

Dorset Bike It Plus Annual Report

Academic Year 2022-23



6 November 2023

To find out more, please contact: Emma Cocksedge
emma.cocksedge@sustrans.org.uk.

Photo credit: Jonathan Bewley

We work for and with communities, helping them come to life by walking, wheeling and cycling to create healthier places and happier lives for everyone. www.sustrans.org.uk

Registered charity no. 326550 (England and Wales)
SC039263 (Scotland).

Contents

Executive summary	2
Background	3
Aims	10
Methodology	11
Aims 1 and 2	13
Aim 3:	20
Aim 4:	28
Conclusion.....	35
Appendix 1	37
Appendix 2a	40
Appendix 2b.....	41
Appendix 2c	42

Executive summary

The report covers the academic year 2022-23. During this period the following have been reported to demonstrate the four aims of the project are being met:

- 32 schools have been engaged at varying levels of engagement.
- 191 activities have been delivered with 15,595 attendances.
- Overall, the number of pupils usually travelling to school by active travel modes (walking, wheeling, cycling, scooting/skating) showed an increase of 3.4 percentage points from 44.8% to 48.1%.
- 10 out of the 15 schools saw an increase of pupils usually actively travelling to school. Table 2
- The number of pupils usually cycling to school increased by 2.6 percentage points from 7.0% at baseline to 9.6%.
- The percentage of pupils responding they cycle:
 - ‘weekly’ to school increased by 6.0 percentage points, from 6.1% to 12.2%.
 - ‘never’ cycling to school decreased by 10 percentage points, from 70% to 60%.
- The percentage of pupils driven to school by car decreased by 6.3 percentage points, from 38.8% to 32.5%.
- 12 of the 15 schools saw a decrease in the number of pupils usually travelling to school by car.
- 15 out of 20 respondents from the school survey felt that the pupils’ enthusiasm for active travel had increased a little or a lot.
- 16 schools took part in the Big Walk and Wheel during March 2023, involving over 6,200 pupils.

Background

The Sustrans Bike It Plus project works with schools to get more young people walking and cycling more regularly.

Dorset Bike It Plus is delivered by Sustrans and funded by Dorset Council. Sustrans has a long, successful history of working in Dorset dating back to 2010, to increase levels of cycling to school. Over this time the Bike It Plus project has evolved to include all forms of non-motorised travel and project Officers have worked with families at over 70 schools to raise their ambition and embed a culture of active travel within the school community.

The project helps schools to identify opportunities, barriers and challenges to active travel and to make the case for cycling, wheeling, scooting and walking. The Officers devise and deliver a bespoke programme of activities for each school, designed to bring about long-term behaviour change. The Officers nurture champions within schools to take the lead on active travel within the school community, as well as harnessing local authority resources and services available, such as Bikeability training, improvements to walking and cycling facilities within the school, and to make links between schools and the wider walking and cycling community.

An overview of 2022/23

The academic year 2022-23 saw two new Bike It Plus Officers starting on the project, as the previous Officers moved on to alternative roles. Jon started in September 2022 and Anna in October 2022. Both Officers went through an induction period which involved undertaking a number of mandatory training courses and shadowing and mentoring from other experienced officers. Both officers quickly got up to speed on the project and soon started to engage with their schools. See appendix 1 for details of the schools currently engaged.

During the year the project actively engaged with 32 schools at varying levels, including 7 new schools to the project. Two schools have been disengaged due to being unresponsive (**Appendix 1**).

It has been a very busy year with 191 activities and events delivered with 15,595¹ attendances. Over the year over 470 children have been supported to learn how to cycle or improve their cycling skills and confidence, and more than 1,120 bikes have been checked and repaired. The smoothie bike has gone down particularly well this year with over 560 people making their own pedal powered healthy drink. Some new sessions have also been run including air quality lichen hunts and diffusion tube measurements with eco groups, and a Big Street Survey, amongst others. More information can be found from case studies throughout the report. Below details some particular highlights and new elements to the project this year.

Duke of Edinburgh Volunteer

This year we were delighted to have a Duke of Edinburgh student supporting the project. Willo worked with Anna and volunteered 20 hours of his time to the project between December 22 and August 23, see Case Study 1.

¹ This includes by activities delivered in and outside of school setting, but excludes planning meets with school staff and other service providers.

Case Study 1

Willo – DofE Youth Volunteer

Volunteering is a fundamental part of Sustrans, yet historically the number of young people, especially teenagers, volunteering is underrepresented. The project aimed to get more young people involved with volunteering and enthused about sustainable travel, giving them opportunities to learn new skills and gain experience. The project also benefits, helping with engaging younger audiences and create a lasting legacy for the project.

“I am currently helping with learn-to-ride sessions....Throughout the sessions you can see the children gaining confidence and then by the end of a few sessions they are riding. It's great to see the next generation of cyclists starting on their journey.”



Willo became a volunteering in December 22 on the Project to support his gold Duke of Edinburgh award. Willo volunteered one day per week for one or more hours. He has engaged with pupils ranging from ages 5-14 from a number of different schools across the local area. He supported a range of activities including bike shelter audits, Dr Bikes, learn to ride, bike maintenance and smoothie bike sessions as well as developing resources for the project. Activities offered were designed so that Willo could get an experience of what it is like to be a Bike It Officer, and to be an active travel ambassador and advocate for his peers. It is hoped the opportunity will help Willo to decide on what he would like to do in the future, as well as gain essential skills and attributes that can be included in his CV.

“My favorite bits so far have been the Dr Bike sessions. It's been great to see a broken or badly maintained bike restored to working order.”



20 hours volunteered

Rudolph Challenge

Rudolph Challenge was run in December to encourage pupils to actively travel over the winter. The Challenge aimed to get pupils working together to return Rudolph's lost nose back to Santa. Each actively travelled journey gaining a stamp on a chart, worth a mile, which build up to travel to Lapland. St Lawrence and St Nicholas Primary School in Weymouth won the competition and were rewarded with a bike stunt show at the end of the summer to celebrate their win. Danny Butler, of the Extreme Mountain Bike Show, put on a fantastic performance in the school grounds. The whole school turned out to watch an incredible show. Dorset's very own Bike It Officer Anna also joined in the stunt action.



The Danny Butler show

Big Walk and Wheel

This year, March 2023, 16 schools took part in the Sustrans [Big Walk and Wheel](#), the UK's largest inter-school walking, wheeling, scooting and cycling challenge. It inspires pupils to make active journeys to school to improve air quality in their neighbourhood. The challenge led to over 15,600 active travel journeys in Dorset, equating to 1 trip around the world by walking, wheeling, cycling or scooting, and 2,915 hours of physical activity. This could have replaced 31,288 car trips, preventing over 13,600 kg of CO₂ and 21kg of Nitrogen Oxide being released into the air. Schools with support from the officers ran associated activity alongside this such as assemblies, golden lock competitions and active travel breakfasts.

Community Engagement

As well as engaging with pupils in their schools, officers also engaged with children outside of the school setting. They worked with local youth clubs, schools clubs and the Holiday and Food (HAF) Programmes in the target areas, as well of taking part in community events. This was particularly helpful at engaging children who are pupils in Bike It schools, but where it was more challenging to deliver activity with their pupils. Over

the year, 19 activities were provided, ranging from cycle skills and learn to ride sessions, puncture repair Dr Bikes and smoothies bike sessions. At these sessions we recorded 216 children attendances and 38 adult engagements.

