

**Cynllun GEY/GAD : 2015 - 2016**

Ysgol Cylch y Garn	Cyfanswm GEY Datganoledig	Cyfanswm GAD Datganoledig	Cyfanswm GAD PMG
		<b>£1,050</b>	

**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 2014)	Gwirionedd ol (i'w cwblhau ION 2015)
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			Nifer o athrawon a adnabuwyd fel bod angen cefnogaeth llythrennedd a rhifedd ychwanegol			
			Nifer o athrawon sydd wedi derbyn hyfforddiant ychwanegol			
			Nifer o oriau o gefnogaeth/yr athro ar gyfartaledd			
			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)			
1.2 Defnydd effeithiol o asesiadau, gan gynnwys data o'r profion darllen a rhifedd, i fwydo gwelliannau i addysgu a dysgu			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			Nifer o ysgolion a gefnogwyd trwy'r RhGG			Data i'w gasglu'n ganolog

ysgolion ac athrawon, mewn cydgysylltiad â'r Rhaglen Gymorth Genedlaethol, er mwyn rhoi'r Fframwaith Llythrennedd a Rhifedd ar waith			Nifer o athrawon a gefnogwyd gan y RhGG			
			Cyfanswm yr oriau o gefnogaeth			
			Nifer o ysgolion yn gwneud cynnydd boddhaol mewn rhoi'r FfLIRh ar waith	Data i'w gasglu'n ganolog		

<b>1.4</b> 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			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					
<b>1.5</b> 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			Natur y rhaglen	Enw'r rhaglen			
				1= un-i-un 2 = grŵp bach			
				Oriau cyswllt			
			Nifer staff hyfforddwyd i weithredu'r rhaglen	Athrawon			
				CCD			
				Cyfanswm			
			Nifer a % y disgyblion a gefnogwyd	Nifer			
% o ddisgyblion yr ysgol							
% o'r rhai dargedwyd wedi gwneud cynnydd (angen mesur)							
<b>1.6</b> 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 disgwyledig)			Nifer y dysgwyr wedi eu dynodi yn MAT				
			% o'r ysgol a ddynodir yn MAT				
			Natur y rhaglen	Enw'r rhaglen			
				1= un-i-un 2 = grŵp bach			
				Oriau cyswllt			
			Nifer staff hyfforddwyd i weithredu'r rhaglen	Athrawon			
				CCD			
Cyfanswm							
Nifer a % y disgyblion a gefnogwyd	Nifer						
	% o ddisgyblion yr ysgol						
% o'r rhai dargedwyd wedi gwneud cynnydd (angen mesur)							



**BLAENORIAETH 2: LLEIHOU EFFAITH TLODI AR GYFLAWNIAD ADDYSGOL**

Gweithgareddau a gefnogir		Ffynhonnell gyllidol a gwariant a gynlluniwyd £	Allbynnau a Deilliannau	Targedau	Rhagamcan nol (i'w cwblhau HYD 2014)	Gwirionedd ol (i'w cwblhau ION 2015)	
Maes	Manylion y gweithgareddau						
2.1 Hyrwyddo ymglymiad teuluol a chymunedol effeithiol			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'r Pecyn Cymorth Ymddiriedolaeth Sutton (PCYS)	Cyflogi cymhorthydd am 6 awr yr wythnos i weithio gyda Grŵp Targed.	£1,050 (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 phroffion rhifedd	✓		
				Data perfformiad blynyddol yn y TL2+ ar ddiwedd CA4			

<p><b>2.2(b)</b> Lleihau'r effaith rhwng presenoldeb a gwaharddiadau cymwys PYD a LACgan gyfeirio at weithgareddau'r Pecyn Cymorth Ymddiriedolaeth Sutton (PCYS)</p>			<p>disgyblion PYD a dim PYD wedi lleihau dros gyfnod o 3 blynedd ar sail:</p>				
				Gadael ysgol heb gymhwyster			
				Data presenoldeb			
				Data gwaharddiadau			
<p><b>2.3</b> Plant sy'n derbyn gofal</p>			Deilliannau diffinedig clir wedi eu hadnabod ar gyfer Plant sy'n derbyn gofal ym mhob Cyfnod Allweddol				
				<p>Nifer ysgolion yn gallu dangos bod y bwch mewn cyflawniad disgyblion Plant sy'n derbyn gofal a disgyblion eraill wedi lleihau dros gyfnod o 3 blynedd ar sail:</p>	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			
				<p>Nifer a % o'r Plant sy'n derbyn gofal sydd yn gwneud cynnydd da</p>	Nifer:		
					%		

**SEG/PDG Plan: 2014 - 2015**

<b>School</b>		<b>Total delegated SEG</b>	<b>Total delegated PDG</b>	<b>Total delegated LAC PDG</b>		
		<b>£</b>	<b>£</b>	<b>£</b>		
<b>PRIORITY 1: DEVELOP AND RAISE STANDARDS OF LITERACY &amp; NUMERACY</b>						
<b>Activity supported</b>		<b>Source of funding and planned spend</b>	<b>Outputs and Outcomes</b>	<b>Targets</b>	<b>Projected</b>	<b>Actual</b>
<b>Literacy and Numeracy Identifier</b>	<b>Details of activities</b>	<b>£</b>			<b>(to be completed by OCT 2014)</b>	<b>(to be completed JAN 2015)</b>
<b>1.1</b> <i>Ensure all teachers have the skills, expertise and techniques to ensure they are able to teach to the requirements of the LNF</i>		£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)			
<b>1.2</b> <i>Effective use of assessment, including data from the reading and numeracy tests, to inform improvements to teaching and learning</i>		£xxx (SEG)	No of schools that make effective use of data from reading and numeracy tests to:	inform future planning	<i>Data to be collected centrally</i>	
				identify pupils that require targeted support		
				respond to the needs of MAT pupils		
				effectively target their grant spending plan		
<b>1.3</b> <i>Provide school leaders and teachers with support, in coordination with the National Support Programme, to implement the Literacy and Numeracy Framework</i>		£xxx (SEG)	No of schools supported by the NSP	<i>Data to be collected centrally</i>		
			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
<b>1.4</b> <i>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</i>		<i>£xxx (SEG)</i>		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	



<p><b>1.5</b> 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</p>		£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)							
<p><b>1.6</b> 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)</p>		£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**

<b>Activity supported</b>		<b>Source of funding and planned spend £</b>	<b>Outcomes</b>	<b>Targets</b>	<b>Projected (to be completed by Dec 2014)</b>	<b>Actual (to be completed March 2015)</b>	
<b>Literacy and Numeracy Identifier</b>	<b>Details of activities</b>						
<b>2.1</b> <i>Promote effective family and community engagement</i>		£xxx(SEG) £xxx(PDG)	<i>No of schools that have used PDG to funded initiatives to promote parental and community engagement and partnership working, including early education settings</i>				
			<i>Number of planned activities to engage parents within this grant</i>				
			<i>Number of parents attending</i>				
			<i>Number of schools conducting community inclusive activities within this grant</i>				
			<i>Number of schools with formal structures to promote partnership working within this grant</i>				
			<i>Number of e-FSM children supported</i>				
<b>2.2(a)</b> <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)	<i>Number of schools using the Sutton Trust Toolkit (or a similar toolkit)</i>				
			<b>Number of schools able to demonstrate that the gap in attainment between e-FSM pupils and</b>	<i>Foundation Phase Assessments, End of KS2 and KS3 Teacher Assessments</i>			
				<i>Reading and numeracy test data</i>			
				<i>Annual performance data for achievement of LT2+ at the end of key stage 4</i>			

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