

# Bradford

## Local delivery pilot



**Organisation responsible:** Born in Bradford

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### Background to the pilot

Born in Bradford (BiB) is one of the largest research studies in the world, tracking the lives of over 30,000 Bradfordians. BiB conducts rigorous and applied health research to develop new and practical ways to improve the health and wellbeing of communities. The pilot builds on the BiB cohort study in three specific areas of north Bradford, with a population of 140,000, for children aged 5-14 to have better lives; better health and better skills.

### What's the pilot trying to achieve?

The pilot aims to increase physical activity and improve outcomes for children and young people aged 5-14 years old who are at high risk of becoming inactive adults. Parents and families have a key part to play and will also be an audience for the pilot. The pilot aims to reduce inequalities and will tailor interventions specifically for different ethnic and cultural groups.

The JU:MP implementation plan is designed around creating systems change through four themes: community, environment, organisations and family. In combination, the themes are central to an iterative development process for the overall programme. The challenge of whole- systems change rests in establishing

systems of sufficient size to enable change, but not too large so that change becomes too complex. In order to achieve this, the JU:MP programme is testing a geographic neighbourhood approach to changing whole systems. Initially, the JU:MP programme is operationalising this approach in three geographic 'Pioneer Neighbourhoods' from within the wider LDP area (North Bradford). This rapid test and learn approach will then inform the roll out across the five or six other geographic areas, to cover the whole of the LDP area. The current evaluation is rapidly developing insights that are enhancing the impact of the test and learn approach within the pioneer neighbourhoods.

### Who's the target audience?

Children and young people aged 5-14 years and their families living in the Eccleshill, Windhill, Fairweather Green, Heaton, Toller, Manningham, City, Allerton and Bolton and Undercliffe areas of the city.

### What's happened over the past 12 months?

Over the last 12 months, there has been a significant shift from scoping, exploring and broad brushstroke planning to detailed action planning and mobilising of the pathfinder phase of the JU:MP programme.

The key stakeholders engaged in the Pioneer Neighbourhoods, identified in summer 2019, have been developing a shared understanding of JU:MP whole systems working and co-producing local action plans for each neighbourhood. Thirteen schools from within the Pioneer Neighbourhood areas have engaged in this process. Additionally, these schools began to operationalise the Creating Active Schools Framework and work up their individual thematic action plans to create whole-school changes for physical activity. The three greenspace developments, one in each Pioneer Neighbourhood, have been taken forward, with Peel Park nature play area under construction and Scotchman Road Park and Pitty Beck in the final design stages. Within the Pathfinder programme, six major commissioned elements have been designed, gone out to tender and contracts awarded:

- **Three JU:MP Connector programmes** – these will focus on changing the behaviour of children and families to move and play more by developing sustainable physical activity opportunities in the three Pioneer Neighbourhoods.

- **JU:MP Leads** – this programme will train, and mentor young people aged 16 – 25 from the LDP area to be local physical activity leaders.
- **JU:MP Community Dance** – this programme will develop local dance leaders to create sustainable dance activity.

At the strategic level, work has gone into building stronger links with Councillors. Through this, JU:MP, working on behalf of Active Bradford, has gained agreement with Bradford strategic leadership to explore a process to strengthen physical activity in policy and in practice for the district.

The coronavirus pandemic has significantly impacted on the pilot over the last 6 months, as lockdown and social distancing meant that some of the neighbourhood working and commissioned programmes could not commence or continue as planned. However, the pilot was in a strong position both to support the children and families in the LDP area to become or remain active throughout the pandemic ([www.jumpathome.org](http://www.jumpathome.org)), and to understand the influence of the pandemic on the behaviour and broader lives of local children and families, to inform future planning.

### Key learnings over the past 12 months?

Key learnings over the last 12 months include:

**Commissioning** – the planning and development phase helped build capacity in local VCS organisations so that they had the knowledge and understanding of whole systems working around physical activity, plus behaviour change and asset based community development approaches and so were able to submit high quality tenders that meant they were successful. To overcome the (inevitable) challenge associated with allocating substantial funds, it is important to work to keep all local providers positively engaged in the JU:MP programme and to provide clear communication relating to the tendering processes as we are working in a small geographical area and all local providers have positive contributions to make.

**Strategic influence** – building positive relationships with councillors wherever possible is a worthwhile investment of time. This is particularly true in situations where JU:MP is developing green space or other environmental projects, as the longer term legacy of these spaces requires councillors and ward officers to be

involved and on board, and they could be helpful in gaining local buy in. Moving forward, it will be important to engage with councillors at the beginning of the process and make sure they have news ahead of their constituents.