New School Streets Support

Crickerell Primary launched their new School Street after the summer half term, with Jon working alongside Dorset Council and the school to support engagement and to encourage and support increased levels of families actively travelling. This included an assembly of School Streets, Dr Bikes and Learn to ride sessions.

Adapted Cycles

Anna and Jon linked up with Wheels for All in Weymouth to offer the use of adaptive cycles to schools at their new facility. Anna and Jon tested some bikes out and have promoted it to their schools.

Jon and Anna testing out an adapted cycle at the new Wheels for all facility in Weymouth.



FRideDays Bike Bus

Southill Primary School in Southill, Weymouth, have successfully launched a Bike Bus that runs every Friday throughout term time. The Bike Bus works like a normal bus picking people up at designated stops along the route. To make this happen the officers emailed all their schools with the new Sustrans [FRideDays Bike Bus toolkit](#). The school then put

everything in place, including recruiting enough volunteers to support the bus each Friday, to be make it happen. This creates a legacy for the project by embedding active travel into the school routine and provides an opportunity for the school to deliver ongoing activity.

Case Study 2

Holiday & Food (HAF) Programme

The HAF programme are activity filled days that children aged between eight and 16 can attend for free if they are on pupil premium benefits or similar. They get provided with a free hot meal at lunchtime and can participate in a morning and afternoon of outdoor activities. To support this programme and to engage with more deprived pupils in their target areas, the officers provided cycle themed sessions. Often these pupils would not normally have the opportunity to gain these skills or have access to a bike.

“I have loved today, thank you so much for teaching us lots of life lessons” Participant, 8-12 age group.

“I learnt how to ride a bike!” Participant, 12-16 age group

The officers ran sessions at Weymouth Outdoor Education Centre during the Easter and Summer Holidays. They delivered puncture repair sessions, cycle skills and smoothie bike activities. To make sure all had the opportunity to take part, the centre’s mountain bikes were used for those children who did not have a bike. As some of the children could not ride a bike confidently, the officers adapted activities to suit the participants needs- even if it meant walking with a helmet on their head!



Participants played some games such as musical brakes, obstacle course and bike limbo. The obstacle course was even used for the smoothie bike session, as participants had to complete the course whilst holding their fruit for the blender to make the smoothie.







Four days of activity engaging with 60 children from more deprived backgrounds.

Aims

Overall Aim:

To increase the number of young people travelling to school actively and/or sustainably.

Specific Aims:

-  To increase the level of cycling to school to 20% of all young people, or to double regular cycling levels where the baseline level of regular cycling is lower than 10% of pupils.
-  To reduce the number of young people travelling to school/college by car with a shift to active travel modes (scooting, walking and cycling) or use of public transport.
-  To raise awareness of the benefits of active travel.
-  To create a culture of active travel (including cycling, scooting and walking) within project schools that can be sustained once the Project Officers have departed.

Methodology

This report uses Hands Up Surveys, Teacher Surveys, activity logs and case studies to illustrate ways the project has worked to deliver its aims.

Hands up Data

Hands Up Surveys (HUS) ask pupils how they travel to school and how often they travel in this way, which helps to identify changes in pupils' travel behaviour. As COVID-19 influenced peoples travel behaviour it meant that HUS collected pre COVID-19 could not be compared with travel behaviour during and post COVID-19. The decision was made to collect a new baseline for all schools (new and old) actively engaged in all schools' projects from 20/21.

The report presents the schools' latest pre (taken from 2020/21 or later) and a post survey undertaken in summer 2023. All active schools were asked to complete a HUS during the summer of 2023 but not all completed them, despite a number of requests and offers of help to complete them. The data set includes 15 comparable schools.

New for this year, we have been able to provide benefit projections- see the conclusion section. This is an estimate of the predicted benefits for next year if behaviour change is maintained. These calculations are based on regional numbers wherever possible, but some aspects of them use national averages (for example, fleet split and trips per day). If a school did not complete a post HUS in 23/23 the model used the most recent follow up survey which could be from the academic years 20/21 or 21/22). The model predicts the benefits of mode shift across the year, assuming each child travels by their usual mode twice a day, every day of the school year, accounting for average absence rates.

Regional reference values are used where available. For physical activity values, journey time is taken from the UK Government's Minimum Journey to Services data by cycling and by public transport or walking. Scooting is assumed to be the average of the two values.

For the car use benefits, average distance to school is taken from the National Travel Survey. Car fleet split, road type, multiple occupancy and

average trips per day are all considered. Pollutant values are taken from National Atmospheric Emissions Inventory (NAEI) and Department for Transport (DfT) figures. Fuel costs are taken from the AA reports.

Some fuel types (e.g., hybrid, other) are excluded from certain calculations due to lack of available data.

School Survey

The School Surveys asked teachers and other school staff (such as Head teachers, teaching assistants and business managers) associated with the project what they think the influence of the project had on pupils and the communities in which the project works. Schools surveys were completed by 31 members of staff (but they didn't always answer all questions) from 13 schools (several were anonymous).

Activity Log

Activity logs show the types of activities delivered and the number of attendances to those activities between September 2022 and August 2023.

Please note, due to rounding, percentage change calculations may not always correspond exactly with percentage values displayed in charts and tables throughout this report.

Further detail about the way Sustrans monitor and report on schools work can be made available through your Sustrans contact.

Aims 1 and 2

Aim 1 - Increase the level of cycling to school to 20% of all young people, or to double regular cycling levels where the baseline level of regular cycling is lower than 10% of pupils.

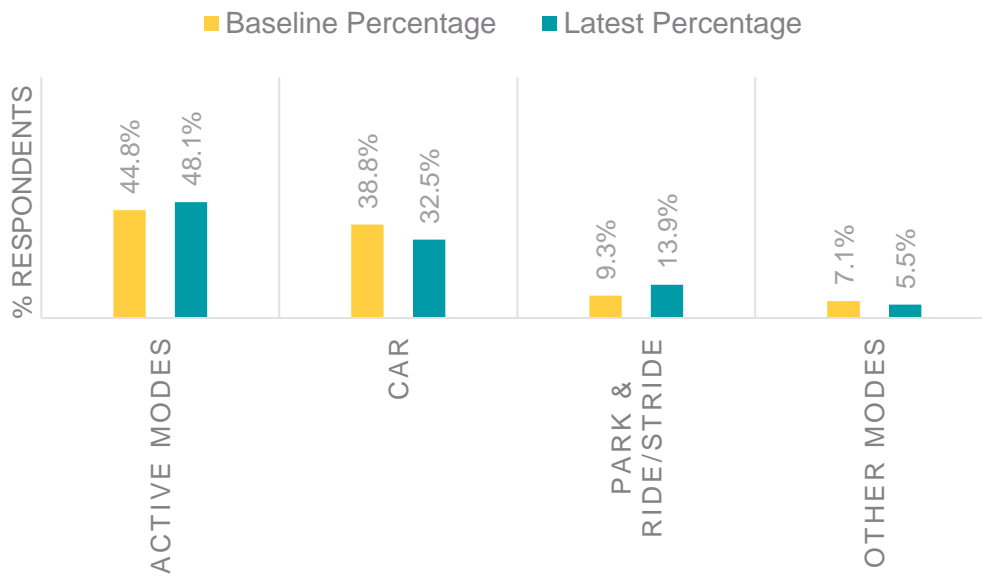
Aim 2 - To reduce the number of young people travelling to school/college by car with a shift to active travel modes (scooting, walking and cycling) or use of public transport.

