

SCHOOL DECISION PACK · CHILDREN AGED 4 TO 7

One class. Seven weeks. Free to your school.

We deliver the opening session in your school. Everything after it arrives ready to use, with nothing to plan, print or mark. Around two hours of teacher-led time across the whole seven weeks. Your class keeps a poster, a story and a routine. Your school keeps a report and a certificate for every child.

£0 to your school, at every stage. A business sponsor pays, and we find them.

Pocket Money Adventures CIC

Company 16994988 · ICO ZC124930 · Staffordshire

Nathan Waldron, Founder and Director

hello@pocketmoneyadventures.co.uk

A note from Nathan · **One** Is this right for our pupils? · **Two** What happens in the room · **Three** What our staff do · **Four** Safeguarding, data and the sponsor · **Five** The evidence · **Six** Cost and next steps

Read two pages and you will know if this is for you. This one, and the note overleaf.

A SHORT NOTE BEFORE THE DETAIL

Hi, I'm Nathan

Pocket Money Adventures started on a family holiday, in a shop, with my daughter.

She had picked up one more thing. I said no. She looked up at me and said:

"It's OK, Daddy. Just tap it."

I had worked in financial services for nearly twenty years, and that sentence stopped me where I stood. **She was not being greedy. She was being logical.** She could see the phone, she could hear the beep, and she could see the thing we walked out with. What she could not see was money leaving, or the choice underneath it.

That is the whole problem, and it is not her fault. Money used to be visible. A child watched coins come out of a purse and watched change go back in. Now the exchange happens behind a beep. **So that is what Pocket Money Adventures is for: making the choice visible again.**

We do it through a story, because a four year old asked about money in their own house may have nothing safe to say. Asked what Ava should do, the same child can think freely, argue, change their mind and be wrong without it costing them anything. **We never ask a child what their family earns, spends or cannot afford. And we never teach that wanting something is wrong.**

I also know what it is like to be handed a new programme when you are already full. So we deliver the opening session ourselves, and everything after it arrives ready to use, with nothing to plan, print or mark.

The last thing is the part I care most about getting right. **We are still earning the right to make bigger claims.** Earlier delivery tells us this can be run in a classroom, and that teachers report children engaging with it. It does not tell us that anything lasts, and this pack says so on the page rather than in a footnote. Where we got a number wrong, we have printed the correction rather than quietly replacing it.

Judge us on three things: whether it is right for your pupils, whether it is manageable for your staff, and whether it is honest enough for your governors.



Nathan Waldron

Founder, and dad of two

A **seven-week, story-led early money-learning programme for one classroom of up to thirty children aged four to seven**. We deliver the opening Spark Session. Your teacher then leads six short weekly sessions drawn from a library of thirty cards, each specified to need **no more than five minutes of preparation**.

The routine your pupils learn is Tap, Tap, Pause. Two taps, a pause, then one question: **do I need it, do I want it, or does it depend?** Then they give a reason. **The reason matters more than the answer.**

The rule that follows is save some, spend some, share some if you can, with **share held as an invitation and never an obligation**. Every situation belongs to a story character, so no child is ever asked what their own family earns, spends or cannot afford.

IT IS PROBABLY RIGHT IF

- You want early money learning that does not depend on confident reading, writing or calculation
- You want children practising **explaining a reason** alongside age-appropriate money knowledge
- You can find about two hours of teacher time across seven weeks, plus staff presence at our session
- You want a written report at the end that your governors can read
- You want your school on the record as **among the first building the evidence base ahead of the 2028 statutory change**

IT IS PROBABLY NOT RIGHT IF

- You cannot find **about two hours of teacher-led time across the seven weeks**
- You want us to deliver without a member of your staff in the room. **We will not**
- You cannot host a visitor under your own safeguarding procedures this term

Want something we have not described here? A single visit, a different year group, an assembly, a staff session, a different shape entirely. **Ask. We would rather build something around your school than turn you away because our standard offer did not fit.**

