

Cynllun GEY/GAD : 2014 - 2015

Ysgol Bro Aled, Llansannan	Cyfanswm GEY Datganoledig	Cyfanswm GAD Datganoledig	Cyfanswm GYG datganoledig
	££3835	£2754	£

BLAENORIAETH 1: DATBLYGU A GWELLA SAFONAU LLYTHRENNEDD & RHIFEDD

Gweithgareddau a gefnogir		Ffynhonnell gyllidol a gwariant a gynlluniwyd £	Allbynnau a Deilliannau	Targedau	Rhagamcan nol (i'w cwblhau HYD 2013)	Gwirionedd ol (i'w cwblhau ION 2014)
Dynodydd Llythrennedd a Rhifedd	Manylion y gweithgareddau					
1.1 Sicrhau bod y sgiliau, yr arbenigedd a'r technegau gan bob athro/athrawes i sicrhau y gallant addysgu at ofynion y FfLIRh	1.Hyfforddiant athrawon ar gyfer datblygu sgiliau llythrennedd a rhifedd-arian i dalu llanw. 2.Gweithredu'r newidiadau ar gyfer y Fframwaith Llythrennedd a Rhifedd. CDP gyda Ysgol Llanefydd –gwella ysgrifennu creadigol – disgyblion MAT-ariannu teithio ac ymweliad awdur. 3.Cynllunio ar gyfer asesu a	£1000 (GEY)	Nifer o athrawon a adnabuwyd fel bod angen cefnogaeth llythrennedd a rhifedd ychwanegol	4		
			Nifer o athrawon sydd wedi derbyn hyfforddiant ychwanegol	4		
			Nifer o oriau o gefnogaeth/yr athro ar gyfartaledd	18		
			Nifer yr athrawon sydd a'u sgiliau craidd wedi gwella o ganlyniad i'r gefnogaeth hon (ar sail data rheoli perfformiad , asesiadau yn erbyn y FfLIRh a chanlyniadau'r porfion darllen a rhifedd)	4		

	thracio cynnydd o fewn y Ff Ll a Rh-arian I ryddhau athrawon 4.Amserlennu ar gyfer cynllunio traws gwricwlaidd [Ff Ll a RH]cyfnodau CPA						
1.2 Defnydd effeithiol o asesiadau, gan gynnwys data o'r profion darllen a rhifedd, i fwydo gwelliannau i addysgu a dysgu	Dadansoddi canlyniadau profion.Tracio cynnydd.Rhyddhau UDRH I baratoi adroddiadau. Gweithredu strategaethau ymyrraeth-cyflogi athrawon/CD i weithio gyda disgyblion sydd angen hwb ymlaen -Dyfal Donc Rhifedd,grwpiau MAT	£700 (GEY) £450-LIC	Nifer o ysgolion sydd yn gwneud defnydd effeithiol o ddata o brofion darllen a rhifedd i:	ddylanwadu ar gynllunio i'r dyfodol	Data i'w gasglu'n ganolog		
				Adnabod disgyblion sydd angen cefnogaeth wedi ei thargedu			
				Ymateb i anghenion disgyblion MAT			
				I dargedu'n effeithiol cynlluniau gwariant eu dyraniadau grant			
1.3 Darparu cefnogaeth i arweinwyr ysgolion ac athrawon, mewn cydgysylltiad â'r Rhaglen Gymorth Genedlaethol, er mwyn rhoi'r Fframwaith Llythrennedd a Rhifedd ar waith	Arian i ryddhau aelodau o'r staff i fynychu gweithdai a ddarperir gan y Rhaglen Gymorth. Ymweliadau swyddogion RGG-cost llanw . Cynllunio strategaethau llythrennedd a rhifedd yn dilyn ymweliadau-cyfnodau CPA arweinwyr pwnc.	£800 (GEY)	Nifer o ysgolion a gefnogwyd trwy'r RhGG		Data i'w gasglu'n ganolog		
			Nifer o athrawon a gefnogwyd gan y RhGG		4		
			Cyfanswm yr oriau o gefnogaeth		6		
			Nifer o ysgolion yn gwneud cynnydd boddhaol mewn rhoi'r FfLIRh ar waith		Data i'w gasglu'n ganolog		