Increase in Active Travel

The number of pupils travelling to school by active travel modes (walking, wheeling, cycling, scooting/skating) showed an increase of 3.4 percentage points from 44.8% at baseline to 48.1% in summer 2023, see Figure 1.

Figure 2 shows this broken down into travel modes. The percentage of people walking remained stable between baseline (31.4%) and the follow up survey in summer 23 (30.5%). Cycling however showed an increase 2.6 percentage points from 7.0% at baseline to 9.6%, as did skating and scooting, increasing by a smaller 1.5 percentage points (6.4% to 7.9%).

Figure 1: How do you usually (or most often) travel to school?

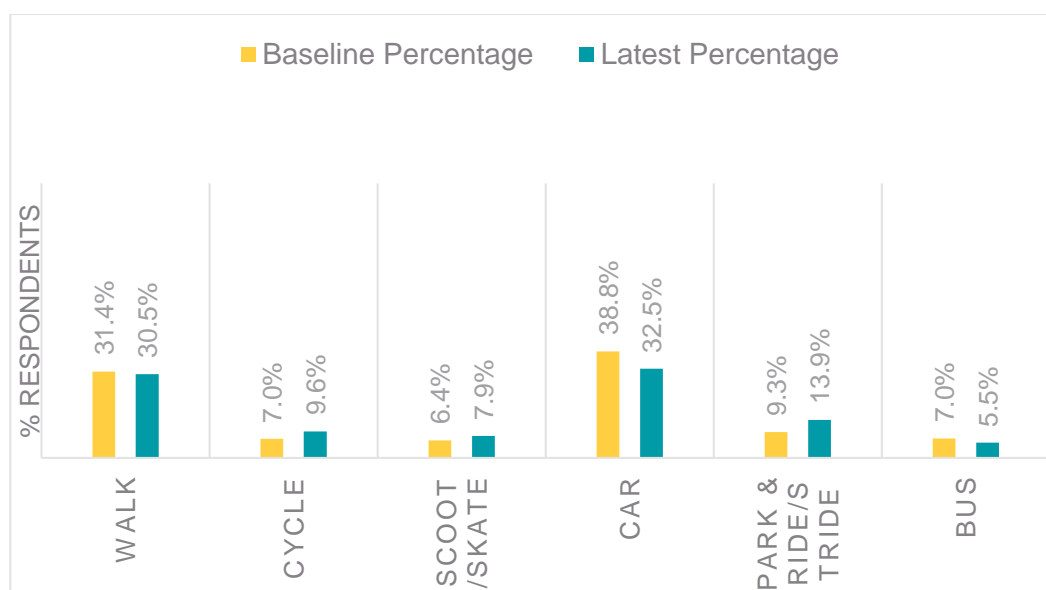


Park and stride, where families park away from the school and walk, wheel or scoot/skate the remainder, is not included as 'Active Travel'. This mode of travel however also shown a 4.5 percentage point increase from baseline (from 9.3% to 13.9%). This suggests that as well as an increase in people actively travelling from their home, more children are also actively travelling as part of their school commute. This still has the benefit of increasing levels of physical activity, by building in some activity as part of the commute. It also helps to reduce congestion directly outside the school gates, helping to make it a more pleasant and safer environment and improve air quality directly outside the school.

“It's been great working with Sustrans - a variety of activities have been undertaken and all were well received”.

School Survey respondent

Figure 2: How do you usually (or most often travel to school by travel mode.



Appendix 2a-c details individual results from the HUS. Appendix 2a shows that out of the 15 comparable schools, 10 schools saw an increase in active travel between their baseline surveys and the HUS taken in Summer 2023. Table 1 below highlights schools which showed a particular increase in active travel. Wareham St Mary’s, a new school for this term showed an increase in active travel by 19.4 percentage points from 55.1% to 74.5%.

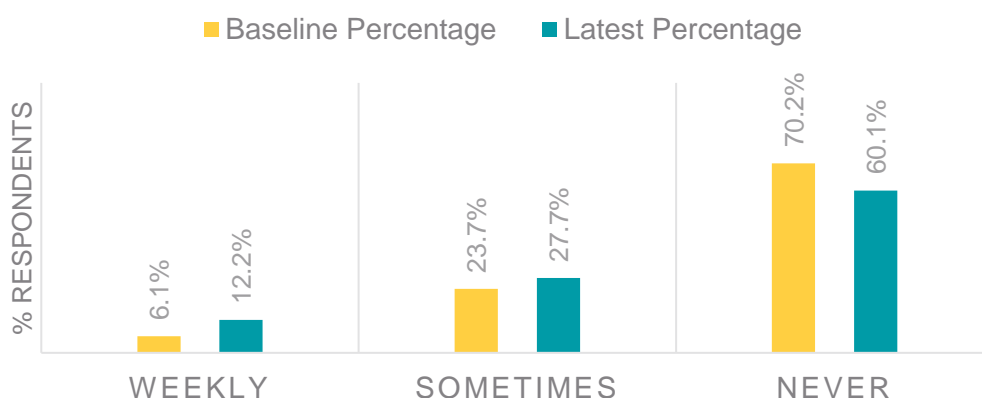
Table 1: The percentage of pupils usually actively travelling to schools, on a school level.

School	First	Last	% point change
Bovington Academy	61.5%	72.6%	11.1
Ferndown Middle School	42.8%	49.7%	6.9
Parley First School	36.1%	46.2%	10.1
Sandford St Martin's Primary School	26.0%	39.3%	13.3
St Michael's CofE Middle School	29.2%	37.3%	8.1
Wareham St Mary CE Primary School	55.1%	74.5%	19.4

Pupils were also asked how often they cycled to school (Figure 3). The percentage of pupils responding ‘weekly’ increased from baseline to

summer 2023 follow up by 6.0 percentage points, from 6.1% to 12.2%. Those 'sometimes' cycling also increased by 4.0 percentage points and those never cycling to school decreased by 10 percentage points, from 70% to 60%. Appendix 2b shows that that out of the 15 schools that returned a post HUS in summer 2023, 10 schools saw an increase of pupils usually cycling to school. Table 2 highlights some of the schools who have seen more significant increases.

Figure 3: How often do you cycle to school?



Bovington Academy and Wool Primary are both new schools for this academic year and have seen significant increases in cycling since they started the project. Wool had no cyclists when the school started with the project earlier in the year but has seen an increase to 8 percentage point of pupils cycling by the summer. Bovington saw the biggest increase out of all the schools with a 10-percentage point increase from 13.5% to 23.3%.

Table 2: Pupils who usually cycle

School	First	Last	% point change
Bovington Academy	13.5%	23.3%	9.8
Ferndown Middle School	8.8%	17.3%	8.5
Sandford St Martin's Primary School	5.2%	11.2%	6.0
The Wey Valley Academy	0.0%	8.8%	8.8
Wool C of E Primary School	0.0%	7.9%	7.9

This shows that the project has particularly had a positive impact on cycle to school. It also shows that Aim 1 has been achieved at some of the schools, as detailed in Table 1Table 2 and Appendix 2b, who have doubled the number of children cycling to school regularly (at least once a week) in some schools.

