we work with. Schools may be reinforcing this message in small ways including who delivers particular sports or activities within school.

With only a couple of hours in most primary teacher training courses dedicated to PE, it is not surprising that many schools bring in external coaches to deliver some of their PE offer. Gender stereotypes act on female teachers too, and often they lack confidence in teaching PE and don’t have their own positive experience of sport and exercise to draw on compared to their male counterparts.

Typically, we see male coaches leading football, basketball and rugby related ball games and dance and gymnastics being taught by a female.

No data or observations.	Teacher or external coaches have no knowledge of how to identify and combat gender stereotypes in PE, School Sport and Physical Activity. Differences in who is asked to do what in the lessons e.g. boys asked to move the bench, boys asked to be captain.	Class teachers have some knowledge of identifying and combatting gender stereotypes in lessons. External coaches fall into gender stereotypes themselves e.g., male football coach, female dance teacher. Some differences in the experience girls and boys have in PE lessons.	PE taught mostly by class teachers with good knowledge of gender stereotypes. External coaches have undergone training in gender stereotypes and the Gender Sport Gap. Girls and boys mostly treated the same in PE lessons.	Class teachers consistently involved in PE lessons to act as role models and to monitor and combat stereotypes if they appear. Same curriculum and sporting choices for girls and boys. Girls and boys are viewed equally in the lessons and given the same responsibilities and tasks.
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Observations: There are 2 hours of PE timetabled and these are taught by class teachers.

There are sporting after school clubs for all year groups. Reds in the Community deliver breakfast and lunchtime activities. The coaches are usually male.

All lunchtime supervisors have had CPD in supporting active playtimes. Girls' football is delivered by a male, but Danni attends as well.

Some sport related after school clubs have been delivered by staff with some external providers delivering specialist activities.

Ideas for actions: Actively seek out or make more of role models and coaches that counteract gender norms for sports such as football, basketball, dance, and gymnastics. Draw on sporting role models in school and the wider school community.

Spend time in the sessions with Reds in the Community to check the messages and the language they use when talking to the boys compared to girls in their sessions. Request female coaches from Reds in the Community.

4. Messages

Ensuring messages around school promote equality in all things PE, Sport and Physical activity is key to reinforcing all the great work you are doing to change the status quo. Pay attention to photos on notice boards and in newsletters – the amount, their size and the pose.

How do you name school teams? Do you refer to girls' and boys' teams in the same way (i.e. "Year 6 Girls' Football Team" and "Year 6 Boys' Football Team", not just "Year 6 Football" for boys and "Year 6 Girls' Football" for girls)? No sport should be a default "boys'" or "girls'" activity.

No data or observations.	No assessment of messaging around school in relation to gender stereotypes.	Attention given to ensuring the places PE and sport is displayed have equal messaging e.g. Boy's Football Team and Girl's Football Team. More attention to language and role modelling around school.	Attention to detail on sporting notice boards, imagery, books and stories. Language used is the same for girls and boys.	Active focus by the whole school about messaging on displays, newsletters, language printed and spoken and correspondence with parents to promote equality in PE, School Sport and Physical Activity at all times.
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Observations: Danni is optimistic that gender stereotypes do not exist in the language used in PE lessons and clubs, and in the roles that pupils are given in PE.

School has had visits from female sporting role models such as Dorothy Hyman and Beth Dobbin. They are looking into a trip to the UEFA Women's Euros.

School communicates with parents via letters, email and apps. Places on clubs are given on a first come first served basis. A variety of children attend clubs, so this method appears to give everyone an equal opportunity to attend.

School work closely with Steve Gates on Girls' football which includes attending tournaments.

School is sponsoring the local girls' football team Pinfold Pumas JFC.

There is great visibility for the Totally Runnable Girls and Sport Pledge which is on display in the entrance alongside School Games Mark Gold and Yorkshire Sport Foundation Centre of Excellence awards.

A topic display in the hall covers women's success in the Olympic Games.

Both girls' and boys' football league teams and results are displayed prominently.

Ideas for actions:

More observation of the messages being sent in PE lessons, at clubs and in lunchtime activities needed as mentioned above.

Make sure girls and boys are asked to do the same jobs or roles in the lesson with no bias towards one gender or any assumed characteristics associated with it.

Display Totally Runnable role model posters series.

Continue to celebrate and learn about both men's and women's elite sporting events and a variety of sporting role models

Consciously select photos and check language used on notice boards and in newsletters that promotes sport for everyone. Consider involving children in the design of these.