How it flexes across the age band

Age	What we expect, and what we do not
4 to 5 · Reception and early Year 1	Action and repetition, concrete short language. The routine is taught mainly as a physical game. Needs and wants uses obvious tangible pairs. We expect recognition and imitation rather than independent explanation , and we do not treat the absence of explanation as a failure
6 to 7 · Year 1 and Year 2	We ask for the reason and push gently for "because". Saving toward a goal over time. Less obvious cases and short discussion. Some children explain the routine in their own words

The six fixed components are identical across the band. **Only the depth of reasoning asked for, and the balance of action against discussion, change.**

Five things this takes off your school

These are the reasons primary schools give for not doing money with this age group. We built the programme around them rather than around what we wanted to teach.

What normally stops it	What we do about it
Time you do not have. Another initiative usually means planning, printing and marking before anything reaches a child	We deliver the opening session ourselves. After that it is about an hour and a half of teacher-led time across weeks 2 to 7, with no more than five minutes of preparation for any one session and nothing to plan, print or mark
Training you have not had. Financial education sits in almost no initial teacher training, and there is rarely a CPD budget for it	No subject knowledge is required and no training day is needed. Every session arrives with the words on the card. Your teacher's own confidence is measured before and after and reported to you, separately from anything about the children, because it is a real outcome and it is about the adult
A budget you do not have, in a year where nothing is spare	£0 to your school at every stage. A business sponsor pays and we find them. No invoice, no deposit, no hidden extra, and nothing to withdraw from if you stop
Resources you would have to make. Most free material is a document pack that still needs printing, cutting, laminating and adapting for your class	Everything arrives ready to use, and the six weekly cards are chosen for your class rather than sent out identically to every school. If one does not land we change the next. You keep all thirty cards, the poster and the termly packs, whether or not you run it again
Something to show for it. Governors, a trust, and from September 2028 a statutory expectation	A written report and a certificate for every child, recording what was actually delivered including anything that did not run. It is a record of activity rather than an inspection judgement, and we will never describe it as anything else

And one risk we take off you completely. A money lesson can very easily become the moment a six year old finds out where their family sits. **We never ask a child what their family earns, spends or cannot afford.** Every question goes through the story, so the child with plenty and the child with nothing answer the same one, and neither has been asked to reveal anything.

September 2028, and why we are not waiting for it

Following the Curriculum and Assessment Review, **citizenship becomes statutory at key stages 1 and 2, with financial education inside it.** The final national curriculum is expected in spring 2027 and first teaching is September 2028.

THE CAUTION, FIRST

The programme of study has not been published. Nobody can honestly claim their scheme meets it, and any provider telling a school otherwise is guessing. **That includes us.** We map only to the frameworks that already exist and we name them in our curriculum map, so a governor can check what we mapped to rather than take our word for the fact that we mapped.

AND WHAT WE ARE ACTUALLY FOR

Somebody has to work out what genuinely lands with four to seven year olds before 2028 arrives, and **we intend that to be us.** Every classroom we deliver in from September 2026 contributes to a designed evidence base rather than a testimonial: **a defined primary outcome, whole-class capture at three points, a fidelity and dosage record, and the teacher's outcome held separate from the children's.**

We intend it to be independently reviewed rather than marked by us. We are in early conversation with Loughborough University's Centre for Early Mathematics Learning about that review. **Nothing is commissioned yet, and we will keep saying so until it is.** We would rather a school knew the exact status than assumed a partnership that does not exist.

What that means for your school. You are not buying a scheme that claims to meet a standard nobody has read. **You are joining the schools whose delivery helps build the evidence for what that standard should ask for,** and you get the report and the certificates either way.

Inside the Spark Session

A 60 to 75 minute core, in a school-agreed slot of up to 90 minutes. **The order is deliberate:** the routine is taught first because it leads into the needs-and-wants decision, which leads into what to do with money, which the book then models.

