



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Centre for Education
Addysg i Gymru | Education for Wales



Partneriaeth Dysgu Proffesiynol Yr Athrofa
Yr Athrofa Professional Learning Partnership

Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

ECAD6014/C

Tlodi, ADY a
Chau'r Bwlch

*Poverty, ALN and
Closing the Gap*

NODAU AIMS

- Ystyried y sefyllfa bresennol yng Nghymru o ran tlodi a'i effaith ar ddysgu a datblygiad, gan gynnwys ADY
- Sut y gall addysgu effeithiol arwain at gyrhaeddiad uwch ar gyfer disgyblion sy'n byw mewn tlodi ac amddifadedd cymdeithasol
- Adfyfyrio'n feirniadol ar agweddau, gwerthoedd a chredoau athrawon
- *The current situation in Wales regarding poverty and its effects on learning and development, including ALN*
- *How effective teaching can lead to higher attainment for pupils living in poverty and social deprivation*
- *Critically reflect on teacher attitudes, values and beliefs.*

LLEISIAU PLANT OND GEIRIAU'R ATHRAWON *CHILDREN'S VOICES BUT TEACHERS' WORDS*

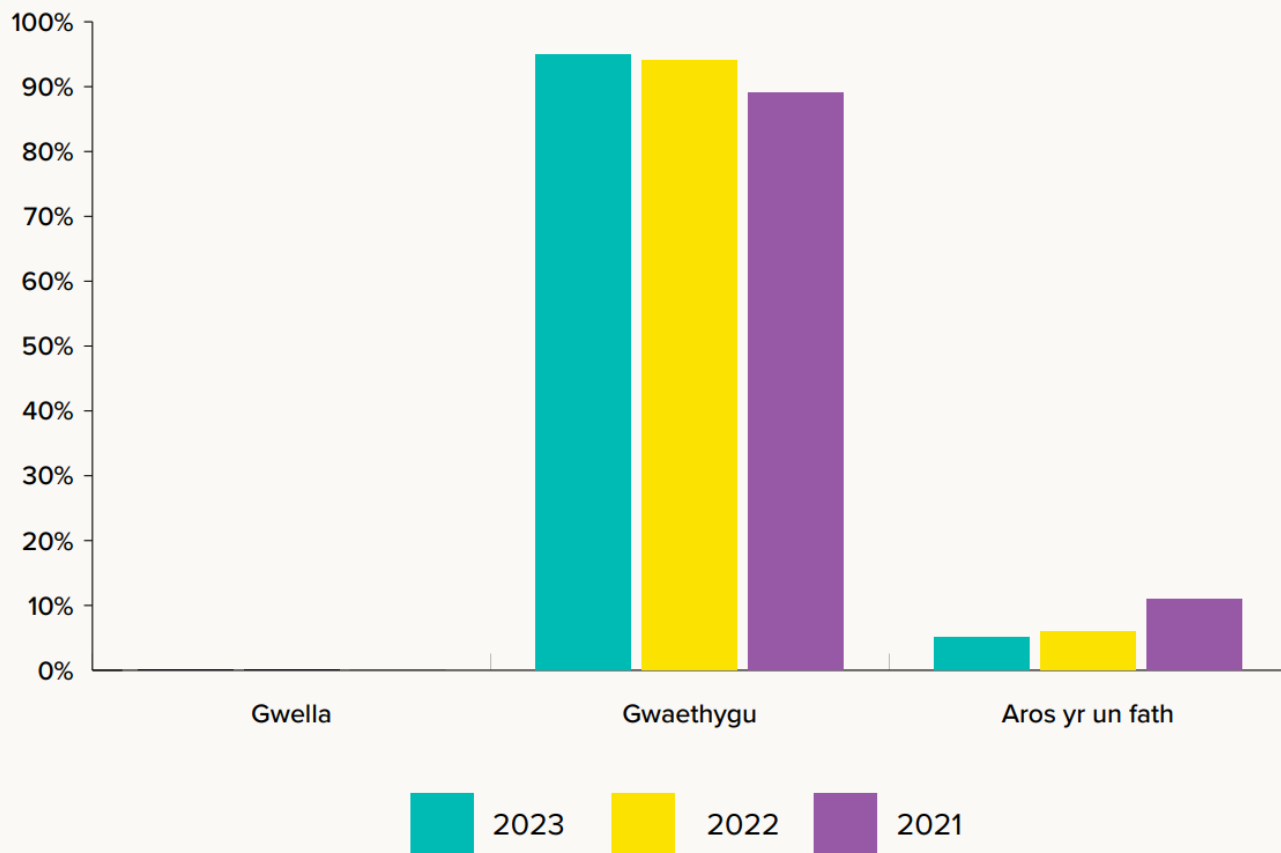


TASG I (10 MUNUD)

TASK 1 (10 MINUTES)

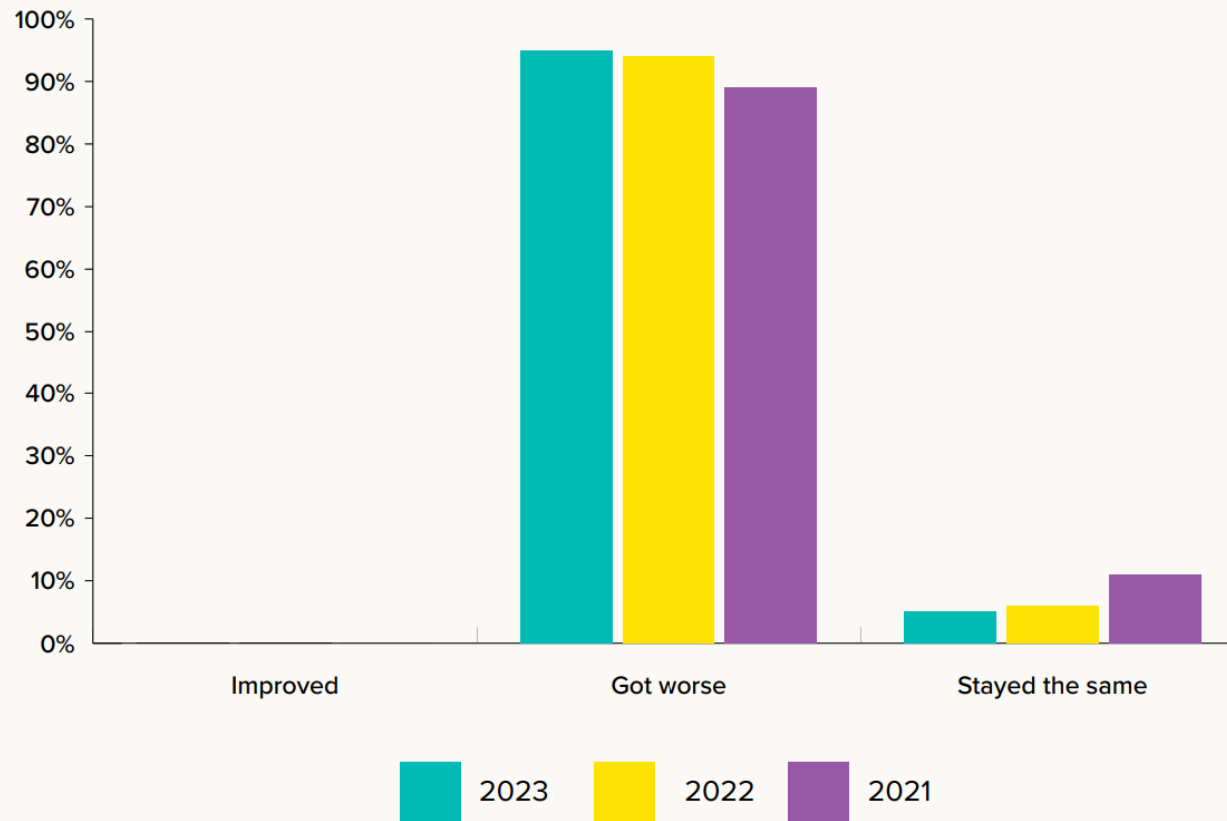
1. Chwiliwch am benawdau newyddion am dlodi plant ac amddifadedd cymdeithasol yng Nghymru. Cofiwch gynnwys ffeithiau /ystadegau cyfredol (2020 – 2024).
 2. Rhannwch y pennawd a chrynodeb byr ar Padlet:
https://padlet.com/n_ryder/tlodi-plant-yng-nghymru-y-penawdau-child-poverty-in-wales-th-dhs1vgpqejz4j8ml
 3. Cyfeirnodwch rhain e.e. cyfeiriad gwefan
1. Find recent headlines about child poverty and social deprivation in Wales. Include current facts/statistics (2020 - 2024).
 2. Post the headline and a brief summary on the Padlet:
https://padlet.com/n_ryder/tlodi-plant-yng-nghymru-y-penawdau-child-poverty-in-wales-th-dhs1vgpqejz4j8ml
 3. Cite references e.g. website address