The school survey asked the respondents whether the project helped or influenced them to change the way they travel to school (school staff), almost half (9 out of 21) stated it had. Of those who said 'yes'. seven stated they cycle more often. There is therefore some evidence that the project is also increasing levels of active travel, particularly cycling, of school colleagues as well.

Reduction in Car Journeys

Figure 1 also shows that the percentage of pupils driven to school by car has also decreased by 6.3 percentage points, from 38.8% to 32.5%. Appendix 2c shows that 12 of the 15 schools saw a decrease in the number of pupils usually travelling to school by car. **Error! Reference source not found.** highlights the schools that saw noticeable decreases between baseline and summer 2023. Wareham St Mary's, a new school for this academic year, saw an impressive 19.5 percentage point decrease in car use from 42.9% to 23.4%.

Table 3: Pupils who usually travel to school by car.

School	First	Last	% point change
Ferndown Middle School	39.0%	27.4%	-11.7
Hillside First School	63.4%	45.8%	-17.6
Radipole Primary School	33.3%	21.3%	-12.0
Sandford St Martin's Primary School	65.4%	46.7%	-18.6
St Mary's Catholic First School	34.5%	24.2%	-10.2
The Wey Valley Academy	43.5%	32.6%	-10.8
Wareham St Mary CE Primary School	42.9%	23.4%	-19.5

This demonstrates that Aim 2 has also been achieved, reducing the number of young people travelling to school by car with a shift to active travel modes (scooting, walking and cycling) or use of public transport.

Case Study 3

St Osmund's School Bikes for Pupil Premium Pupils

St Osmund's had ten school bikes that hadn't been used for a long time. As there were a number of children at the school from lower income families, and deprivation is a key barrier to owning a bike, the schools wanted to gift these bikes to Pupil Premium pupils at the school. They asked for help to get them back in working order, the bikes were in poor condition and required extensive work.

“I love my bike, thank you! I enjoy cycling to school and to see my friends.” Participant who received a bike

The Officers carried out an audit and extensive Dr Bike, replacing the necessary parts to get the bikes road worthy. The bikes could then be gifted to ten Pupil Premium pupils at the school who otherwise would not have had access to a bike. The Officers also identified that a lack of helmets, locks, and lights, could also be a barrier to these pupils cycling to school, so these were also provided. This gave the pupils the freedom to cycle to school, friends' houses and around their local area. We returned later in the school year to run a puncture repair session to give them the skills and confidence to fix a puncture and replace an inner tube, enhancing their independence further. Each pupil was given a set of three tyre levers and a small glue-less puncture repair kit.

“The puncture repair session was cool, now I know what to do if I get a puncture.” Participant



10 pupil premium pupils now have their own bikes to cycle to school.

Case Study 4

Working with Youth Clubs

As it has sometimes been challenging to engage with pupils through their schools, the officers engaged with Youth Clubs in their target area. Working with the local youth groups helped to introduce young people to active travel, many of whom did not have access to a bike. It equipped them with some life skills and encourage them to investigate the possibility of walking and / or cycling more.

“Thank you so much for the Dr Bike, you did amazing!”

(PYCF manager)

We did a variety of sessions at Wareham Youth Club and Wool Youth Club surrounding active travel on a number of evenings. These were for primarily from Years 5 - 7. The sessions included puncture repairs, smoothie bike, cycle skills, cycling nutrition and Dr Bike.

The youth club members especially enjoyed the smoothie bike and puncture repairs. They were excited to learn a new skill, like fixing their own puncture. By the end of the sessions, they got so accomplished they were racing each other to see who could do it the quickest!

The smoothie bike, despite being fun making the smoothies and milkshakes, was also a tool for introducing cycling to a number of the youth club participants, as many of them who had a go said they had never cycled a bike before.



11 sessions delivered with 110 attendances.

Aim 3:

Raise awareness of the benefits of active travel.

School Survey

The school surveys asked teachers and other school staff who have been involved in the project whether the project have increased awareness of different topics. When asked about:

- **Health benefit of active travel** - 16 out of 20 respondents felt that pupils awareness had increased a little or a lot, with three answering don't know.
- **Environmental benefits of active travel** - 17 out of 20 respondents felt pupils awareness had increased a little or a lot, with remaining answering don't know.
- **Air quality benefits of active travel** - 12 out of 20 respondents felt pupils awareness had increased a little or a lot, with remaining answers being unchanged or don't know.
- **Economic benefits of active travel** - 11 out of 20 respondents felt pupils awareness had increased a little or a lot, with remaining answers being unchanged or don't know.

Also, 15 out of 20 respondents felt that the pupils enthusiasm for active travel had increase a little or a lot. This would suggest that the project has indeed been successful in raising the aware and enthusiasm of the pupils we work with.

An increase in the awareness and enthusiasm has also been seen for the respondents (school staff) taking part in the survey with 12 out of 21 stating their awareness of health, environmental benefits had increased a little or a lot, 14 out of 21 had increased their awareness about air quality and 11 out of 19 stated their awareness of economic benefits had

increased. When asked whether their enthusiasm for active travel had increase as a result of the project 15 out of 21 respondents gave a positive response.

Some of the comments received as part of the school survey also indicate that the project has raise awareness of active travel within their school communities.

“Informative for the children” Wareham St Mary’s

“The pupils realised how many different ways there are to travel to school and they enjoy being more active when travelling into school.” St Michael’s C of E Middel School

“Awareness and knowledge of active travel”, Wareham St Mary’s

“Awareness of bike safety, especially wearing helmets”
Bovington Academy

As well as awareness the school survey also suggests that respondents had seen positive benefits to the children’s:

- **Levels of physical activity** - 15 out of 17 responses stated levels had increased a little or a lot.
- **Feeling of safety when actively travelling** (13 out of 17 responses increased a little or a lot) and
- **General wellbeing** (16 out of 17 responses felt it had increased a little or a lot).

Case Study 5

Big Street Survey

The streets outside Parley First School are busy with traffic and although a large number of children do walk if they live nearby, families outside of the immediate estate tend to drive. This is due to the very busy roads that bookend the street that the school is on. The Big Street Survey activity aimed to get the children (Year 4) thinking about how they could make the roads safer outside their school. It was also intended to get them thinking about how it made them feel and how safety could be improved.

Firstly, the officers did an introduction to road safety in the classroom. The pupils then went out onto the surrounding streets (with clipboards and an answer sheet) to observe and evaluate the safety of the roads outside their school at specific locations. There were a number of questions to answer at each location, such as how safe they felt, what would make the area safer and was there any infrastructure already in place for people who walk or cycle?



Pupils undertaking a safety audit of the street.

The children then went back into the classroom so they could design their own posters about road safety, focusing on what they thought was the most important factor in keeping the roads safe. We also played road safety top trumps!



60 participants in Year 4 had increased awareness of road safety

Delivered Activity

During the school year the officers delivered:

- **82 events or activities which aimed to increase levels on interest and enthusiasm**, see Figure 4. This included activity such as smoothie bike sessions, assemblies on various subjects, golden lock competitions, bling your ride, active travel breakfast and active travel bingo. These achieved over 12,700 attendances (pupils, parents, staff, siblings and children (not in a school setting) see Table 4.
- **Seven education activities, linked to the national curriculum**, covering themes such as air quality, climate change and road safety and working with eco groups, achieving over 335 attendances.

