

Cynllun GEY/GAD : 2014 - 2015

Ysgol Goronwy Owen	Cyfanswm GEY Datganoledig	Cyfanswm GAD Datganoledig	Cyfanswm GAD PMG
	£ 6,426.92	£ 13,770	£ 918 (- tymor 1)

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	Rhyddhau athrawon l gyd-gynllunio themau x3	£2250 (GEY)	Nifer o athrawon a adnabuwyd fel bod angen cefnogaeth llythrennedd a rhifedd ychwanegol		5	5	
			Nifer o athrawon sydd wedi derbyn hyfforddiant ychwanegol		5	5	
	Rhyddhau athrawon l arsylwi ar arfer dda mewn ysgolion eraill x2		Nifer o oriau o gefnogaeth/yr athro ar gyfartaledd		5	5	
	Rhyddhau athrawon l arfarnu gwersi eu gilydd x4		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)		5	5	
1.2 Defnydd effeithiol o asesiadau, gan gynnwys data o'r profion darllen a	Rhyddhau pob athro bl 2-6 l ddadansoddi data ar brofion		Nifer o ysgolion sydd yn gwneud defnydd effeithiol o ddata o	ddylanwadu ar gynllunio i'r dyfodol	Data i'w gasglu'n ganolog		
				Adnabod disgyblion sydd angen cefnogaeth wedi ei thargedu			

rhifedd, i fwydo gwelliannau i addysgu a dysgu	Cenedlaethol, Darllen Cymru Gyfan a NFER. 6 x 1 diwrnod. Rhyddhau aelod o`r UDRh I goladu, dadansoddi a chreu adroddiad ar ddata NFER i`r CLI (dwywaith y flwyddyn)	£1500 (GEY) £500	brofion darllen a rhifedd i:	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	Cyd-lynwyr Rhifedd yr ysgol i gwblhau y Cynllun Rhifedd a rheadru`r wybodaeth i`r athrawon perthnasol	£500 (GEY)	Nifer o ysgolion a gefnogwyd trwy`r RhGG		Data i`w gasglu`n ganolog		
			Nifer o athrawon a gefnogwyd gan y RhGG		3	3	
			Cyfanswm yr oriau o gefnogaeth		5	5	
			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	Hyfforddi 2 gymhorthydd yn yr ysgol (Dyfal Donc) Hyfforddi 3 cymhorthydd yn yr ysgol gan Uwch gymhorthydd ar ddatblygu sgiliau darllen y disgyblion	£ 500(GEY)	Natur y rhaglen	Enw'r rhaglen	Dyfal Donc	Dyfal Donc		
				1= un-i-un 2 = grŵp bach	1	1		
				Oriau cyswllt	2 awr y dydd	2 awr y dydd		
			Nifer staff hyfforddwyd i weithredu'r rhaglen	Athrawon	1	1		
				CCD	3	3		
				Cyfanswm	4	4		
			Nifer a % y disgyblion a gefnogwyd	Nifer	24	24		
				% o ddisgyblion yr ysgol	22	22		
			% o'r rhai dargedwyd wedi gwneud cynnydd (angen mesur)		22	22		
			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)		£xxx (GEY)	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: 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 2014)	Gwirionedd ol (i'w cwblhau ION 2015)
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 / tlodi mewn-gwaith a'r disgyblion sydd heb fod yn gymwys ar gyfer PYD gan gyfeirio at weithgareddau'rPecyn Cymorth Ymddiriedolaeth Sutton (PCYS)	<i>Prynu dau liniadur ar gyfer disgyblion l gwblhau gwaith cartref yn y clwb gwaith cartref.</i> <i>Cyflogi cymhorthydd GAD l</i>	£1010(GEY) £13,770(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		

2.2(b) Lleihau'r effaith rhwng presenoldeb a gwaharddiadau cymwys PYD a LACgan gyfeirio at weithgareddau'r Pecyn Cymorth Ymddiriedolaeth Sutton (PCYS)	<i>weithio gyda disgyblion ar restr PYD I ganolbwyntio ar raglenni unigol gyda disgyblion I godi safonau darllen a rhifedd.</i>		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	1 awr yr wythnos mewn grwp bychan yn gwella ei sgiliau llythrennedd.	£ 606(GEY) £xxx(GAD)	Deilliannau diffiniedig clir wedi eu hadnabod ar gyfer Plant sy'n derbyn gofal ym mhob Cyfnod Allweddol				
			Nifer ysgolion yn gallu dangos bod y bwlch mewn cyflawniad disgyblion Plant sy'n derbyn gofal a disgyblion eraill 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				
			Nifer a % o'r Plant sy'n derbyn gofal sydd yn gwneud cynnydd da	Nifer:			
				%			

SEG/PDG Plan: 2014 - 2015

School		Total delegated SEG	Total delegated PDG		Total delegated LAC PDG		
		£	£		£		
PRIORITY 1: DEVELOP AND RAISE STANDARDS OF LITERACY & NUMERACY							
Activity supported		Source of funding and planned spend £	Outputs and Outcomes		Targets	Projected (to be completed by OCT 2014)	Actual (to be completed JAN 2015)
Literacy and Numeracy Identifier	Details of activities						
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:	inform future planning	Data to be collected centrally		
				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 2014)	Actual (to be completed March 2015)
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 other pupils 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>			