Beth yw'r sefyllfa gyfredol?



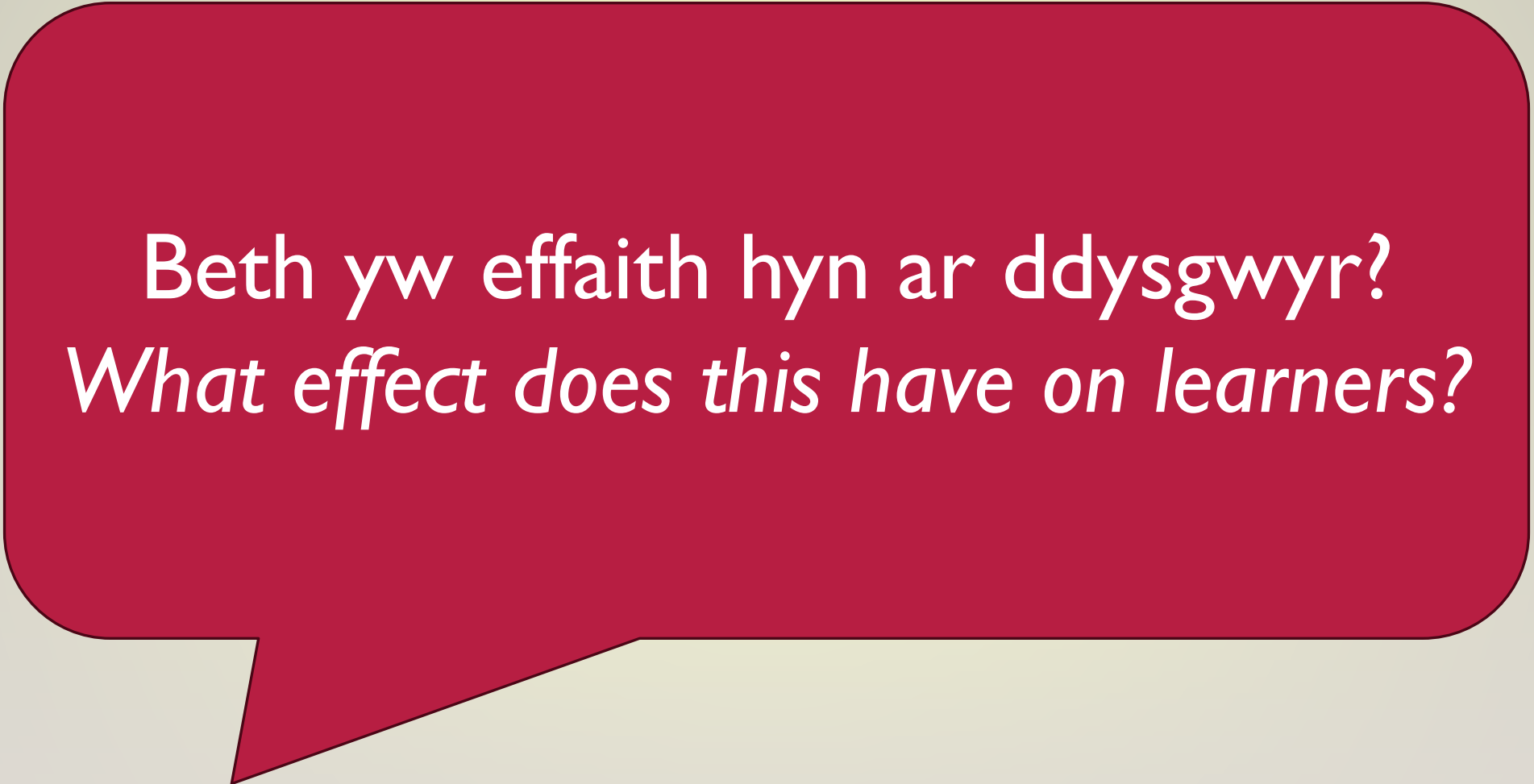
[CIW_Child_Family_Poverty_Report_2023_CYMRAEG.pdf \(childreninwales.org.uk\)](#)