Figure 4: Number of activities or events delivered by activity type.

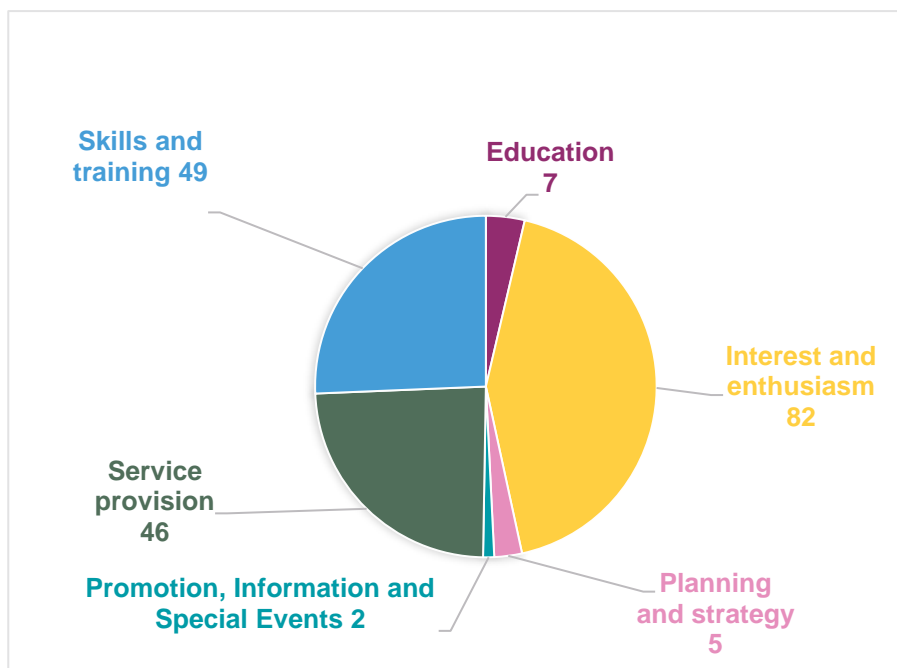


Table 4: Number of attendances by activity type

Activity type	Total Attendances	Pupils	Staff	Parents	Siblings	Children*
Education ¹	335	325	10	0	0	0
Interest and enthusiasm ¹	12,731	12,254	298	90	4	85
Planning and strategy	73	64	9	0	0	0
Promotion, Information and Special Events ¹	370	300	10	0	50	10
Service provision	1,078	916	101	52	0	9
Skills and training	1,008	793	94	7	2	112

*Children refers to under 18-year-olds taking part in activity outside a school setting such as a youth club or summer club.

¹All of these activities aim to raise awareness of the benefits of active travel covering themes such as climate change, air quality, road safety, health and cost benefits.

As detailed under Aim 4, 16 schools took part in the Big Walk and Wheel, involving over 6,200, two more than the previous year. This challenge and other events such as active travel days and competitions, like the golden lock, provide pupils and their families opportunities to try active travel and to see first-hand the positive impact of an active travel to school.

Case Study 6

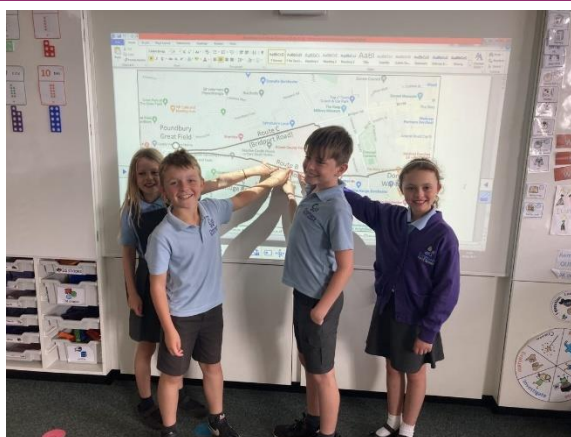
Damers' Eco Club

The Eco Crew at Damers Primary in Dorchester includes 15 pupils from across the school. They are actively working with Dorchester Transport Action Group to campaign for a cycle route to link Dorchester to Poundbury, where a number of the pupils live. They are also interested in active travel more generally and issues including clear air in the town and around the school in general.

The project officer initially engaged with Eco Crew to meet and discuss the proposed cycle route. This led to a group discussion on the barriers to active travel and the pupils raising concerns around active travel and transport around the school and town in general.

“Thanks for coming in today to talk to the group about Active Travel and the proposed Dorchester to Poundbury cycle route, we really appreciate your support.”

(Eco Group leader)



During the first meeting the group looked at maps and discussed the merits of various cycles routes through town. It was discussed how the Eco Crew could help to improve active travel and raise awareness of active travel and Clean Air within the school. The Eco Crew presented an assembly on Clean Air and helped with a Golden Lock competition in the autumn to motivate and encourage more pupils to walk and cycle to school. More Clean Air sessions have been scheduled for the autumn term if 23/24. The group would like to do a shelter clean and some basic bike maintenance sessions. The Officer will support the Eco Crew work on developing a cycling route through town, and the Eco Crew will also support the work of the school Champion to embed active travel into the school community.

Case Study 7

Air Pollution Investigations

Ferndown and Allenbourne Middle Schools both have very busy front car parks and roads outside the school. The aim was to raise pupils awareness of the air pollution created by cars in these areas, and to communicate this to the rest of the school, parents and staff.

The officer worked with the schools' Eco Clubs to look at how polluted the air was around their schools and where pollution comes from. It aimed to raised awareness about how it impacts the health of themselves and the planet and what they can do to reduce this. Sessions involved lichen walks, sticky tape particulate matter investigations, puncture repair sessions and setting up diffusion tubes in contrasting areas around the school grounds. The eco groups in each school then took action to address what they had found out.



Ferndown Middle School pupils used this information to present an assembly to the whole school, about their finds and what action could be taken to decrease the air pollution around their school. They also had a two-day Dr Bike for the whole school as the finale to the air pollution project. This aimed to get more pupils able to cycle to school, instead of being driven.

Allenbourne students wrote a piece for their newsletter to be read by parents, detailing what they had investigated about air pollution and where it comes from, and what they could do to reduce this.

Aim 4:

Create a culture of active travel (including cycling, scooting and walking) within project schools that can be sustained once the Project Officer has departed.

Delivered Activity

A total of 191 events or activities were logged with over 15,595 attendances made by pupils, staff, parents, and siblings as part of the Bike It Plus Dorset in 2022/23, Table 4. Not only did this help to build awareness of active travel, as detailed under aim 3, but also helped to prepare, enable and motivate change.

Of these activities 172 were in schools with officers delivering 155 activities, 17 being led by the schools themselves. In total 14,652 pupils attendances were achieved, as well as 522 staff and 149 parent attendances.

Activities which focus on increasing pupils' skills levels, including learn to ride, cycle confidence and scooter skills sessions and bike maintenance workshops. This helped to give pupils and their parents the confidence and ability to travel to and from school actively, as well as outside of school. This is particularly important to ensure a culture of active travel is created within the school. During the academic year 2022/23 officer delivered 40 sessions of this nature to over 790 pupils, plus a further nine sessions to 112 children at youth clubs and HAF sessions.

