

## Agenda – Y Pwyllgor Plant, Pobl Ifanc ac Addysg

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Lleoliad: I gael rhagor o wybodaeth cysylltwch a:  
Ystafell Bwyllgora 1 – Y Senedd Llinos Madeley  
Dyddiad: Dydd Mercher, 28 Tachwedd Clerc y Pwyllgor  
2018 0300 200 6565  
Amser: 10.00 [SeneddPPIA@cynulliad.cymru](mailto:SeneddPPIA@cynulliad.cymru)

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### Rhag-gyfarfod preifat

(10.00 – 10.15)

#### 1 Cyflwyniad, ymddiheuriadau, dirprwyon a datgan buddiannau

(10.15)

#### 2 Ymchwiliad i Statws Cymhwyster Bagloriaeth Cymru – Sesiwn dystiolaeth 4

(10.15 – 11.15)

(Tudalennau 1 – 20)

##### Colegau Cymru a'r Gymdeithas Contractwyr Peirianeg Sifil (CECA)

Dafydd Evans, Cadeirydd – ColegauCymru a Phrif Swyddog Gweithredol –  
Grŵp Llandrillo Menai

Kay Martin, Pennaeth – Coleg Caerdydd a'r Fro, sy'n cynrychioli

ColegauCymru hefyd

Nick Brazil, Dirprwy Bennaeth – Coleg Gŵyr Abertawe, sy'n cynrychioli

ColegauCymru hefyd

Dr Rachel Bowen, Cyfarwyddwr Polisi a Datblygu – ColegauCymru

Ed Evans, Cyfarwyddwr ac Ysgrifennydd y Gymdeithas Contractwyr Peirianeg  
Sifil yng Nghymru

##### Dogfennau atodol:

Briff Ymchwil

CYPE(5)–34–18: Papur 1 – ColegauCymru (Saesneg yn unig)

CYPE(5)–34–18: Papur 2 – Gymdeithas Contractwyr Peirianeg Sifil (CECA)

(Saesneg yn unig)



### **3 Papurau i'w nodi**

(11.15)

#### **3.1 Llythyr gan y Gweinidog Plant, Pobl Hŷn a Gofal Cymdeithasol – Bil Cyllido Gofal Plant (Cymru)**

(Tudalennau 21 – 25)

**Dogfennau atodol:**

CYPE(5)-34-18 – Papur i'w nodi 1

#### **3.2 Llythyr gan Ysgrifennydd y Cabinet dros Addysg at Gomisiynydd Plant Cymru – Addysg yn y Cartref**

(Tudalennau 26 – 27)

**Dogfennau atodol:**

CYPE(5)-34-18 – Papur i'w nodi 2

#### **3.3 Llythyr gan Ysgrifennydd y Cabinet dros Addysg – meini prawf cymhwysedd ar gyfer prydau ysgol am ddim**

(Tudalennau 28 – 30)

**Dogfennau atodol:**

CYPE(5)-34-18 – Papur i'w nodi 3

### **4 Cynnig o dan Reol Sefydlog 17.42(ix) i benderfynu gwahardd y cyhoedd o weddill y cyfarfod.**

(11.15)

### **5 Ymchwiliad i statws Cymhwyster Bagloriaeth Cymru – Trafod y dystiolaeth**

(11.15 – 11.30)

Mae cyfyngiadau ar y ddogfen hon

### Introduction

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ColegauCymru welcomes the opportunity to respond to the National Assembly for Wales' Children, Young People and Education Committee's Inquiry into the Status of the Welsh Baccalaureate Qualification. ColegauCymru represents the 13<sup>1</sup> further education (FE) colleges and FE institutions in Wales<sup>2</sup> and exists to promote the public benefit of post compulsory education and learning.

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### Response

1. ColegauCymru is supportive of the baccalaureate approach to study with its emphasis on encouraging learners to be more responsible for their own learning, developing their own projects and interests, while drawing on teaching and learning staff more in their capacity as supervisors or mentors than sources of facts. However, in practice, the baccalaureate approach has sometimes become separated from the Welsh Baccalaureate Qualification.
2. In drawing together the response to this inquiry, several colleges noted that they had already provided evidence to the Qualifications Wales Review of the design and assessment model of the Skills Challenge Certificate and its place within the Welsh Baccalaureate, published in April 2018.
3. For the purpose of this enquiry, ColegauCymru would ask that the difference between the importance of encompassing holistic learning and the methods of specific model of assessing learning outcomes is not lost.