What is the current situation?



OND BETH YW TLODI MEWN GWIRIONEDD? *BUT WHAT ACTUALLY IS POVERTY?*

“Officially of course, there is a tendency to deny its existence, to imagine it is contained within isolated geographic pockets, or to explain it in terms of poor lifestyle choices, familial defects, and indolence... it is generally accompanied by disrespect, humiliation and exclusionary discrimination” (Smyth & Wrigley, 2013:39).



Beth yw effaith hyn ar ddysgwyr?
What effect does this have on learners?

Addysg

Education

Iechyd

Health

Lles

Well-being

YSTYRIWCH HYN *CONSIDER THIS*

‘erbyn ei fod yn bump oed, bydd plentyn o gefndir mwy difreintiedig dros flwyddyn ar ei hôl hi yn ei eirfa o’i gymharu â’i gymheiriaid o gefndiroedd llai difreintiedig’ (Llywodraeth Cymru, 2014:11).



‘by age five, children from more disadvantaged backgrounds will be over a year behind in their vocabulary compared with their peers from less disadvantaged backgrounds’ (Welsh Government, 2014:11).

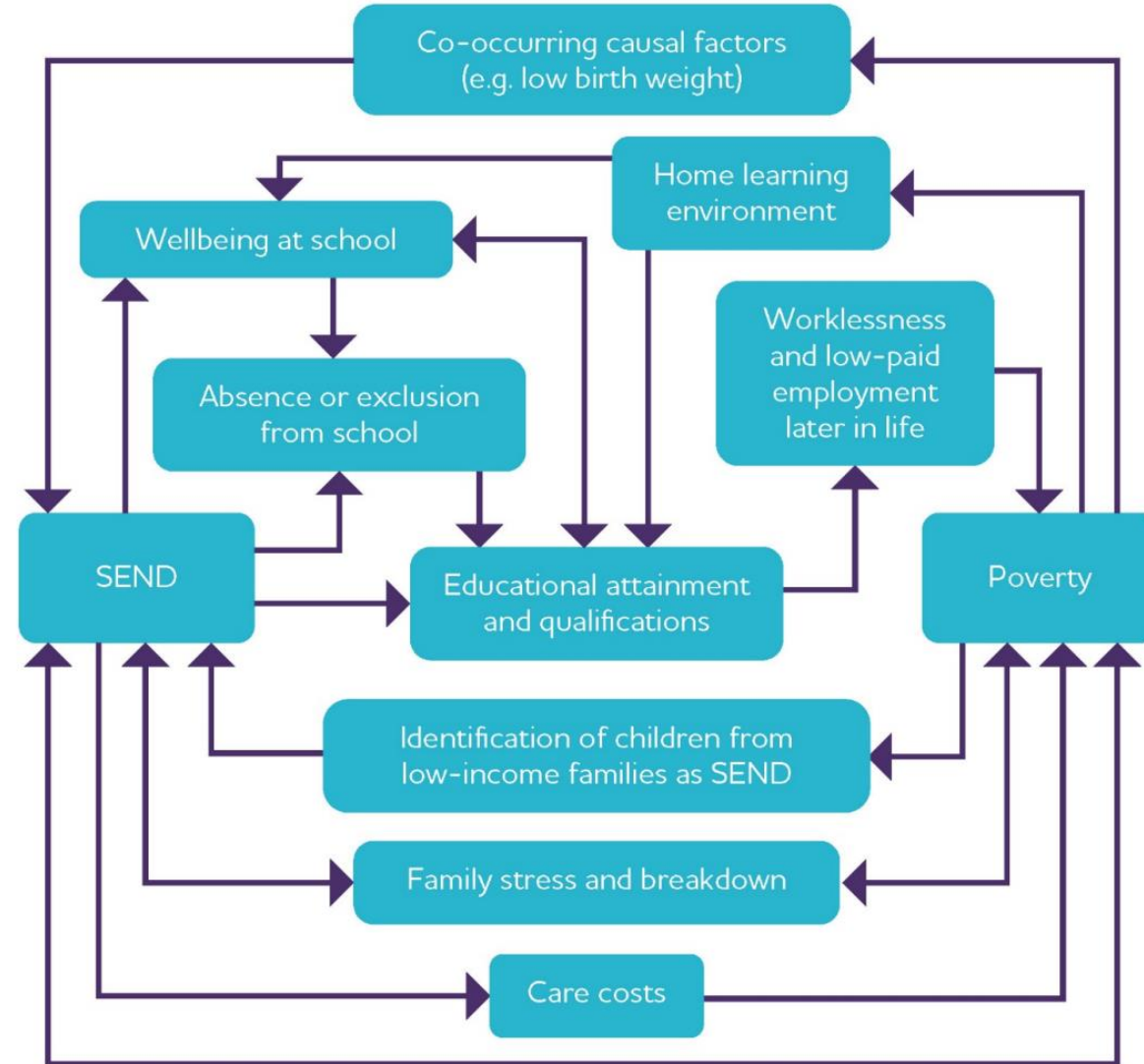
... A HYN (DU)