The officers also delivered 46 Dr Bike events, undertaking safe checks and repairs on 916 pupils, 101 staff and 52 parents cycles. This helps to

ensure bikes are in good working order to be able to use for the school run.



Case Study 8

Learn to Ride for Secondary School Pupils

Cycling is a skill that many acquire during primary school but there are an increasing number of students who do not learn during this time. As they get older, they might lose confidence in themselves to be able to do it, or it becomes embarrassing to admit that they cannot ride a bike. The challenge was to get some secondary students riding by the end of the session at Lytchett Minster Secondary School. Many of the students had never ridden a bike before or had never been able to practice on their bike properly. This was a chance for them to give it a go in their own time.

Officers organised a session with the school for a morning with the help of a member of staff and a Year 8 pupil, who wanted to help his friend to ride. The officer arranged to use a number of bikes from a nearby school for those that didn't have their own. Officers used the same method as for younger children, by taking both pedals off, then adding one more then adding both and gradually getting them used to the feel of the bike. A large open field space was used to practice on, which was ideal as the bikes were quite big and the grass provided a soft landing.

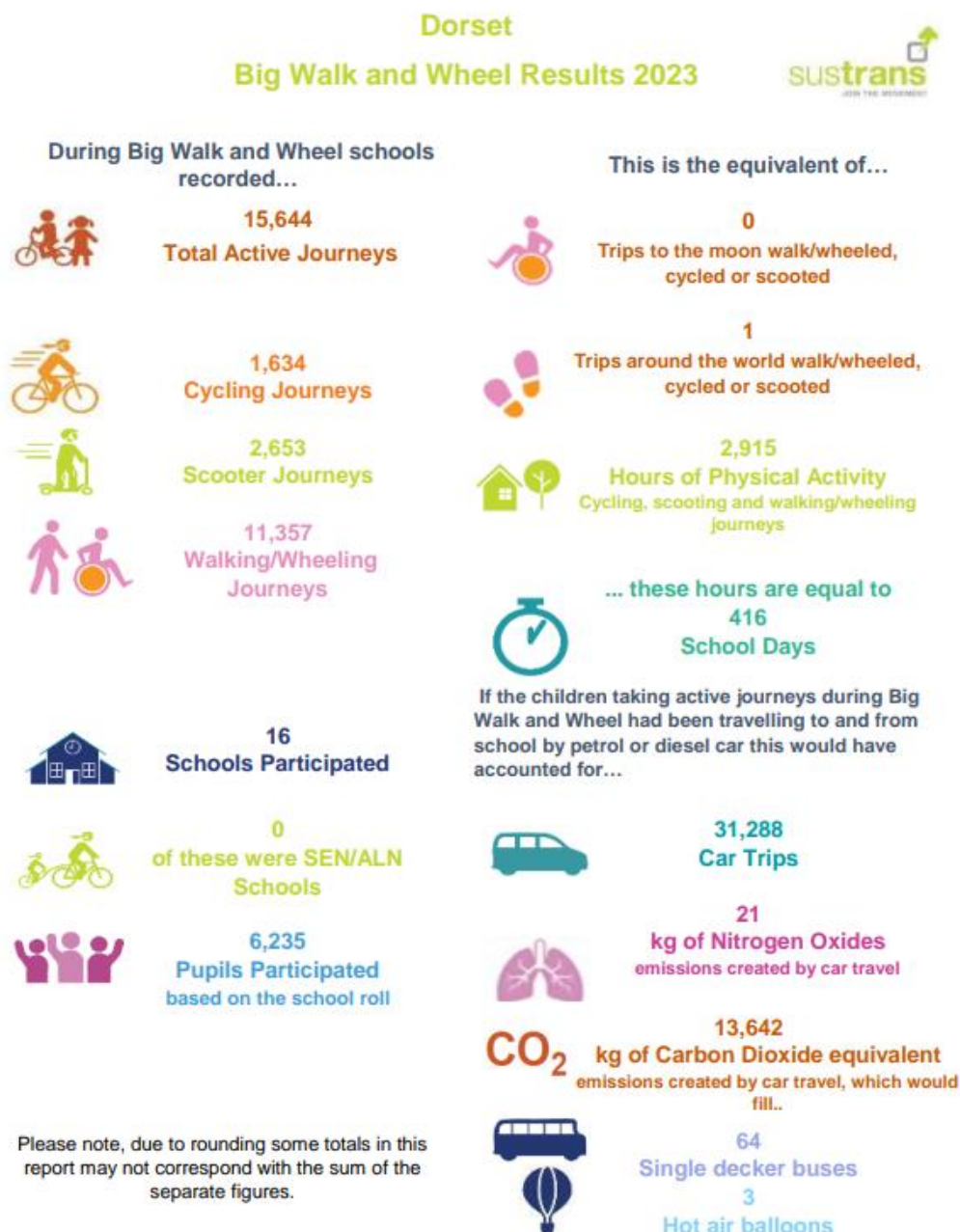
All five pupils who couldn't ride at all before, learnt to ride during the session. Two pupils could already ride but they needed more confidence which they gained during the session. The Year 8 helper was a true cycling champion, providing suggestions and encouragement. The member of staff who organised the session had such faith in the pupils and was a real asset to have with us during the morning.



Five pupils learnt to ride and two gained the skills needed to be more confident to cycle to school.

This year schools delivered at least 17 recorded activities themselves to 4,538 pupils. This doesn't include 16 schools and 6,235 pupils that took part in Sustrans Bike Walk and Wheel which ran during March 2023, see Figure 5. One school also set up and runs with parents a Bike Bus which runs every Friday.

Figure 5: Dorset Big Walk and Wheel results



All schools were provided with the opportunity to run a golden lock competition within their schools, and provided with the resources to run

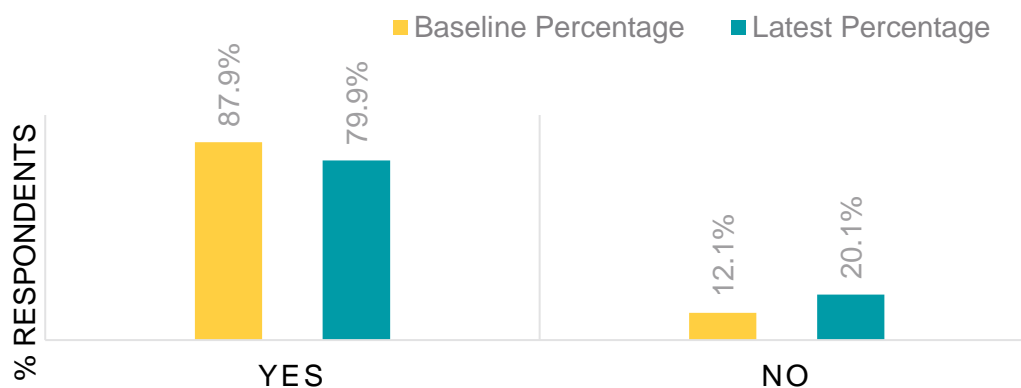
this over several weeks. This provides the motivation for children to actively travel to school, running it over several weeks or months ensures that positive travel behaviour is continually repeated, with the aim to ensure this behaviour change is embedded and sustained.