**The extent to which the Welsh Baccalaureate Qualification is understood and valued by learners, parents, education professionals in schools and colleges, higher education institutions and employers.**

4. The ongoing and long-lasting debate over the value of the WBQ suggests that it is not well understood across the range of interest groups. Naturally, it takes a certain period of time for change to become established and understood and Qualifications Wales are working to promote understanding of WBQ. There is a need to raise awareness of the baccalaureate approach, which is related to, but not synonymous with, the WBQ.
5. Most learners who come directly from schools in Wales have a detailed understanding of the Welsh Baccalaureate Qualification (WBQ). Some learners and parents value this qualification and recognise the potential it has to enrich the curriculum and provide learners with wider skills. To a great extent, the attitude of the learner depends on their previous experience with WBQ, and this has not always been positive. A significant minority of learners

who have undertaken the WBQ previously have had negative experiences of delivery of this qualification and have negative perceptions about it. Many learners also feel that the qualification is repetitive in its structure. A number of learners and their parents would prefer the option to undertake an additional A Level rather than the WBQ.

6. Many parents do not understand the WBQ and so do not value the qualification. This is slowly changing but more work needs to be done to raise the profile of the qualification. Some colleges reported that when meeting parents, the value of WBQ is not initially recognised. However, when staff set the qualification in the context of higher education and employment, parents generally develop a more positive view. This means that WBQ requires specific promotion from college staff. To this end, we note that Qualifications Wales maintains a role for the promotion of its regulated qualifications and that this role includes promotion of the WBQ. Specific enquires should be made by the committee of the remit of this role and the main findings that have emerged.
7. Education professionals at some colleges noted that they value the breadth of the Advanced WBQ and the opportunities it affords learners to develop understanding and skills and wider experience of citizenship, alongside academic study. The extended project introduces learners to valuable higher- level research skills supporting their transition into higher education. Colleges reported that many learners use the extended project to support their personal statements and application to universities.
8. It should be noted that according to our enquiries, the national and foundation level post 16 WBQ are increasingly not delivered by further education colleges due to the heavy burden of assessment and workload for achievement of this qualification in one year. Otherwise, this takes place in addition to delivering the main vocational qualifications with controlled assessments, in many cases resit GCSEs, or the wider development of remedial as well as applied essential skills. ColegauCymru believes as a matter of policy as well as of practice FEIs should be allowed and encouraged to determine the best curriculum offer for learners.
9. Some colleges report finding that learners entering college have a negative view of the qualification and have received feedback that learners are choosing providers where they do not have to study the WBQ. Colleges who have campuses near the border with England have anecdotal evidence of learners who have chosen to study elsewhere, including in England, as they do not want to study WBQ. This feedback comes from some parents too. These colleges argue that WBQ has affected their learner recruitment. In the absence of identifiable research, ColegauCymru would suggest that

this is a topic the committee pursue in more detail.

10. It appears that employers have a patchy understanding of the WBQ at best and do not really appreciate that the qualification is aimed at improving the learners' skills to make them more employable. Network Rail, Sports Wales, National Museum have been supportive but more successful case studies are required to showcase the added value the WBQ can bring in terms of employability skills.
11. Based on the feedback we have received, the WBQ appears to have an uncertain status across the higher education sector with no consistency of understanding. It is becoming more accepted in universities which is positive for a number of learners. The understanding and value of the WBQ is growing in the higher education sector. However, more work needs to be done to raise its profile. Cardiff and Bristol both Russell Group Universities, for example, are now publicly accepting of the WBQ. It would be helpful if more case studies existed as examples of where the WBQ has helped to secure university placements. It is important to note that the inclusion of the WBQ on the UCAS application system does not necessarily mean that it is welcomed by prospective institutions.
12. Other colleges reported confusion among learners and parents regarding the difference between the Skills Challenge Certificate and the Advanced WBQ, as well as with the grading structure: and how the use of Distinction, Merit and Pass for the Challenges converts into an A\*-E grade.
13. There is a general view that publicity and public awareness needs to be increased.