Part	About	What happens
Welcome and the big question	5 min	Money means making choices
Tap, Tap, Pause	10 min	Teach the routine, rehearse it as a group
Needs and wants	10 min	An active sort: stand for a need, sit for a want, or an equivalent response method. Then give a reason. The reason matters more than the answer
Save some, spend some, share some if you can	10 min	The three choices, linked back to the pause. Share is an invitation, never an obligation
The book	15 min	The characters model the pause and the choices
Draw and choose	10 min	Children apply save, spend and share to their own example
Summary and close	5 min	Recap in the children's own words. Take-home cards handed out

THE FIVE COMPONENTS THAT DEFINE IT

The story. Tap, Tap, Pause. Save some, spend some, share some if you can. Needs and wants. The home strand.

Our manual puts it bluntly: **if any of these five is absent, the session is not a Pocket Money Adventures session.** Everything else is delivery detail a facilitator may adapt.

HOW IT FLEXES BY AGE

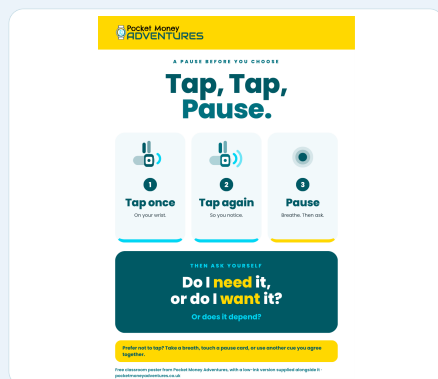
Ages 4 to 5. Action and repetition, concrete short language. The routine is taught mainly as a physical game. Obvious tangible pairs. **We expect recognition and imitation rather than independent explanation.**

Ages 6 to 7. Ask for the reason, push gently for "because". Saving toward a goal over time. Less obvious cases. Some children explain the routine in their own words.

The five components are identical across the band. Only the depth of reasoning asked for, and the balance of action against discussion, change.

Why it is a story, and not a lesson about money. A four year old asked directly about money in their own house may have nothing safe to say. The same child asked what Ava should do can think freely, argue, change their mind and be wrong without cost. **That distance is the design, not decoration.**

What your class actually gets, and how we fit it to them



The classroom poster. Goes on your wall and stays there. **Free to any primary school whether or not you run the programme,** including a low-ink version



The sorting activity. Three hoops, a stack of cards, ten minutes. Stand for a need, sit for a want, or any equivalent response method. **Then a reason**



The story. *Ava Saves Up.* Ava wants something. Walbot asks her a question instead of telling her what to do

The Sidekick Cards, and how we tune them to your class

There is a library of thirty cards and you use six of them. That is deliberate. It means the six can be chosen for the class in front of us rather than handed out identically to every school in the country.

CHOSEN FOR THE CLASS

Before we start you tell us what your year group is actually like: reading confidence, attention, how much of the day already runs on discussion, and anything you are working on as a class. **We pick the six cards from that, not from a default order.** A chatty Year 2 and a quieter group who need more repetition do not get the same six.

CHANGED MID-PROGRAMME

Each week you send a two-minute note. **If a card did not land, the next one changes.** That has already happened: one school's class did not connect with a card, we swapped it, and the replacement ran the way the first one was supposed to. You are not locked into a sequence chosen before we met your class.

ADAPTED FOR AN INDIVIDUAL

Where a child needs something different we will make it: large print, a simplified card, an alternative to the physical response, a different pause cue, or a one-to-one version a teaching assistant can run. **Tell us what a child needs and we will build it rather than ask them to manage without it.** Core participation never depends on confident reading, writing or calculation.

You keep all thirty. The twenty-four you did not use stay with you, along with the poster and the continued-learning packs, whether or not you ever run the programme again.

What will your staff need to do?