Showcase role models that don't necessarily fit in to gender norms.

5. Equal offer

Girls and boys internalise the messages being sent to them about what they can and can't do because of their gender. By bringing their awareness to this in an age-appropriate way we can start to help them to question and think outside these restrictions, but we must too. There is no excuse than to provide an equal offer in terms of PE, school sport and physical activity. This includes questioning whether the offer is truly equal and being curious about how to do things differently where needed.

No data or observations.	Differences in what girls and boys are taught. Differences in what girls and boys are offered for clubs, competitions and at breaktime. Assumptions made on what sports and activities girls and boys prefer to do.	Disparities in what is offered to girls in comparison to boys remain in some areas.	Girls and boys treated and offered the same, but a more equitable approach needed.	Equity in the offer to girls and boys. Girls only sessions where needed. Interventions in EYFS and KS1 to offset the impact of gender stereotypes throughout the school.
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Observations: There are both girls' and boys' football clubs and football teams. The boys' club has a higher attendance than the girls' at present.

There is both a boys' and girls' football league played at lunchtimes. The teams, fixtures, players and results are displayed prominently in the corridors for the different year groups. The children have ownership of these and fill them in themselves. There are more girls' teams than boys' due to the relative numbers of children in the year groups.

See below (no. 9.) for a summary of attendance in clubs so far this term.

Ideas for actions: Provide further girls only options, where appropriate, to build confidence in specific activities or tasks with other pupils that are at the same level.

Collect pupil voice and feedback from Totally Runnable workshops to understand what may be affecting the confidence scores of children.

Collect in-depth data on what percentage of children out of the whole school attend sports clubs and target those that don't regularly attend.

Look at assessments in PE in terms of gender and see if there are any differences in skill level and other areas between boys and girls.

6. Challenge Run &

7. Confidence Self-rating

Totally Runnable Collaborative Review has 3 parts: A Challenge Run, Confidence Self-Rating and our meeting. The Challenge Run asks KS1 pupils to run for 10 minutes and KS2 pupils for 15 minutes. Distance covered, by either running or walking or a combination of both, was recorded for each child. The Confidence Self-Rating asks pupils to rate their confidence in PE, school sport and physical activity prior to the Challenge Run.

There may well be reasons for gaps between individual pupils or in small groups. You know them best and can analyse their data accordingly. When it comes to larger groups particularly between genders at KS1 and KS2 there should be no significant Gap. In fact, girls will often be bigger and stronger than boys by the end of KS2, having a developmental growth spurt in Y5 and Y6 that boys will often not have until Y7 and Y8, so in theory girls should outperform boys at the end of KS2.

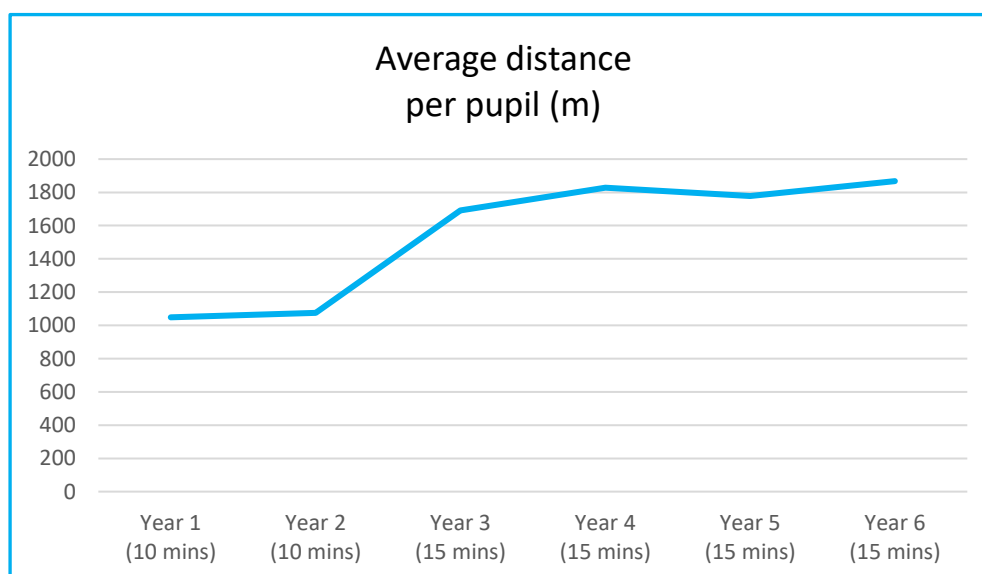
It is Totally Runable’s policy to give all pupils the opportunity to complete the Challenge Run. If there is a pupil with a particular need, Totally Runable will strive to adapt the run where possible. All pupils’ results will be included in the report, however, if a particular need or case means that a pupil’s result is significantly affected, we will consult with you on whether their results form part of the Gender Sport Gap Analysis.