1.4 Galluogi rhannu arferion gorau’n effeithiol, gan gynnwys drwy ddefnyddio athrawon neilltuol llythrennedd a rhifedd i ddarparu cyfleoedd mentora a hyfforddi ar gyfer staff addysgu sydd angen cefnogaeth ychwanegol		£xxx (GEY)	Nifer o AN a gyflogwyd ar sail meini prawf dewis cytunedig		Data i’w gasglu’n ganolog			
			Nifer wedi eu Hyfforddi trwy'r RhGC					
			Amser mewn dyddiau					
			Nifer o Ysgolion a gefnogir					
			% Ysgolion yn gwella					
1.5 Drwy ddefnyddio data profion darllen a rhifedd, sicrhau bod darpariaeth dal i fyny ar gael ar y cam cynharaf ar gyfer y plant hynny sydd ar ei hôl hi	Hyfforddiant i ddatblygu sgiliau athrawon/ CA yn y defnydd o raglenni ymyrraeth. Cyflogi CA i weithio gyda grwpiau rhifedd a darllen 2 awr a hanner bob wythnos Defnyddio rhaglenni fel:- Dyfal Donc Llythrennedd a Rhif, Plus one, Cychwyn Eto Dyddiaduron Dyddiol Rapid Maths	£500 (GEY) £700[GAD]	Natur y rhaglen	Enw'r rhaglen	Dyddiadur on Dyddiol. Rapid Maths			
				1= un-i-un 2 = grŵp bach	2			
				Oriau cyswllt	2 awr a hanner			
			Nifer staff hyfforddwyd i weithredu'r rhaglen	Athrawon				
				CCD	2			
				Cyfanswm	2			
			Nifer a % y disgyblion a gefnogwyd	Nifer	4			
				% o ddisgyblion yr ysgol	8%			
			% o'r rhai dargedwyd wedi gwneud cynnydd (angen mesur)					
			1.6 Sicrhau fod cefnogaeth a darpariaeth wedi’u targedu ar gael i ymestyn ein disgyblion mwy galluog a thalentog (gan gynnwys lle mae data profion darllen a rhifedd yn dangos perfformiad uwchlaw’r amrediad disgwyliedig)	Athro i ddysgu disgyblion MAT rhifedd 0.1 Adnoddau Rhifedd	£800 (GEY) Rhifedd Rhan gyllido	Nifer y dysgwyr wedi eu dynodi yn MAT		12
% o’r ysgol a ddynodir yn MAT		20%						
Natur y rhaglen	Enw'r rhaglen	RIGBY						
	1= un-i-un 2 = grŵp bach	2						
	Oriau cyswllt	2 awr						
Nifer staff hyfforddwyd i weithredu'r rhaglen	Athrawon	1						
	CCD							
	Cyfanswm	1						

			Nifer a % y disgyblion a gefnogwyd	Nifer	10		
				% o ddisgyblion yr ysgol	6%		
			% o'r rhai dargedwyd wedi gwneud cynnydd (angen mesur)				