When	What happens	Active teacher time
Before week 1	Confirm the class and year group, access needs, room and a named contact. The class-level starting capture. Administration, not lesson planning	About 10 minutes, once
Week 1	The Spark Session. We deliver it. A 60 to 75 minute core inside a school-agreed slot of up to 90 minutes. Carpet or hall space, no desks needed. A member of your staff stays in the room under your normal arrangements and plans and leads none of it	None. Classroom supervision, not delivery
Weeks 2 to 7	Six short teacher-led reinforcement sessions , drawn from a library of thirty Sidekick Cards. Short daily Pulse moments in between. A weekly Family Missions goes home. A two-minute check-in comes back to you as a written note	About 15 minutes a week, including no more than five minutes of preparation
Weeks 6 to 7	The recall check , then your School Delivery and Learning Report , a certificate for the classroom wall and one for every child	About 10 minutes
Rest of the term	Free continued-learning packs carry the routine on, sent by link and refreshed	Nothing required

Said plainly, because our own Intervention Manual says it to the assessor. The Spark Session is the settled part and can be delivered and studied on its own. **The seven-week pathway has not yet completed a full end-to-end delivery cycle, and its week-by-week outlines are being finalised.** Your class would be among the first to run the complete sequence, and among the first building the evidence base ahead of the 2028 statutory change.

Around two hours of active teacher time across the seven weeks. That is about 10 minutes of setup, about 15 minutes a week in weeks 2 to 7 including preparation, and about 10 minutes for the recall check.

Separately, a member of your staff remains present while we deliver the Spark, under your normal arrangements. That is classroom supervision, not teacher-led delivery. We count it separately rather than folding it into the two hours or pretending it does not exist.

This is a design figure, not a measured one. The weekly sessions are specified to need no more than five minutes of preparation. Your own check-ins record what it actually took, and we would rather publish your number than ours.

WHAT YOU NEVER HAVE TO DO

- **Plan a lesson.** Every session arrives complete, with the script, the prompts and the resources
- Present anything in week one. We deliver it with your staff in the room
- Print, laminate, cut out or prepare
- Mark anything, or collect anything back from home
- Log in, or learn a platform
- Know anything about personal finance

WHAT ARRIVES

- A library of **thirty Sidekick Cards**, of which six are used
- Pulse micro-activities and Mini-Mission cards
- Weekly Family Mission parent packs
- Materials for up to thirty children, the poster and a low-ink version
- The adaptation note for SEND and for English as an additional language
- **Ava Saves Up**, read within the session

The weekly half, and the optional home half

Weeks 2 to 7, and the Kettle Rule

THE WEEKLY SESSION

Thirty cards, six weeks

Short teacher-led activities drawn from a library of thirty Sidekick Cards, **designed under the Kettle Rule: no preparation longer than a kettle takes to boil.**

- Pick one up and read it. Nothing to write, design or print
- **No more than five minutes of preparation**, by design and by specification
- Short daily Pulse moments in between, a few minutes each
- A two-minute check-in that comes back as a written note

THE HOME STRAND

The optional Family Mission

A weekly pack goes home carrying the same words the class used, so **a child meets one vocabulary rather than three. Essential learning stays in school**, so nothing depends on it happening.

- Nothing to fill in, return, print, log in to, buy or prove
- No question about what a family earns, spends or cannot afford
- **Returns are a signal from the families who return them, never a rate of family use**
- A family that does none of it costs their child nothing

A teacher never asks publicly who took part, because that identifies who did not. The next session opens with a new fictional example every child can join.

If a week does not run, nothing happens. There is no required catch-up. The session is recorded as not delivered, appears in your report as not delivered, and the card stays with you to use later.

What counts as a completed pathway, so the word means the same thing in every report. A completed School Pathway is **the Spark Session, all six weekly sessions and the week seven recall check.** Any missing component is recorded as missing. **A class that misses components receives a participation record and is not described as having completed the full pathway**, by us or by a sponsor. Nothing is inflated by rounding a partial delivery up.

What a Family Missions asks of a family, and what it never asks

IT ASKS

One short shared moment using the same words the class used. Spot a tap and talk about what changed. Choose between two fictional things and say why. Talk about something worth waiting for.