No data or observations.	No information on whether there is any difference in achievement and confidence levels between boys and girls.	Significant difference in achievement and confidence levels between boys and girls.	Some difference in achievement and confidence levels between boys and girls.	There is no difference between boys and girls in achievement and confidence levels in PE, School Sport and Physical Activity.
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315 children from Churchfield Primary School participated in Totally Runable’s Challenge Run Autumn 2021. During their Challenge Run they ran 490540m (304.8 miles) in total.

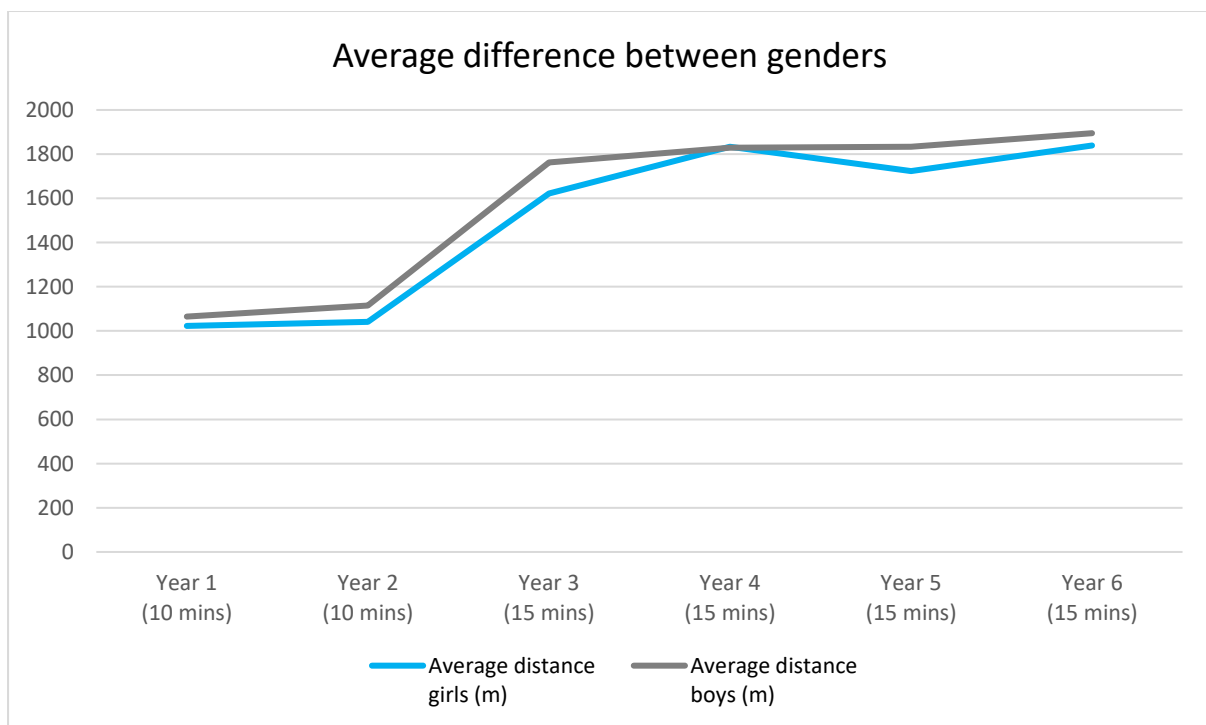
The average distance covered by pupils in each year group is shown in the table and graph below:

	Average distance per pupil (m)
Year 1 (10 mins)	1048
Year 2 (10 mins)	1075
Year 3 (15 mins)	1692
Year 4 (15 mins)	1828
Year 5 (15 mins)	1777
Year 6 (15 mins)	1868



The following table and graph show a comparison between girls and boys as well as any Gender Sport Gap for each year group:

	Average distance girls (m)	Average distance boys (m)	Average gap m	Average gap %
Year 1 (10 mins)	1023	1065	-42	-4%
Year 2 (10 mins)	1041	1116	-75	-7%
Year 3 (15 mins)	1622	1762	-141	-8%
Year 4 (15 mins)	1833	1830	3	0.19%
Year 5 (15 mins)	1723	1834	-111	-6%
Year 6 (15 mins)	1839	1895	-56	-3%