... *AND THIS* (UK)

- Erbyn 3 oed, amcangyfrifir bod plant tlotach, ar gyfartaledd, 9 mis y tu ôl i blant o gefndiroedd mwy cyfoethog
- Erbyn diwedd yr ysgol gynradd, amcangyfrifir bod disgyblion sy'n derbyn prydau ysgol am ddim bron i 3 tymor y tu ôl i'w cyfoedion mwy cyfoethog
- Erbyn 14, mae'r bwlch hwn yn tyfu i dros 5 tymor
- Erbyn 16, mae plant sy'n derbyn prydau ysgol am ddim yn cyflawni ar gyfartaledd 1.7 o raddau is yn eu arholiadau TGAU

- *By the age of 3, poorer children are estimated to be, on average, 9 months behind children from more wealthy backgrounds*
- *By the end of primary school, pupils receiving free school meals are estimated to be almost 3 terms behind their more affluent peers*
- *By 14, this gap grows to over 5 terms*
- *By 16, children receiving free school meals achieve on average 1.7 grades lower at GCSE*

(Child Poverty Action Group, 2017)

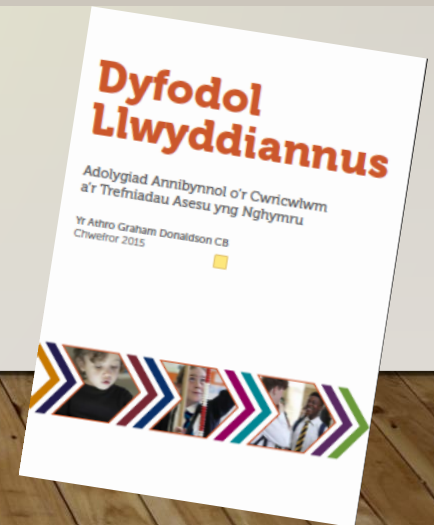


ER HYNNY ...

‘Rhaid i ni fod yn hyderus i bennu disgwyliadau uchel, gan godi safonau i bawb a lleihau’r bwlch cyrhaeddiad. Drwy wneud hyn, byddwn yn chwalu rhwystrau ac yn rhyddhau’r potensial sydd gan bob un o’n dysgwyr a’r gweithlu addysg’ (Llywodraeth Cymru, 2017:23).