IT NEVER ASKS

What a family earns, spends, owes or cannot afford. No budget, no bank balance, no proof, no photograph, no app, no account, and nothing to send back to school.

AND IN CLASS

A teacher never asks who did it, because that identifies who did not. The next session opens with a new fictional example **every child can join on equal terms.**

How will safeguarding, data and sponsorship work?

SAFEGUARDING, AND WHERE RESPONSIBILITY SITS

- **Nathan Waldron currently leads delivery** and holds an enhanced DBS check with the children's barred list check, on the Update Service so your office can verify it on the day. Any additional facilitator is named to you in advance, recruited under our safer-recruitment process, and holds the appropriate current check before delivering
- **Delivery operates under your safeguarding and visitor procedures.** Your designated safeguarding lead retains responsibility for your setting's safeguarding response
- **We remain responsible for the conduct of our staff,** and for reporting any concern through your agreed route before we leave the building
- We are never alone with a child, and a member of your staff stays in the room throughout
- A policy suite and public liability insurance are in place. Certificate and policies sent the day you ask

YOUR PUPILS, YOUR DATA, AND THE SPONSOR

- **No child is ever asked what their own family earns, spends or cannot afford.** Every situation belongs to a story character
- **Nothing that identifies a child leaves the classroom.** We do not retain children's names in learning-evaluation records or in anything a sponsor sees. Certificates are completed and kept by your school, and safeguarding records are handled separately under their own controls
- The sponsor is acknowledged to adults, in wording your school approves first. No promotion reaches your pupils, and they get no access to families and no data
- **No photography of children** unless your school has gathered the permissions and agreed it in writing first
- Registered with the Information Commissioner's Office, **ZC124930**

On parental consent. You receive a parent information letter and a privacy notice to send as they are. **We do not ask you to collect blanket consent,** because most of what happens has a different lawful basis. Consent is requested only for something genuinely optional that depends on it, such as photography. We make no claim about Ofsted, inspection outcomes or statutory compliance.

What the sponsor may and may not do

A sponsor may	A sponsor may not
Express a geographic preference. You and we retain final control of matching, participation and recognition	Make any sponsor presentation, product promotion, direct contact or child-facing brand placement. Any factual acknowledgement is adult-facing and approved by your school
Receive a written report of what was delivered and what the whole-class capture showed	Receive anything identifying a child, a family or a member of your staff
Say publicly that they funded a classroom in your area, once you have agreed the wording, and ask to renew	Make renewal conditional on a result, a photograph or a quotation

If the sponsor withdraws, your classroom cannot be left unfunded: sponsorship is invoiced and paid in full before a single school date is set. **Annex C** is the full schedule for your governors, with a controller, purpose, lawful basis, recipient, retention period, security and deletion route against every data item, plus the safeguarding exception.

Every policy we hold, and when it was last reviewed

Every policy we hold, and when it was last reviewed

Schools usually ask for this after they have decided. We would rather you had it before. **Thirty-one policies and procedures are written, adopted and in force now**, plus the schedule that records them all. None of it is in preparation. These are the ones a school or a governor asks for first.

Document	In force from	Next review
Children and Adult Safeguarding Policy	26 July 2026	26 July 2027
Safeguarding Handbook	29 July 2026	July 2027
DBS, DSL and Safeguarding Training Statement	30 July 2026	On re-check or renewal
Safer Recruitment Policy	17 August 2026	17 August 2027
Health and Safety Policy	17 August 2026	17 August 2027
Photography, Filming and Image Consent Policy	19 June 2026	19 June 2027
Money Guidance Boundary and Escalation Policy	12 August 2026	12 August 2027
Privacy Policy	24 April 2026	24 April 2027
Participant Privacy and Consent	12 August 2026	12 August 2027
Data Protection Impact Assessment	12 August 2026	12 August 2027
Equality, Diversity and Inclusion Policy	30 April 2026	30 April 2027
Complaints Policy	17 August 2026	17 August 2027

The other nineteen cover lone working, emergency and lockdown, adult safeguarding and trauma-informed response, DBS and safer recruitment procedure, confidentiality, subject access, information sharing, whistleblowing, disciplinary, grievance, volunteers, anti-bribery, anti-money laundering, finance controls, financial governance, social media, cookies, accessibility, terms, and the schedule that records them all. **Annex C prints the full register with the same two dates against every one.**

HOW TO GET ANY OF IT

Every document above is sent by email the day you ask, in full, including our public liability insurance certificate. No conditions, no form, and no need to say why you want it.