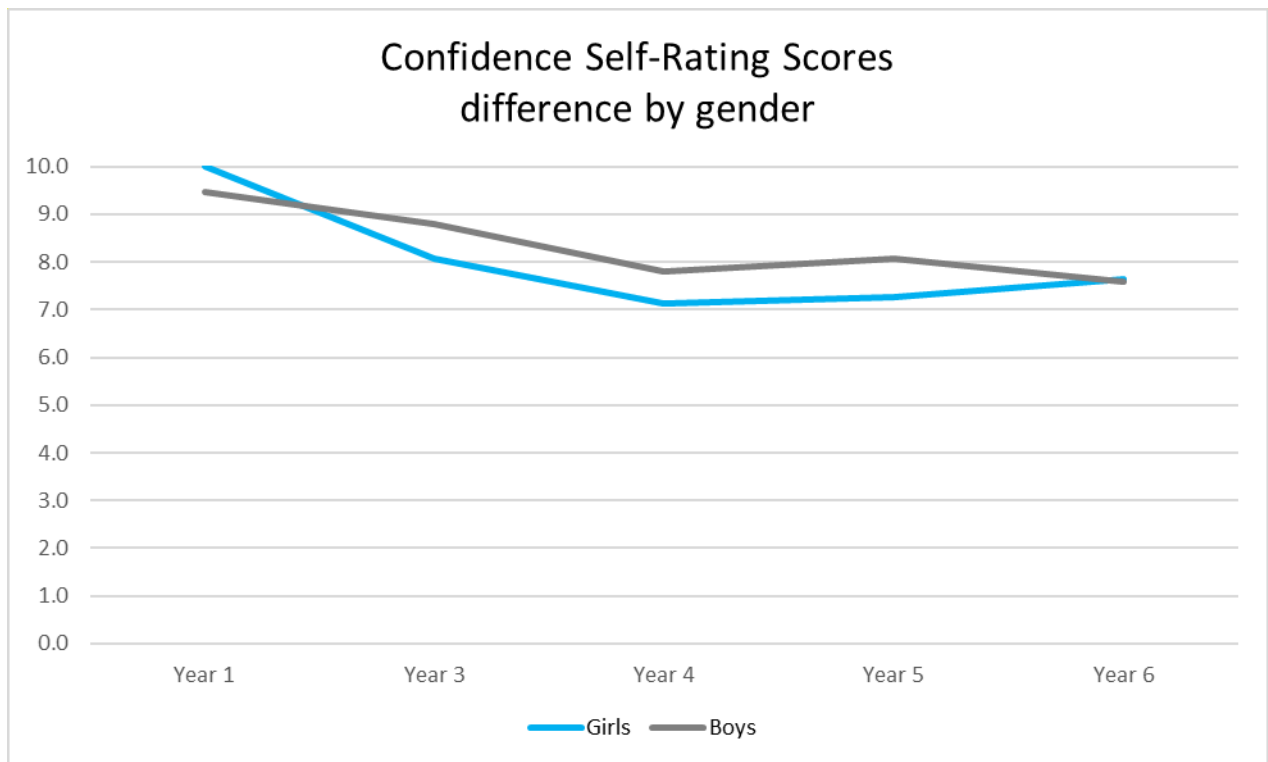


Average Gap KS1 (m)	-54
Average Gap KS2 (m)	-74
Total Average Gap (m)	-35

Totally Runable’s Confidence Self-rating exercise asks pupils to rate their confidence in PE, Sport and Physical Activity. Confidence has been identified as being a major issue for girls in sport. Government Equality Office research has found that girls begin to doubt their sporting ability from as early as Year 3. Totally Runable’s own research has identified that Y3 girls are 22% less likely to call themselves “very sporty” than boys.

The following table and graph show a comparison between the genders in average self-rating of confidence for each year group. Pupils rated their confidence in PE, Sport and Physical Activity from 1 to 10, with 10 being completely confident in all aspects.

	Girls	Boys	Average gap	% gap
Year 1	10.0	9.5	0.5	6%
Year 2	0.0	0.0	0.0	N/A
Year 3	8.1	8.8	-0.7	-8.28%
Year 4	7.14	7.80	-0.66	-8.5%
Year 5	7.27	8.07	-0.81	-10.0%
Year 6	7.64	7.60	0.04	0.5%



Data missing for Year 2.

