

ANNEX A · RECEPTION AND KEY STAGE 1

# Every report you receive, filled in.

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The weekly notes, a complete Delivery and Learning Report and both certificates, shown as a worked example so you can see the whole thing before you agree to anything.

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**Pocket Money Adventures CIC**

Company 16994988 · ICO ZC124930

Every line below is labelled. Green is something a teacher actually reported in 2026. Yellow is wording written to show you the format. Blue is being added for the 2026 to 2027 pilot.

## WEEK 1 · THE DAY AFTER THE SPARK

### Your session note

**ILLUSTRATIVE SPECIMEN WORDING** **Delivered.** A 68-minute core inside your 90-minute slot. Class 1E, 28 on roll, 26 present. A teaching assistant and the class teacher in the room throughout. One child chose to watch the sorting activity rather than join it, and joined in by the book.

**ILLUSTRATIVE SPECIMEN WORDING** **Fidelity check.** 26 of 26 performed Tap, Tap, Pause on cue at the end. **That verifies the teaching, not a change in anyone.**

**ILLUSTRATIVE SPECIMEN WORDING** **Whole-class capture, start and end.** Need or want, correct on the shared example: 19 of 26 at the start, 24 of 26 at the end. Gave a reason about the situation: 11 at the start, 22 at the end. **Counts, not percentages of children who learned something.**

**ACTUAL PILOT OBSERVATION** **What the teacher said.** "The needs and wants sorting was the part they took away. They were still arguing about the trampoline at lunchtime."

## WEEKS 2 AND 3 · AFTER YOUR CHECK-INS

### Two Sidekick sessions, two Family Missions

**ILLUSTRATIVE SPECIMEN WORDING** **You told us:** both ran. 12 and 9 minutes including preparation. 26 children took part. Family Mission packs went home on the Friday. Nothing needed explaining in week 2.

**ILLUSTRATIVE SPECIMEN WORDING** In week 3 you flagged the word "afford". **It is now noted on that card. You are the third teacher to say so**, which is exactly what the usability question is for.

**ACTUAL PILOT OBSERVATION** **What a teacher reported in 2026:** a child told the class they had used the routine in a shop over half-term. Reported by the class teacher. **An exploratory signal.** We did not see it and we have not verified it.

# Weeks 4 to 7, and what a weekly note is for

## WEEKS 4 AND 5 · ONE WEEK THAT DID NOT RUN

### And what happens when it does not

**ILLUSTRATIVE SPECIMEN WORDING** **Week 4:** ran, 15 minutes, two children used the alternative response method rather than standing and sitting.

**ILLUSTRATIVE SPECIMEN WORDING** **Week 5: did not run**, school trip. Recorded as not run and it appears in your report as not run. **There is no required catch-up.** The card stays with you, and your remaining cards are unaffected.

**ACTUAL PILOT OBSERVATION** **What a teacher reported in 2026:** children taught other children about needs and wants in an assembly and demonstrated the routine. **A useful informal indication, and not a measured outcome.**

## WEEKS 6 TO 7 · THE RECALL CHECK

### Ten minutes with your class, then your report

**ILLUSTRATIVE SPECIMEN WORDING** The same short questions again, whole class, plus the observed anchor scene for the primary outcome: does a child pause before deciding without the routine being named in the question. Then your School Delivery and Learning Report arrives with a certificate for the wall and one for every child.

**ILLUSTRATIVE SPECIMEN WORDING** **No child sits a written test or receives a mark.** You run a short whole-class activity and record aggregate responses only.

**PROPOSED FUTURE FIELD** New for the 2026 to 2027 pilot. Earlier cohorts used a twenty-one item teacher questionnaire that has since been retired. Annex B explains why.

## REST OF THE TERM

### Free continued-learning packs

**ILLUSTRATIVE SPECIMEN WORDING** Sent to your school by link and refreshed. No account, no login, nothing to buy. They carry the same routine and the same words, and they are not part of anything we measure or report.

## What a weekly note is for

### IT IS SHORT

Under a minute to read. A teacher who has just finished a Friday does not need a newsletter from an external provider.

### IT IS LABELLED

Anything a teacher told us is marked as reported by a teacher. Anything we wrote is marked as ours. You never have to work out which is which.