AND THE WHOLE SUITE

Any document above is sent by email the day you ask, in full, with no conditions and no need to explain why. If your governors want the whole suite in one go, say so and it arrives as a single folder. **We would rather you read them than take our word for the list.**

What evidence exists, and what is being built

Most programmes hand a school a percentage. We would rather show you the ladder it sits on, **including what may never be answerable at this age**. This is the same table we show a funder and an assessor.

What the evidence would need to show	Where we are	On what basis	How it gets answered, and when
It can be delivered in a primary classroom	SMALL FORMATIVE EVIDENCE	Story-led classroom delivery was completed in summer 2026, in Stoke-on-Trent and Staffordshire schools	Already answered for the Spark Session. The seven-week sequence is answered by the first complete cycle
Children engage with it	EARLY TEACHER-REPORTED EVIDENCE	Reported by class teachers in every setting, not observed by us	The weekly check-in now records participation every week rather than at the end
They can perform the routine on cue	FIDELITY CHECK, IN PLACE	Children perform Tap, Tap, Pause on cue at the end of the session. This verifies teaching, not change	Captured in every Spark Session from the next cohort
They can tell a need from a want, and name save, spend and share	BEING MEASURED NOW	Immediate outcomes, captured whole-class inside the session	The 2026 to 2027 pilot. Whole-class responses at the Spark and at week seven
They pause before deciding, without the routine being named	BEING MEASURED NOW	This is the primary outcome. Observed anchor scenes inside the session, not a teacher opinion	The same pilot. It is the outcome the whole design exists to test
It persists to week seven	BEING MEASURED NOW	Intermediate outcome. One teacher follow-up at one school so far, which is a signal and not a finding	The week seven recall check, across a full cohort rather than one class
They use it in daily life without being asked	EXPLORATORY	Teacher-reported signal only, and labelled as such wherever it appears	Honestly, this may never be answerable at this age without a design we cannot yet fund. We report it as a signal and refuse to convert it into a finding
Sustained use of the decision routine over time	IN THE THEORY, NOT MEASURED	An ultimate outcome in our Theory of Change, marked not measured so the distinction survives a screenshot	A separately agreed longitudinal follow-up, with its own cohort, schools, funding and protocol. None of that is secured, so we promise no endline date
Lifelong financial behaviour and improved life chances	A GOAL, NEVER AN OUTCOME	This is what the work is for. It is not something a seven-week programme can evidence, and we do not present it as one	It stays a goal. Anyone claiming to have evidenced this from a primary programme is overclaiming

Read the bottom three rows before you read any number we publish. The line between what is being built and what is direction is drawn in our Theory of Change, not left to a reader to guess.

Measurement sits **inside** delivery. There is no separate visit, no researcher in the room, and **nothing that identifies a child leaves the classroom**. Four things are recorded, and they are kept apart on purpose.

1 • WHOLE-CLASS CAPTURE

Inside the session, and at week seven

- The same short questions at the start and end of the Spark, giving your class its own before and after
- **Observed anchor scenes** for the primary outcome: does a child pause before deciding, **without the routine being named in the question**
- The recall check at weeks six to seven

Whole-class responses only. No child is named, marked or ranked, and nothing goes on a child's record.

2 • FIDELITY AND DOSAGE

Did it actually run

- Can the children perform the routine on cue at the end of the session. **This verifies teaching, not change**
- Which weekly sessions ran, and which did not
- How long each actually took, against the five minutes of preparation we specify
- Participation, adaptations, and any wording you had to explain

This is where our two-hour figure stops being a design estimate.