**Social marketing** – key to developing a successful social movement is approaching the work without any pre-conceptions of the different communities and the barriers they might face. It was important to respect and understand communities before trying to provide messages – it was recognised that educational messages would not have impact if family lives were not understood or the wrong language or tone was used.

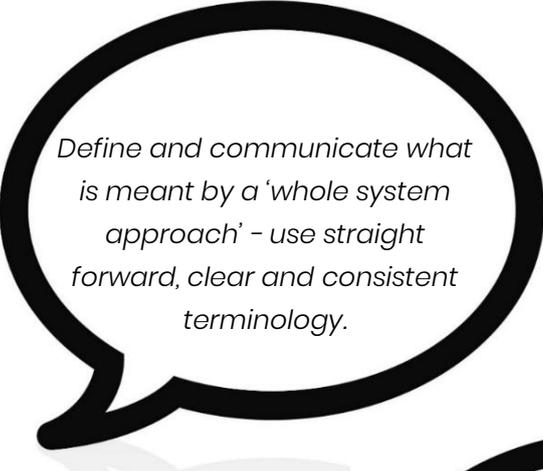
**Creating active schools** – comprehension of the terms ‘PE’, ‘physical activity’ and ‘sport’ continues to be poor across all levels, but especially with school leaders. The terms are often used interchangeably and the links between the three are misunderstood. Interventions which aim to improve PE, physical activity and sport outcomes are not scrutinised with the same rigour as other curriculum subjects, often leading to little long-term impact or behaviour change. Whilst the majority of schools appreciate that physical activity is fundamental to good childhood development, the provision and delivery is often poor and restricted to short-term interventions. A fundamental aspect of changing physical activity behaviours in schools is changing the social environment to create a supportive culture, enabling staff to teach in less traditional ways. An example of this in practice is the supportive encouragement of active learning when head teachers are undertaking learning walks.

**Park and greenspace developments** – the council have indicated that they have valued working on something so innovative. The aim of increasing children’s activity has been fully incorporated into the design of one play area development. For example, having a ‘stone stack’ to climb up and down, rather than being ‘inactive’ sat on a swing. The design should require less maintenance costs for the council and this is a key driver as budgets are stretched. It will also hopefully provide an entry point for children and families to actively explore the features in the natural countryside on their doorstep, in future. Changing the council’s thinking in relation to this may have wider positive impacts, and in fact, the council team have indicated that they intend to roll these design principles and style in parks across the city should the park be well received by local councillors and residents. In another green space development, involving children in the design process has facilitated a sense of ownership amongst the local children, which may facilitate sustainability of use. This co-design process was led by JU:MP and other stakeholders, particularly the local councillor, indicated that he had not worked in this way with children before. Thus, a further impact of this work is

influencing stakeholders' attitudes and behaviours in relation to working 'with' communities rather than 'for' or 'to'.

**The coronavirus** situation has reinforced the importance of embedded flexibility into programme design, delivery and evaluation, to adapt to changing external circumstances. It also highlights the substantial role that context plays in influencing the feasibility of implementing programmes and on programme acceptability and impact. It provides evidence for whole systems working and evaluation, taking into account the context in which programmes are being delivered.

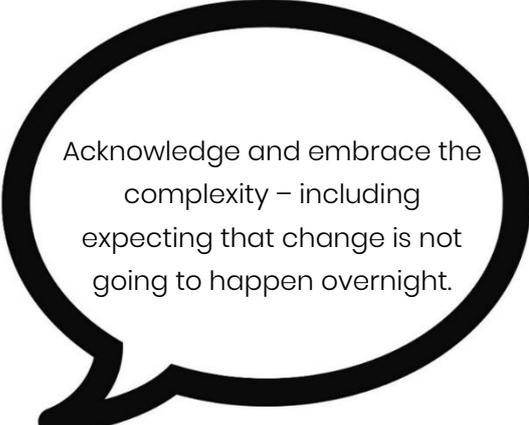
### What to think about when trying to work within a whole system approach?



*Define and communicate what is meant by a 'whole system approach' - use straight forward, clear and consistent terminology.*



*Identify all relevant stakeholders and ensure that they have equitable access to contribute to the programme.*



*Acknowledge and embrace the complexity - including expecting that change is not going to happen overnight.*

### Stay connected

To stay connected to the work of the Bradford pilot visit our website and social media channels. If you want to keep in touch with the work of all the local delivery pilots and hear about workshops and webinars, you can join the community of learning (CoL) [here](#).