### IT IS HONEST ABOUT GAPS

A missed card says missed. Two weeks with no check-in say so. The note is a record of the week, not a report card on your class.

**Nothing in a weekly note ever asks you for anything.** There is no action, no reply expected, no form beyond the two-minute check-in you have already done, and nothing to file.

**SPECIMEN.** The school, class and dates are illustrative. The capture counts are illustrative too, because the 2026 to 2027 pilot instruments begin with the next cohort.

## The delivery record

| Field                             | Recorded                                                                                                                                                                                                                                                                                               |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>School and class</b>           | Sample Primary School · Class 1E, Year 2 · 28 on roll                                                                                                                                                                                                                                                  |
| <b>Spark Session</b>              | 6 October 2026. A 68-minute core inside the agreed 90-minute slot. Hall space. All five core components delivered                                                                                                                                                                                      |
| <b>Dates</b>                      | Planned to close the week of 17 November. <b>Moved to 24 November at the school's request</b>                                                                                                                                                                                                          |
| <b>Weekly sessions</b>            | <b>5 of 6 ran.</b> Week 5 did not, school trip. Recorded as not run, not made up                                                                                                                                                                                                                       |
| <b>Family Missions</b>            | 6 of 6 sent. <b>We do not know how many were completed and we do not ask.</b> Eleven slips came back, which is a signal from returners and never a rate of family use                                                                                                                                  |
| <b>Active teacher time logged</b> | 9 minutes setup, then 12, 9, 15, 0, 11 and 13 minutes across the six weekly slots, and 12 for the recall check. <b>1 hour 21 in total, against the two hours we describe.</b> The zero is week 5, which did not run. Recorded as reported. Separately, staff were present while we delivered the Spark |
| <b>Usability</b>                  | One word needed explaining, "afford". Now noted on that card. <b>This teacher was the third to say so</b>                                                                                                                                                                                              |
| <b>Access adjustments</b>         | Two children used the alternative response method rather than standing and sitting. Large-print Family Missions for one family. The low-ink poster throughout                                                                                                                                          |
| <b>Who was in the room</b>        | Class teacher present throughout, one teaching assistant. Never alone with a child                                                                                                                                                                                                                     |
| <b>Sponsor</b>                    | Funded in full by a local business. Acknowledged to adults in wording the school approved. No contact with children, no data, no promotion                                                                                                                                                             |

**The awkward rows stay in.** A week that did not run, a moved closing date, 1 hour 21 against the two hours we advertise, and a word your teacher had to explain. A report that only records what went to plan is marketing. This one is a record, and the usability line is why the next school gets a better card.

# Four things recorded, kept apart on purpose

## 1 • Whole-class capture

**ILLUSTRATIVE. Counts for the children present on each occasion, which was 26, 26 and 25.**

| What was asked                                                               | Start of Spark | End of Spark | Week 7   |
|------------------------------------------------------------------------------|----------------|--------------|----------|
| Need or want, on the shared example                                          | 19 of 26       | 24 of 26     | 22 of 25 |
| Named save, spend and share with an example of each                          | 7 of 26        | 21 of 26     | 20 of 25 |
| Gave a reason about the situation                                            | 11 of 26       | 22 of 26     | 19 of 25 |
| Paused before deciding, without the routine being named, in the anchor scene | —              | 17 of 26     | 15 of 25 |

The last row is the primary outcome and it is an observed scene, not an opinion. A different number of children were present each time, so **these are not the same children compared with themselves**. They are counts of a classroom on a day, printed beside the number present.

## 2 • Fidelity and dosage

26 of 26 performed the routine on cue at the end of the Spark, which verifies the teaching and not a change in anyone. Five of six weekly sessions ran. Median 12 minutes, range 9 to 15 across the five that ran, against the five minutes of preparation we specify. Participation 24 to 26.

## 3 • Exploratory signals, labelled

**Teacher-reported, never counted.** "They were still arguing about the trampoline at lunchtime." A child said they had used the routine in a shop over half-term. Eleven Family Mission slips returned, several mentioning conversations at home. **None of this is an outcome and none of it is added to anything above.**

## 4 • The teacher outcome, held distinct

Your own rating of whether you enjoy teaching about money and feel confident delivering it inclusively moved from 3 to 4 out of 5. **That is a real result and it is about you, not the children**, so it is never folded into a learning total.