BLAENORIAETH 2: LLEIHAU EFFAITH TLODI AR GYFLAWNIAD ADDYSGOL								
Gweithgareddau a gefnogir		Ffynhonnell gyllidol a gwariant a gynlluniwyd £	Allbynnau a Deilliannau		Targedau	Rhagamcan nol (i'w cwblhau HYD 2013)	Gwirionedd ol (i'w cwblhau ION 2014)	
Maes	Manylion y gweithgareddau							
2.1 Hyrwyddo ymglymiad teuluol a chymunedol effeithiol		£xxx(GEY) £xxx(GAD)	Nifer ysgolion sydd wedi defnyddio eu GAD i gyllido blaengaredd i hyrwyddo ymglymiad rhieni a chymunedol a chydweithio partneriaethol, gan gynnwys sefydliadau addysg gynnar.					
			Nifer o weithgareddau wedi eu cynllunio i ymglymu rhieni o fewn y grant					
			Nifer o rieni yn mynychu					
			Nifer o ysgolion yn cynnal gweithgareddau cymunedol gynhwysol o fewn y grant					
			Nifer o ysgolion efo strwythurau ffurfiol i hyrwyddo cydweithio partneriaethol o fewn y grant					
			Nifer o blant PYD cymwys yn cael eu cefnogi					
2.2(a) Lleihau'r effaith rhwng cyrhaeddiad disgyblion PYD cymwys / tloidi mewn-gwaith a'r disgyblion sydd heb fod yn gymwys ar gyfer PYD gan gyfeirio at weithgareddau'rPecyn Cymorth Ymddiriedolaeth Sutton (PCYS)	Sicrhau ymyrraeth gynnar i'r disgyblion PYD sy'n tan gyflawni. Ariannu hyfforddiant Numeracy Catch Up i CA yn yr ysgol. CA i weithredu Catch Up Rhifedd 1 i 1	£0(GEY) £1000(GAD)	Nifer o ysgolion yn gwneud defnydd o'r Pecyn Cymorth Ymddiriedolaeth Sutton (neu becyn tebyg)					
			Nifer ysgolion yn gallu dangos bod y bwllch mewn cyflawniad	Asesiadau Cyfnod Sylfaen, Asesiadau Athrawon diwedd CA2 a CA3				
				Data profion darllen a phrofion rhifedd				
				Data perfformiad blynyddol yn y TL2+ ar ddiwedd CA4				

2.2(b) Lleihau’r effaith rhwng presenoldeb a gwaharddiadau cymwys PYD a LACgan gyfeirio at weithgareddau’r Pecyn Cymorth Ymddiriedolaeth Sutton (PCYS)			disgyblion PYD a dim PYD wedi lleihau dros gyfnod o 3 blynedd ar sail:				
				Gadael ysgol heb gymhwyster			
				Data presenoldeb			
				Data gwaharddiadau			
2.3 Plant sy’n derbyn gofal	Ariannu cost CA i weithio 1i 1efo plentyn dan ofal yn yr ysgol. 7.5 awr yr wythnos=£56-00 £600 y tymor	£0(GEY) £1000(GAD) Rhan gyllido	Deilliannau diffiniedig clir wedi eu hadnabod ar gyfer Plant sy’n derbyn gofal ym mhob Cyfnod Allweddol				
			Nifer ysgolion yn gallu dangos bod y bwch mewn cyflawniad disgyblion Plant sy’n derbyn gofal adisgyblion PYD a dim PYD wedi lleihau dros gyfnod o 3 blynedd ar sail:	Asesiadau Cyfnod Sylfaen, Asesiadau Athrawon diwedd CA2 a CA3			
				Data profion darllen a phrofion rhifedd			
				Data perfformiad blynyddol yn y TL2+ ar ddiwedd CA4			
				Data presenoldeb Data gwaharddiadau			
			Nifer y Plant sy’n derbyn gofal a gefnogir		1		
			Nifer a % o’r Plant sy’n derbyn gofal sydd yn gwneud cynnydd da	Nifer: 1 yn y Dosbarth Derbyn			
				%100			

SEG/PDG Plan: 2014 - 2015

School		Total delegated SEG	Total delegated PDG		Total delegated GW		
		£	£		£		
PRIORITY 1: DEVELOP AND RAISE STANDARDS OF LITERACY & NUMERACY							
Activity supported		Source of funding and planned spend			Targets	Projected	Actual
Literacy and Numeracy Identifier	Details of activities	£	Outputs and Outcomes			(to be completed by OCT 2013)	(to be completed JAN 2014)
1.1 Ensure all teachers have the skills, expertise and techniques to ensure they are able to teach to the requirements of the LNF		£xxx (SEG)	No of teachers identified as requiring additional literacy and numeracy support				
			No of teachers receiving additional training				
			Average No of hours of support / teacher				
			No of teachers whose core skills have improved as a result of this support (as evidenced by performance management data, assessment against the LNF and reading and numeracy test results)				
1.2 Effective use of assessment, including data from the reading and numeracy tests, to inform improvements to teaching and learning		£xxx (SEG)	No of schools that make effective use of data from reading and numeracy tests to:		Data to be collected centrally		
			inform future planning				
			identify pupils that require targeted support				
			respond to the needs of MAT pupils				
		effectively target their grant spending plan					
1.3 Provide school leaders and teachers with support, in coordination with the National Support Programme, to implement the Literacy and Numeracy Framework		£xxx (SEG)	No of schools supported by the NSP		Data to be collected centrally		
			Number of teachers supported by the NSP				
			Total No of hours of support from NSP				