3 • EXPLORATORY SIGNALS

Labelled, never counted

Vocabulary you heard, any use in class without the routine being named, and anything a family mentioned. **Family Mission returns are not a measurement and are not reported as one**, because a returned slip represents only the families who chose and were able to return it. None of this is converted into a figure or merged with the capture above.

4 • THE TEACHER OUTCOME

Held distinct

One short rating before and after, recorded against the class: do you enjoy teaching about money, and do you feel more confident delivering it inclusively. **It is a real outcome and it is about you, not the children**, so it is never added into a learning total.

Why the separation matters. Our previous instrument put children's learning, the teacher's confidence and expected family engagement into one twenty-one item questionnaire and produced a single number. It could not tell those things apart. **It has been retired rather than repaired**, and Annex B prints it item by item so you can see why.

What will it cost, and what happens next?

£0

To your school, at any stage. No invoice to you and nothing to buy

£550

What a sponsor pays for the first classroom. £400 for each additional classroom

~2 hrs

Active teacher time across seven weeks, plus staff present at our session

The school is never charged and is under no obligation to buy anything. A sponsor may separately fund a copy of the book for every child where your school wants them. **Travel is included in the sponsor price, wherever your school is.** Only **materials beyond thirty children** are quoted to the sponsor in writing before booking, and neither ever reaches your school.

Five steps, and only the first is optional

1

A CALL, IF YOU WANT ONE

Twenty minutes on what your year group is like. **Plenty of schools skip it, and skipping it costs you nothing.** We pencil dates with you at this point. **Nothing is confirmed until a sponsor has paid**

2

PAPERWORK, AND WHERE EVERYTHING LIVES

A short written expression of interest, **not a contract.** Governors get the due-diligence pack and **a one-page map of the whole process:** every resource, where it sits, and where any data goes. **We find the sponsor, and payment clears before your date is confirmed**

3

THE SPARK SESSION

We deliver it, **in your school, or live into your classroom if that suits you better.** Your staff member stays in the room either way. Nothing for them to prepare. **For a remote session we agree the arrangements, including supervision and safeguarding, in writing first**

4

SIX WEEKS, WITH US ALONGSIDE

A short weekly note from you, guidance back, and **the next session adjusted to what you tell us.** Five minutes of preparation at most

5

COMPLETION

Your **School Delivery and Learning Report**, a certificate for the school and one for every child, **digital copies of the book**, and free termly packs

If no suitable sponsor is confirmed within four weeks of your written expression of interest, we close the enquiry and your school owes nothing. Capacity is about four classrooms a term, and no more than two schools in the same week in one area. **To start, or to ask anything at all: hello@pocketmoneyadventures.co.uk.** The four annexes: **A** every report you receive, filled in · **B** the evidence, the method, the retired instrument in full and the correction record · **C** safeguarding, the data map and due diligence · **D** what is in development and therefore not part of this offer.

The questions your school will ask

- **Is it really free?** Yes. No invoice to your school at any stage
- **Can we stop partway?** Yes, in writing, at any point, at no cost. **Each data type follows its own retention schedule:** learning-evaluation data is returned or deleted, safeguarding and contractual records follow their own periods
- **Who writes the children's names on the certificates?** Your school does. **We never see or hold them**
- **Who is on our premises?** Nathan Waldron leads delivery, with an enhanced DBS check including the children's barred list. Any additional facilitator is named to you in advance
- **What if he is ill on the day?** The session moves. We do not send someone your school has not met
- **Can we see a report first?** Yes. Annex A is a complete worked set
- **Is this Ofsted evidence? No, and we will not say it is.** What the report does is record what your school has actually done, which is useful when you are asked how you are preparing for the financial education changes coming to the primary curriculum. **A record of activity, never an inspection judgement**
- **What is your lawful basis?** There is not one answer for the whole programme. Annex C states it item by item