Average Gap KS1 (m)	0.5
Average Gap KS2 (m)	-0.5
Total Average Gap (m)	-0.5

Observations: Danni's thoughts are that there would be minimal gap between girls and boys in the distance covered in the Challenge Run.

Jonathan's thoughts are that a gap might be present the higher up the school you go.

Ideas for actions: Use the class data to identify the children with the lowest scores.

Speak to the children to find out if there are any personal barriers or beliefs around exercise that may be impacting their scores.

Run further clubs or activities during the school day to remove after attendance barriers that may exist for after school clubs.

Complete confidence building interventions such as a Totally Runnable 6-week course.

Complete a heat map to quantify children's activity throughout the day and when it occurs. Use this to reduce sedentary periods for all children.

8. On the playground

In the primary schools we have worked in we hear common themes about what happens on the playground in terms of space, resources and activities on offer. Boys do tend to dominate the space especially if they have access to a ball to play football. Girls are seldom involved in playground sports in the same numbers as the boys and tend to gravitate towards more sedentary activities around the edges of the space. When asked why, girls reply that they would like to play the games on offer but don't feel welcome or have the confidence to get involved. One KPI on the Conditions of Grant for the PE and Sport Premium is "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". It is much more difficult to meet this for girls if they are not active during lunch or breaktimes.

No data or observations.	No information on what currently happens at break and lunchtime on the playground.	Assessment of activity types, levels and who is involved in the playground at break and lunchtime. Some interventions to increase equality in the above areas.	Assessment of activity types, levels and who is involved in the playground at break and lunchtime. Lots of innovative solutions to increase equality.	Interventions ensure everyone has a safe and inviting opportunity to be active in a range of activities. Opportunities are not defined by gender. All pupils are actively encouraged to participate.
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Observations:

The playground has new markings including a 'daily mile' track

Breaktime is separated into key stage groups. There are different zones for different activities. Year 6 sports leaders lead activities on the playground for KS1. Reds in the Community take a lunchtime club. Football leagues take place in the MUGA.

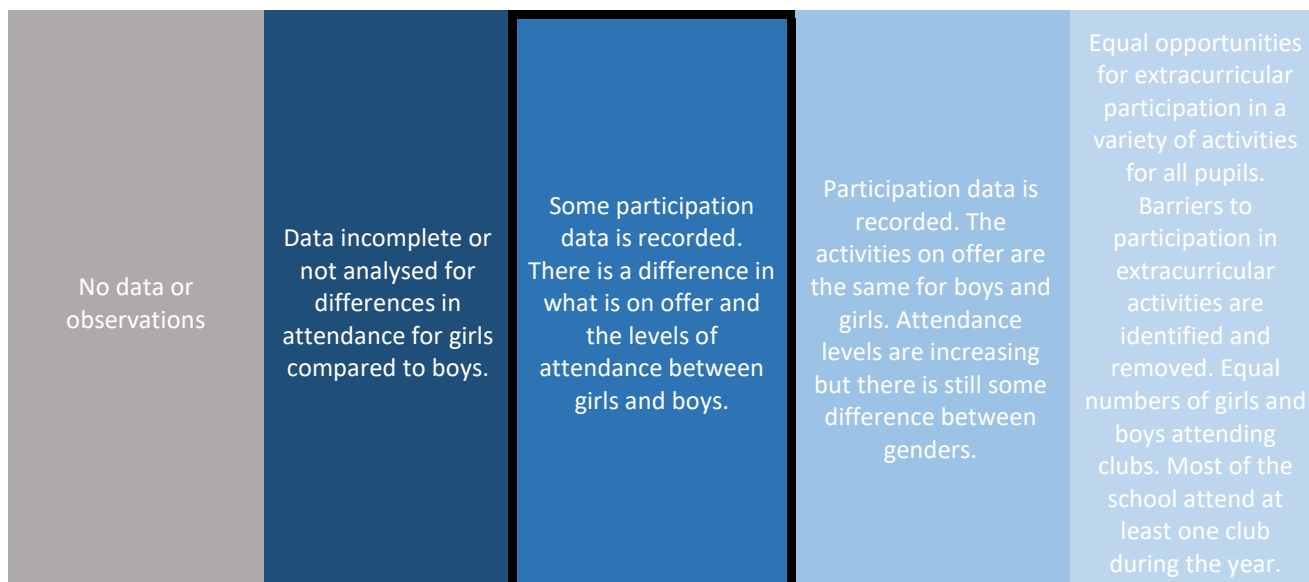
Ideas for actions:

Further investigation into the activity levels of children at break and lunchtimes and to set actions based on findings.