			No of schools making satisfactory progress in the implementation of the LNF	Data to be collected centrally	
1.4 Enable best practice to be effectively shared including through the use of outstanding teachers of literacy and numeracy to provide coaching and mentoring opportunities for teaching staff who are in need of additional support		£xxx (SEG)	Number of OT recruited using agreed selection criteria	Data to be collected centrally	
			No Trained by NSP		
			Time in days		
			No of Schools supported		
			% Schools improving		

1.5 <i>Through use of the reading and numeracy tests data ensure that effective catch-up provision is available at the earliest stage for those children who have fallen behind</i>		£xxx (SEG)	Nature of programme	Name of Programme			
				1= one to one 2 = small group			
				Contact time			
			No of staff trained to use the programme	Teachers			
				LSA			
				Total			
			No and % of pupils supported	No			
				% of school cohort			
			% of those targeted having made progress (need a measure)				
1.6 <i>Ensuring that targeted support and provision is available to stretch our more able and talented pupils (including where reading and numeracy test data indicates performance over and above the expected range)</i>		£xxx (SEG)	No of learners identified as MAT				
			% of school cohort identified as MAT				
			Nature of programme	Name of Programme			
				1= one to one 2 = small group			
				Contact time			
			No of staff trained to use the programme	Teachers			
				LSA			
				Total			
			No and % of pupils supported	No			
				% of school cohort			
			% of those targeted having made progress (need a measure)				

PRIORITY 2 : REDUCE THE EFFECT OF POVERTY AND DEPRIVATION ON EDUCATIONAL ACHIEVEMENT

Activity supported		Source of funding and planned spend £	Outcomes	Targets	Projected (to be completed by Dec 2012)	Actual (to be completed March 2013)
Literacy and Numeracy Identifier	Details of activities					
2.1 <i>Promote effective family and community engagement</i>		£xxx(SEG) £xxx(PDG)	No of schools that have used PDG to funded initiatives to promote parental and community engagement and partnership working, including early education settings			
			Number of planned activities to engage parents within this grant			
			Number of parents attending			
			Number of schools conducting community inclusive activities within this grant			
			Number of schools with formal structures to promote partnership working within this grant			
			Number of e-FSM children supported			
2.2(a) <i>Narrow the impact between the attainment of e-FSM / in-work poverty pupils and non e-FSM pupils with reference to the Sutton Trust Toolkit (STT)</i>		£xxx(SEG) £xxx(PDG)	Number of schools using the Sutton Trust Toolkit (or a similar toolkit)			
			Number of schools able to demonstrate that the gap in attainment between e-FSM pupils and	Foundation Phase Assessments, End of KS2 and KS3 Teacher Assessments		
				Reading and numeracy test data		
				Annual performance data for achievement of LT2+ at the end of key stage 4		

2.2(b) <i>Narrow the impact between the attendance and exclusions of e-FSM and non e-FSM with reference to the Sutton Trust Toolkit (STT)</i>			<i>non e-FSM pupils has decreased over the 3 year period based on:</i>				
				<i>Leaving schools without qualifications</i>			
				<i>Attendance data</i>			
				<i>Exclusions data</i>			
2.3 <i>Looked After Children (LAC)</i>		<i>£xxx(SEG)</i> <i>£xxx(PDG)</i>	<i>Clearly defined outcomes identified for LAC in all Key Stages</i>				
			<i>Number of schools able to demonstrate that the gap in attainment between LAC pupils and the e-FSM and non e-FSM has decreased over the 3 year period based on:</i>	<i>Foundation Phase Assessments, End of KS2 and KS3 Teacher Assessments</i>			
				<i>Reading and numeracy test data</i>			
				<i>LT2+ at the end of key stage 4</i>			
				<i>Attendance data</i> <i>Exclusions data</i>			
			<i>Number of LAC supported</i>				
			<i>Number and % of LAC making good progress</i>	<i>Number:</i>			
				<i>%</i>			