This demonstrating that schools are able to undertake active travel activities and initiatives themselves, to help embed it in to the daily routine and ensure a legacy for the project.

The overall increase in active travel, particularly cycling, detailed in Figure 2 and school specific successes, detailed in Table 1 and Table 2, also demonstrated that this is having the desired effect.

The Hands Up Survey however does show a decrease in the number of children that have access to a bicycle between pre and post survey. This has decreased by 10 percentage points from 87.9% to 79.9%. This is a significant barrier to encouraging more families to cycle to school.

Figure 6: Is there a bicycle you can regularly use (HUS)?



School Survey

The schools survey (based on respondents from teachers and other school staff) suggests that the project has increased the pupils' skills levels a little or a lot for the following:

- **Road safety awareness** - 15 out 21 respondents
- **Off Road Cycling** – 10 out 21 respondents

- **On road cycling** – 11 out of 21 respondents
- **Ability to perform maintenance and safety checks of equipment** – 10 out of 21 respondents.

By improving the pupils skills with road safety and cycling have provide the children with valuable life skills which they can continue to use and develop as they continue through their lives. This will also help to create a culture of active travel within the school as it will give both the pupils the skills and confidence to travel actively to schools and for other journeys.

Comments received from school staff who completed the survey also indicates that the project has increased active travel to and from school for both pupils and staff. For example:



Wareham holiday club

“Some more children cycle now”
Wareham St Mary’s

“The kids got so much out of it and were immediately cycling more to school AND wearing helmets!”
Bovington Academy

“It encouraged children to cycle to school”

“Facilities have improved and more adults riding to work.” The Wey Valley Academy

Case Study 9

Learn to Ride

A Year 4 pupil did not know how to cycle but didn't want to take part in learn to ride sessions with younger school pupils. The pupil, though very nervous, was very keen to start riding.

“[Pupil] was really nervous but came away really inspired to keep going.”

(Pupil's mum)

The officer arranged a series of sessions at the end of the school day for some one-to-one learn to ride sessions with the pupil. The officer through these regular sessions built a rapport with the pupil and their Mum. The officer persisted with the sessions and kept the pupil (and Mum) motivated to keep trying. It required effective communication with the school and parent to arrange sessions, report on progress and suggesting how best to support the pupil outside sessions.

The pupil gained confidence and improved their balance and coordination, slowly moving through the stages. By the end they could ride laps of the school playground unaided and push off and start on their own.

To reward the pupil's efforts the officer returned for a Celebration assembly to give them a medal, I love cycling badge and snap band colour coordinated with their bike.

“I feel like there was a big wall and I've smashed through it. It's the best birthday present ever!”

(Pupil – learnt to ride one day before his 9th birthday)

Conclusion

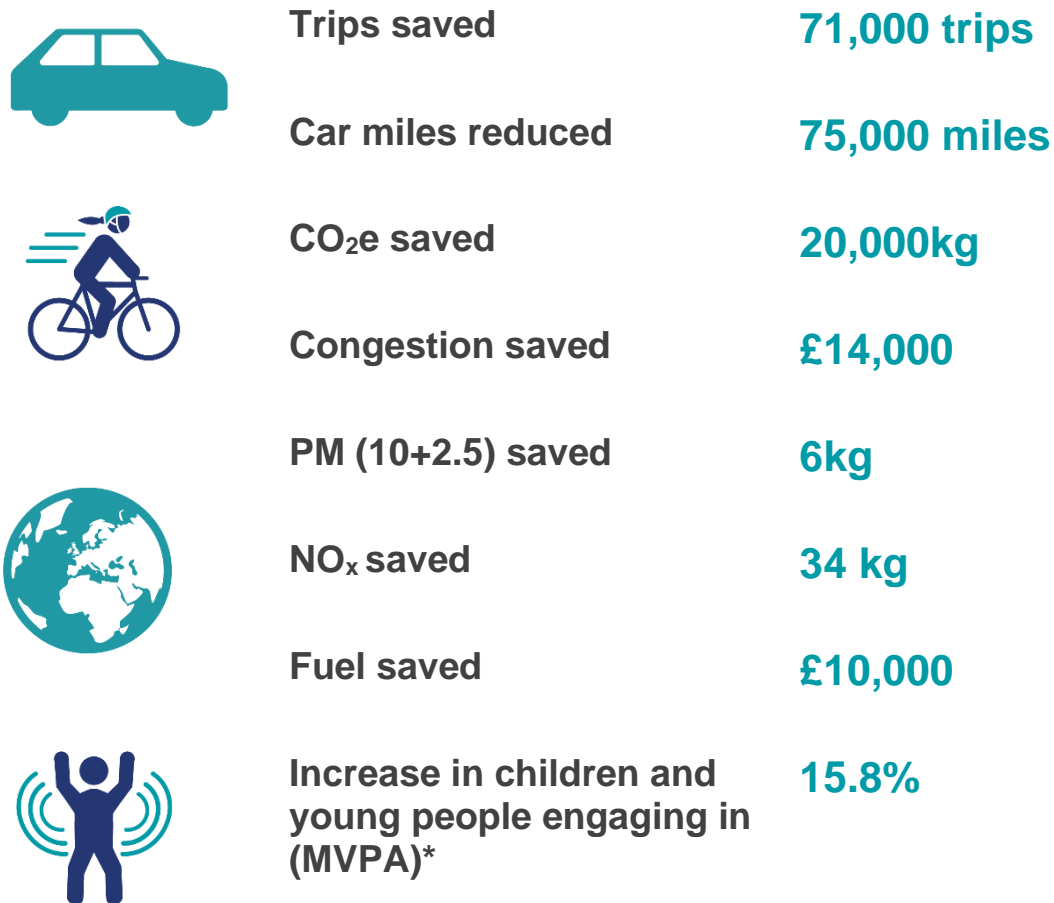
The results show that active travel has increased, particularly levels of cycling. This has resulted in a reduction in of usual car journeys to school. This is therefore helping to achieve aims 1 and 2 of the project.

A range of activities and events have been delivered with schools and through community groups and initiatives, such as youth centres, holiday clubs and events. These have raised the awareness of the many benefits of active travel and the impact car use can have on our air quality, health and the environment. This has helped to achieve Aim 3. Pupils have been given the knowledge and tools to inspire and motivated themselves and families to take actions, and also to act as ambassadors for their peers. Schools staff that we work with have stated that they have not only seen an increase in awareness of a benefits of active travel, but also have witnessed and increase in physical activity, safety awareness and mental wellbeing as a result of the project. The school survey also suggests that the project has also had a positive impact on the school staff which the officers work with.

As detailed under Aim 4 several activities delivered during this year were designed to specifically increase active travel, and specifically cycling. For example, providing Dr Bike sessions to help remove barriers to cycling to school by ensure that they were in good working order. Delivering cycle skills sessions aims to increase pupils' confidence to cycle to school and encouraging schools to take part in ongoing active travel challenges such as The Big Walk and Wheel help build consistency and legacy. The Officers also encouraged all their school to sign up for Bikeability sessions to ensure students get the opportunity to learn how to ride safely on the roads. Schools have also started to deliver their own activity and working with pupil eco groups has helped to embed active travel into the school day.

Using the data from the HUS alongside national averages we are able to predict benefits for next year if behaviour change is maintained. These are based on primary schools, as number of secondary schools responses were significantly lower. See Figure 7.