‘Bydd pob plentyn a pherson ifanc ... yn osgoi cael eu rhoi dan anfantais oherwydd tlodi’ (Donaldson, 2015: 27).



HOWEVER ...

‘We must be confident in setting high expectations, raising standards for all and reducing the attainment gap. By doing this, we will break down barriers and unleash the potential within all our learners and the education workforce’ (Welsh Government, 2017:23).



‘All children and young people ... are not disadvantaged by poverty’ (Donaldson, 2015: 27).



Y WELEDIGAETH

THE VISION

“Rydym am i Gymru fod yn wlad lle y gall pob plentyn gael y dechrau gorau posibl mewn bywyd, drwy blentyndod hapus ac iach a chyfleoedd i wireddu ei ddyheadau. Rhaid i hyn hefyd olygu mabwysiadu dull croestoriadol lle rydym yn mynd i'r afael â phob math o wahaniaethu, gan gynnwys gwahaniaethu ar sail hil, rhyw, anabledd a rhywioldeb ” (Llywodraeth Cymru, 2024).

“We want a Wales where all children can have the best possible start in life, through a happy and healthy childhood and opportunities to achieve their aspirations. This must also mean taking an intersectional approach where we tackle all forms of discrimination, including discrimination related to gender, race, disability and sexuality” (Welsh Government, 2024).

DYLANWADAU ALLWEDDOL AR AGWEDDAU PERSONOL

KEY INFLUENCES ON PERSONAL ATTITUDES

(Arshad et al. ,2012)

- Teulu a chartref
- Profiadau personol
- Dylanwad crefydd
- Hunaniaeth luosog (Alsup, 2006)
- Bod yn rhan o'r 'arall'
- *Family and home*
- *Personal experiences*
- *Influence of religion*
- *Multiple identities (Alsup, 2006)*
- *Being part of the 'other'*