**The extent to which the Welsh Baccalaureate is considered by learners, education professionals in schools and colleges, employers and higher education to be an equivalent, rigorous qualification.**

14. There was no clear agreement about the extent to which WBQ was generally accepted as being a rigorous qualification. Its value can be undermined by negative perceptions of different groups but some colleges felt that it was not seen as rigorous or the equivalent to a mainstream qualification and often still felt like a 'bolt on'. A key issue is finding ways to use the qualification to enhance core vocational studies as opposed to feeling like repetition of work achieved elsewhere
15. In some colleges, WBQ is delivered as a compulsory qualification for all Level 3 learners and has the same value placed on it as an A level or vocational main qualification. Certain colleges emphasised their regular professional training sessions for teaching staff and the hard work they had put in to ensure that WBQ is valued by all.
16. Building on the response to the previous question, HEIs have a highly variable response and understanding of the rigour of the Advanced WBQ,

particularly now that this qualification is graded. Some universities see the positive benefits of the qualification and accept it as an A Level equivalent. Other universities have different approaches with colleges reporting variability between departments and admissions tutors, including the WBQ being given UCAS points matching the English extended essay (even though this is a far smaller qualification) or not being accepted at all. The extent to which these practices are based on the perception of its rigour should be explored in more depth particular with the awarding body.

**The status of the Welsh Baccalaureate Qualification in schools and colleges, including the Welsh Government's target for universal adoption and the potential impact of this approach.**

17. Learning needs to be tailored to the needs of the learner and a compulsory approach risks contradicting much of the baccalaureate principle. The tendency is currently to move away from universal adoption and to offer routes that do not necessarily include the WBQ; many colleges are choosing to reduce their delivery of the WBQ. This is partly due to the issues that have been identified through the review of the qualification by Qualifications Wales, resulting in the WBQ not being fit for purpose for the many FE learners. As there is a lot of negativity associated with the WBQ by school leavers who often do not want to study this qualification, this has to be countered and must not continue to be a barrier to further academic or vocational study.
18. There is great deal of concern about universal adoption and whether both the functioning of the qualification and its delivery by the sector is sufficiently robust. Until more of the problems identified have been resolved, universal adoption does not seem a sensible approach. Universal adoption of Level 3 could potentially work but there are more concerns about Foundation and National levels. Advanced WBQ is over two years and is a useful qualification to support progression into employment and higher-level study. It is currently felt to particularly complement A Level programmes and enriches the curriculum for these learners.
19. Universal adoption is not practical for all FE learners in college as the National and Foundation WBQs are not practical to be delivered for these one-year programmes. Learners on Level 1 and 2 courses undertaking these qualifications invariably also have to undertake resit English and Maths GCSE qualifications in this year. These assessments, in conjunction with more vocational qualifications with strict controlled assessments, means that the WBQ at these levels is, in effect, undeliverable. One college suggested potentially removing the requirement for GCSE Maths, English/Welsh at Level 1 and 2: initial pilots of the Post 16 Foundation and National WBQ allowed for contextualised literacy and numeracy development within the vocational areas.

20. When some colleges trialled the qualifications in 2015/16, there was a significant dip in retention. Some learners left due to the heavy workload and stress caused and from disengagement as they wanted to do a practical vocational course. There is a need to take account of the best interests of learners, including what learners want to study and what will best engage them.
21. In order to gain the WBQ Advanced qualification, at the end of two years of study, learners must have achieved their main qualification and Maths, English/Welsh GCSE (at C or above) and the Skills Challenge certificate. For many learners, this is too great a challenge. The WBQ is a valuable programme of study, but it is not suitable for all learners to pursue. Some colleges report having had learners state that they will leave rather than undertake the WBQ alongside their main qualifications.

### **The wider impact of studying the Welsh Baccalaureate on other curriculum subjects and education provision.**

22. As a general consideration, the WBQ and evaluations of it have focused narrowly on A Levels. Given the nature of the delivery of learning via the Learning Programmes, greater consideration needs to be given to how WBQ fits with vocational learners and courses and making it relevant to these learners. One college did, however, highlight good practice examples of lecturers integrating the four skills challenges into the main vocational qualification.
23. Anecdotal evidence suggests that many learners are focusing on two A Levels and the WBQ rather than three A Levels which can have an impact on higher level study. The WBQ has resulted in a higher proportion of A Level learners choosing to study fewer AS subjects (or withdrawing from AS subjects) so that they can manage the additional workload of the WBQ qualification.
24. The issue of whether there is scope for the Skills Challenges to be accredited more individually was raised. Some learners who study a 90 credit Diploma in Year 1, complete two of the Skills Challenges but then decide to go into Employment/Apprenticeship. Similarly, some AS students decide to change to Vocational programmes or enter WBL having completed two of the Skills Challenges in the AS year.
25. Some colleges suggested that the WJEC Extended Project Qualification could be considered as a stand-alone option for high GCSE achievers who would prefer to study four AS subjects.
26. Many students and tutors (from other curriculum subjects) see the time