Use the Totally Runnable Boys' Fairness Workshop to address behaviours that may dominate playgrounds.

9. Extra-curricular club attendance

Club attendance in primary schools can be dominated by those that feel more confident attending. Do you question why more girls might choose sports like cheerleading rather than football, and boys the opposite? If gender plays a part, a child's preference might simply be what they think they "should" be doing and you might need to make more of an effort to encourage girls and boys to go outside stereotypical norms.



Observations: The table below shows club attendance for Autumn term so far.

Autumn Term			
Club	Year group	Girls' attendance	Boys' attendance
Girls' Football	3, 4, 5, 6	12	-
Boys' Football	3, 4, 5, 6	-	20 (full plus waiting list)
KS1 Premier League Stars (Disney)	1, 2	9	10
Hockey Club	5, 6	5	3
Netball	3, 4, 5, 6	10	9
KS1 Fitness	1, 2	6	14
Dance		20	0
Outdoor Skills	3, 4	7	7
Board Games	5, 6	5	8
Sewing		14	1
Totals	10 clubs	88	72

All club registers are kept but the detail of who attends what clubs hasn't been looked at in terms of gender until now.

As mentioned above, places on clubs are given on a first come first served basis.

Ideas for actions: Continue to collect data to show who attends clubs and what clubs they attend.

Encourage children to attend clubs outside of gender stereotype norms i.e., boys attending dance and sewing. Run taster sessions in school time or offer incentives for attending a particular number of clubs throughout a term.

10. Competition attendance and achievement

Do equal numbers of girls and boys attend competitions? Do you field teams of girls and teams of boys or teams of an equal mix of girls and boys? Do you question other schools or competition organisers about the teams they bring or the competition rules around the make-up of teams?

Celebrating both men's and women's major elite sporting events can be a powerful way to show both boys and girls a more balanced sporting world.

No data or observations	Data incomplete or not analysed for differences in attendance for girls compared to boys.	Participation data is recorded. There is a significant difference between the competitive opportunities for girls and boys.	Participation data is recorded. There is some difference between the competitive opportunities for girls and boys. Types of competitive opportunities are outside of gender stereotype norms.	Competitive opportunities for girls and boys are equal. Attendance at competitions is equal between girls and boys.
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Observations: Very little data available. Inter school competitions have been on hold but the intra school football leagues have been taking place.

Ideas for actions: Set targets for number of competitions attended by both boys and girls and seek out competitions to meet these.

Challenge other schools and organisers on the gender split in their teams.

Consider a trip or include more trips to watch women's elite sporting events.

Gender Sport Gap score

We use a scale (the higher the score, the smaller the Gender Sport Gap) across ten categories split into Inputs and Outcomes to measure the school's Gender Sport Gap creating an overall Gender Sport Gap Score.

Here is your score in Autumn 2021.

Gender Sport Gap Journey		Where you are now
Whole School Equality in PE, School Sport and Physical Activity (boys and girls are treated the same). Excellence in inclusion.	46-60	
Opportunities and messages sent to girls and boys in PESSPA are equal in most areas, and differences are minimal. Very good gender awareness and inclusion.	31-45	
Opportunities and messages sent to girls and boys in PESSPA are equal in some areas, and differences are being addressed.	16-30	27
Significant differences between opportunities and messages for girls in PESSPA, resulting in Inequalities in participation and achievement.	0-15	

		No data	1	2	3	4
Input	1. School culture and ethos around the impact of gender stereotypes				*	
	2. Curriculum				*	
	3. Teaching and coaching			*		
	4. Messaging			*		
	5. Equal offer				*	
Total score						
		No data	0	2	6	8
Outcomes	6. Challenge Run				*	
	7. Confidence Self-rating			*		
	8. On the playground			*		
	9. Club attendance			*		
	10. Competition attendance and achievement			*		
Total score						

Actions to close the Gender Sport Gap

Have more sporting role models in school to raise the profile of women in sport. Having passed students in to talk to the whole school about their achievements.

There are more varieties of sporting events in school.

Children to come to school PE ready on PE days.

Remove segregation of genders when queues are made in class, especially at home time.

To speak with sports leaders and find out what they are doing and how it is working.