GWNEUD
GWAHANIAETH

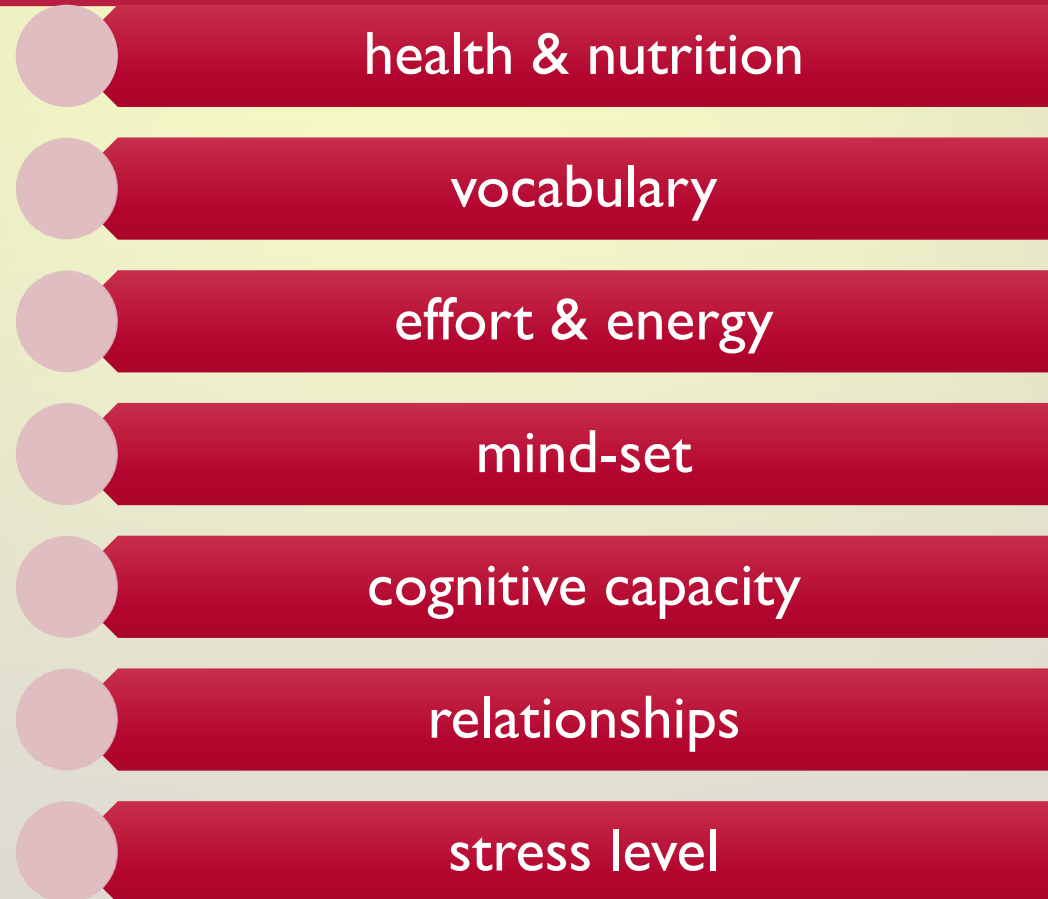
*MAKING A
DIFFERENCE*



STATWS GYMDEITHASOL-ECONOMAIDD & CHYMHELLIANT – Y 7 FFACTOR YMGYSYLLTU FACTORS (Jensen, 2013)



SOCIOECONOMIC STATUS & MOTIVATION – THE 7 ENGAGEMENT FACTORS (Jensen, 2013)



TASG 2 - GWAITH GRŴP

TASK 2 – GROUP WORK

G1: [Canllaw byr.pdf \(gov.wales\)](#) (CYMRAEG)

[HWB Mini guide](#) (ENGLISH)

G2: [“Y mater mwyaf sy’n effeithio ar blant yng Nghymru”](#)
– mynd i’r afael â thlodi plant ([senedd.cymru](#)) (CYMRAEG)

[“The biggest issue affecting children in Wales” – tackling child poverty \(senedd.wales\)](#) (ENGLISH)

G3: <https://www.jrf.org.uk/report/special-educational-needs-and-their-links-poverty> (p.31-37)

G4: [Adroddiad Tlodi Plant 2023](#) (t.55-65)
(CYMRAEG)

[Child Poverty Report 2023](#) (p.55-65) (ENGLISH)

PAM MAE'N BWYSIG CAEL PETHAU'N IAWN?

WHY IS IT IMPORTANT TO GET IT RIGHT?

- gall anfantais gymdeithasol achosi niwed i ganlyniadau gwybyddol a chael sgil-ffeithiau ar blant, gan arwain at oedi datblygiadol
- mae anfantais gymdeithasol yn gysylltiedig â ffactorau seicolegol, amgylcheddol a chymdeithasol
- mae angen i ysgolion ac athrawon dosbarth fynd i'r afael â'r materion uchod
- mae ymchwil yn dangos y gall cydweithio effeithiol rhwng athrawon eu helpu i gefnogi dysgwyr sy'n agored i niwed.

(Thompson, 2017)

- *social disadvantage can have damaging cognitive and affective consequences for children, leading to developmental delay*
- *social disadvantage is strongly associated with psychological, environmental & sociological factors*
- *schools and classroom teachers need to address the above issues*
- *research shows that effective teacher collaboration can help them to support vulnerable learners.*

(Thompson, 2017)



I ORFFEN TO CONCLUDE

“An inclusive school is a place where all (pupils, teachers, parents, community, visitors) are accepted in their individuality and difference and a place where there is a duty of care for each other within an ethos of respect. Social justice is about all of these dimensions and purposes” (Arshad *et al.*, 2013:212)

UN ARALL I'W WYLIO YN EICH AMSER EICH HUN!
ANOTHER ONE TO WATCH IN YOUR OWN TIME!



CYFEIRNODAU & DARLLEN PELLACH

REFERENCES & FURTHER READING

Arshad, R., Wrigley, T. & Pratt, L. (2013) *Social Justice Re-examined – Dilemmas and Solutions for the Classroom Teacher*. London: Institute of Education Press.

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