# What this means, and what we would do next

## What can be said from this

- The Spark Session was delivered with all six fixed components, and children could perform the routine on cue at the end
- More children in the room could tell a need from a want, name the three choices and give a reason at the end of the session than at the start
- Most of that was still visible in week seven, several weeks later
- **15 of 25 children present showed the defined pause response in the week seven fictional class task.** A class-level observed response inside the programme, **not evidence of real-world behaviour change**, reported as a count and never as a percentage
- Five of six weekly sessions ran, and your teacher would use them again

## What cannot be said, and will not be

- What any individual child learned. Nobody sat anything and the unit is the class
- That the programme caused the change. There is no comparison group and the same adults were present throughout
- That anything has become a habit, a reflex or automatic
- That any child's behaviour with money has changed, or that any future harm has been avoided
- Anything about an inspection judgement, statutory compliance, or a comparison with another programme

**What we would do differently, and would like your help with.** Have a colleague who did not deliver the sessions observe one anchor scene, so the primary outcome is not always judged by the same adult. Run the week seven capture with the same children present where the timetable allows it. Neither costs your school anything, and both would make this report worth more than it currently is.

### The most useful next step

If a sponsor renews, the most useful thing that money buys next is **a longer follow-up in this class**, not a second classroom. We can already show that a session lands. What nobody has shown, including us, is whether anything is still there two terms later. That is the question worth funding, and it is the gap our Theory of Change marks as not measured.

Two certificates arrive with your report. The first records **what was delivered and completed**, and nothing else. It used to carry lines about children using the routine at home and teaching others. Those were real teacher observations, but a certificate is a record of participation, not a place to put an anecdote, so they have gone.

## POCKET MONEY ADVENTURES

### Certificate of Completion

This certifies that

#### Class 1E, Sample Primary School

took part in the seven-week Pocket Money Adventures programme for children aged 4 to 7.

**1**

Spark Session delivered in the classroom

**5 of 6**

Weekly sessions ran. One did not, school trip

**6 of 6**

Family Missions sent home

Programme dates 6 October to 24 November 2026. Funded in full by a local business sponsor. **This certificate records what was delivered and completed.** It makes no claim about what any child learned or does.

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Pocket Money Adventures CIC

Company 16994988  
ICO ZC124930  
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**What this certificate no longer says.** That the routine travelled home. That children taught it to others. That anything was measured. All three appeared on our earlier certificate. They are reported observations, they belong in the report where they can carry their caveats with them, and they do not belong on a wall.

#### IT RECORDS

- That the class took part
- Which weeks were completed, and which were not
- The programme dates
- That a local business funded it

#### IT DOES NOT RECORD

- Any score, rating or percentage
- Anything a child learned
- Anything about home
- Anything about an inspection

#### WHO IT NAMES

- The school and the class
- Nobody else
- **No child, in any context**
- No teacher, unless your school asks us to

## MY MONEY ADVENTURE

### I did it

This certificate belongs to

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**Two taps. A pause. Need it, want it, or does it depend?  
And then I say why.**

One for every child in the class. **Your teacher writes the name in and your school keeps the record.** We never see it, hold it or copy it.

**Pocket Money Adventures**  
With Ava and Walbot, from Silverton

Class certificate ref.  
Issued by your school

#### HOW IT WORKS

- One for every child on roll, whether or not they were in on the day
- **The teacher writes the name in.** We never see it, never hold it and never copy it
- It carries the routine in the child's own words, so a parent can ask about it
- No score, no grade, no level, and no comparison with any other child

#### WHY THERE IS NO NUMBER ON IT

Because there is no number that belongs to a child. Our instrument rates a class, and the person doing the rating is the teacher. Printing a percentage on a child's certificate would imply we had measured that child. We have not, and neither has anybody else.

**Certificates arrive whatever the ratings showed.** They record participation, so a class that missed two weeks and a class that missed none both get one. Tying a child's certificate to a result would turn a seven-week story into a test, which is the opposite of the point.

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Annex A