Figure 7: Predicted annual benefits for primary schools for next year.



*Moderate-to vigorous physical activity (MVPA) for an average of at least 60 minutes per day across the week

Appendix 1a

Information broken down by school.

School Name	School roll	First academic year of engagement	Level of Engagement	Number Activities *	Total Attendees **
Allenbourn Middle School	595	2013	intensively engaged	7	96
Archbishop Wake Primary	398	2020	intensively engaged	2	450
Atlantic Academy	764	2018	supported	2	8
Blandford St Mary's	168	2021	Intensively engaged	9	661
NEW Bovington Academy	205	2023	Intensively engaged	4	212
NEW Chickerell Primary Academy	400	2023	Intensively engaged	5	294
Damers First School	450	2013	supported	11	1,766
Emmanuel Middle CofE Voluntary Aided School	417	2013	supported	3	63
NEW Ferndown Middle School	595	2023	Intensively engaged	9	665
Ferndown Upper School	963	2013	intensively engaged	3	76
Hillside First School	244	2013	at distance	3	272
Lytchett Minster School	1516	2016	intensively engaged	18	477
Manor Park First School	443	2014	supported	9	970
Milldown CofE Academy	249	2019	intensively engaged	6	608
Parley First School	309	2010	supported	3	432
Prince of Wales First School	157	2013	supported	15	998
Radipole Primary School	437	2010	at distance	5	494
NEW Sandford St Martin's Primary School	356	2023	Intensively engaged	5	214

School Name	School roll	First academic year of engagement	Level of Engagement	Number Activities*	Total Attendees**
Southill Primary School	212	2012	at distance	6	492
St John's C of E VA School	265	2021	supported	5	910
St Mary's Catholic First School	187	2019	intensively engaged	12	1,317
St Mary's First Charminster	172	2017	intensively engaged	4	802
St Michael's CofE Middle School	603	2013	intensively engaged	3	35
St Nicholas and St Laurence Church of England Primary School	207	2010	at distance	10	802
St Osmund's Middle School	716	2014	intensively engaged	9	1,537
UNRESPONSIVE Sturminster Newton High School	625	2019	supported	0	0
The Blandford School	1043	2021	intensively engaged	1	32
The Purbeck School	1031	2019	intensively engaged	3	44
The Thomas Hardy School	2166	2014	supported	4	52
The Wey Valley Academy	888	2010	at distance	2	51
UNRESPONSIVE Trinity First School	139	2013	at distance	0	0
NEW Upton Infants' School	252	2023	Intensively engaged	4	266
Upton Junior School	374	2020	intensively engaged	3	34
NEW Wareham St Mary CE Primary School	182	2023	Intensively engaged	7	245
DISENGAGED Verwood CofE First School	308	2013	at distance	0	0
DISENGAGED West Moors Middle School	198	2013	at distance	0	0

School Name	School roll	First academic year of engagement	Level of Engagement	Number Activities*	Total Attendees**
UNRESPONSIVE Wimborne First	306	2018	intensively engaged	0	0
NEW Wool C of E Primary School	107	2023	Intensively engaged	4	38

Information broken down by community organisation or activity.

Community Event or Organisation	Number of activities	Attendances**
Sustainable Wareham Event	1	30
Swanage Car Free Event	1	20
Purbeck Youth and Community Foundation – youth club	11	124
Weymouth Outdoor Centre holiday & Food Club	6	80

*Activities figures include champions meetings.

**Total attendance includes pupils, school staff, parents/careers, other adults and siblings.

Appendix 2a

Pupils usually travelling to school by active travel modes for those schools that undertook a HUS in summer 2023.

School	First	Last	% point change	
Bovington Academy	61.5 %	72.6 %	11.1%	↑
Damers First School	72.9 %	64.0 %	-8.9%	↓
Ferndown Middle School	42.8 %	49.7 %	6.9%	↑
Hillside First School	29.3 %	33.3 %	4.1%	↑
Parley First School	36.1 %	46.2 %	10.1%	↑
Radipole Primary School	48.9 %	52.5 %	3.6%	↑
Sandford St Martin's Primary School	26.0 %	39.3 %	13.3%	↑
St John's Church of England Voluntary Aided School	66.2 %	58.6 %	-7.6%	↓
St Mary's Catholic First School	51.7 %	57.6 %	5.9%	↑
St Michael's CofE Middle School	29.2 %	37.3 %	8.1%	↑
St Osmund's Middle School	53.2 %	57.8 %	4.6%	↑
The Purbeck School	15.9 %	13.0 %	-2.9%	↓
The Wey Valley Academy	52.2 %	48.5 %	-3.6%	↓
Wareham St Mary CE Primary School	55.1 %	74.5 %	19.4%	↑
Wool C of E Primary School	61.1 %	47.4 %	-13.7%	↓

Appendix 2b

Pupils usually cycling to school for those schools that undertook a HUS in summer 2023.

School	First	Last	% point change	
Bovington Academy	13.5%	23.3%	9.8%	↑
Damers First School	16.9%	9.3%	-7.6%	↓
Ferndown Middle School	8.8%	17.3%	8.5%	↑
Hillside First School	1.8%	4.2%	2.3%	↑
Parley First School	4.6%	10.3%	5.7%	↑
Radipole Primary School	5.7%	3.3%	-2.5%	↓
Sandford St Martin's Primary School	5.2%	11.2%	6.0%	↑
St John's Church of England Voluntary Aided School	13.0%	6.9%	-6.1%	↓
St Mary's Catholic First School	13.8%	6.1%	-7.7%	↓
St Michael's CofE Middle School	1.8%	2.4%	0.6%	↔
St Osmund's Middle School	1.9%	4.8%	2.9%	↑
The Purbeck School	1.5%	4.3%	2.9%	↑
The Wey Valley Academy	0.0%	8.8%	8.8%	↑
Wareham St Mary CE Primary School	11.2%	17.0%	5.8%	↑
Wool C of E Primary School	0.0%	7.9%	7.9%	↑

Appendix 2c

Pupils usually travelling to school by car for those schools that undertook a HUS in summer 2023.

School	First	Last	% point change	
Bovington Academy	30.8 %	24.7 %	-6.1%	↓
Damers First School	25.4 %	17.4 %	-8.0%	↓
Ferndown Middle School	39.0 %	27.4 %	-11.7%	↓
Hillside First School	63.4 %	45.8 %	-17.6%	↓
Parley First School	20.3 %	29.1 %	8.7%	↑
Radipole Primary School	33.3 %	21.3 %	-12.0%	↓
Sandford St Martin's Primary School	65.4 %	46.7 %	-18.6%	↓
St John's Church of England Voluntary Aided School	24.7 %	17.2 %	-7.4%	↓
St Mary's Catholic First School	34.5 %	24.2 %	-10.2%	↓
St Michael's CofE Middle School	47.0 %	42.1 %	-5.0%	↓
St Osmund's Middle School	15.7 %	19.3 %	3.6%	↑
The Purbeck School	22.4 %	52.2 %	29.8%	↑
The Wey Valley Academy	43.5 %	32.6 %	-10.8%	↓
Wareham St Mary CE Primary School	42.9 %	23.4 %	-19.5%	↓
Wool C of E Primary School	38.9 %	36.8 %	-2.0%	↓