allocated to the WBQ, as time that could be spent on the main qualification. There needs to be a clear focus on, and understanding of, how the WBQ can improve the learners' skills and enhance their ability to progress. The size of the qualification can mean tutors have to use main qualification time for delivery which is not helpful. Some colleges suggested that WBQ needs a specialist team and asked if there should be a qualification for WBQ tutors, making them specialists in the facilitation the qualification requires.

27. Whilst the WBQ can be an enriching qualification for many learners, many colleges believe that it is not suitable for all learners and all education provision. For vocational subjects where there is a heavy reliance on practical skills for employment, the WBQ seems less relevant. These include curriculum areas that link heavily to work-based learning pathways and apprenticeships (i.e. construction, motor vehicle, hair and beauty, catering). Learners in these areas work to achieve technical competency in a skills and employment focused curriculum. The WBQ can disengage learners (many of whom have not been successful in schools and in academic learning previously). These areas also attract adult learners and this makes it very challenging to deliver an integrated curriculum as the WBQ is not suitable for adult learners wanting technical skills development. The impact of this may well be further disengagement of these learners from education, which brings wider impacts.

### **The benefits and disadvantages of the Welsh Baccalaureate Qualification to learners, schools and colleges, higher education institutions and employers.**

28. At its best, over two years, the Advanced WBQ further enriches the A Level and Level 3 vocational curriculum and prepares learners well for the academic expectations of an academically-researched, extended writing project at university; and application to university and interviews for employment. If taught and structured correctly, the WBQ could support the learners with their skills to ensure purposeful progression.
29. Other benefits include the UCAS points attached to the Skills Challenge certificate, that the WBQ can provide evidence for personal statements, and in theory, should lead to well-rounded individuals who are more work-ready and able to meet the needs of employers. Some colleges recognised the WBQ offered the opportunity for development of employability skills which cannot be delivered as part of curriculum subjects
30. The Community Challenge supports learners in engaging with their communities. This can lead to them committing to extracurricular activities outside college, which enhances them as a person and also enhances applications for employment and university.
31. One of the disadvantages of the WBQ is that it is still not universally accepted by all universities. The WBQ often takes the place of a fourth A

Level, so this potentially disadvantages learners where the WBQ is not accepted. Likewise, the format of the WBQ can seem repetitive for learners who have undertaken the qualification previously at different levels and pre-16.

32. The WBQ is not as relevant to learners on very practical skills-based qualifications that lead into work-based learning pathways and the academic outputs and assessments can disengage them from learning. It is difficult to implement the WBQ where there are classes of adult learners and 16-19 year old learners undertaking the same programme of study.
33. As referenced earlier, the national and foundation levels are impractical to implement in one year and create a huge burden of assessment as learners have complete the WBQ work and resit GCSEs, in addition to their main programme (in half the allocated time of the advanced programme). As a result, very few colleges undertake the WBQ at these levels. More widely, there is often too great a focus on the challenges rather than skills development.
34. The heavy assessment requirements at Advanced Level WBQ has often resulted in learners studying fewer A Level subjects. This has affected their progression opportunities (negatively) in some cases and has also had unintended consequences on curriculum.
35. The length of the WBQ year means that it can be difficult for some learners to complete the challenges by the deadlines in mid-May.

Thank you for the opportunity to provide evidence to the Children, Young People and Education Committee on your Inquiry into the status of the Welsh BaccaLaureate Qualification.

In case you are unaware of our organisation and the interest we have in this inquiry I should stress that we represent the majority of Wales' largest and smallest civil engineering contracting businesses who employ over 6,000 people directly, as well as many others through extended supply chains. These businesses play a huge part in supporting communities across Wales and with a cumulative annual turnover in excess of £1bn they make a significant contribution to the economic prosperity of our nation. They are also major providers of training and apprenticeship opportunities and rely heavily on employing school and college leavers to enable them to build the infrastructure that our nation needs to prosper. The quality of the skills, behaviours and work readiness of these individuals is of huge importance to these businesses.

I note that your inquiry will focus specifically on:

- The extent to which the Welsh BaccaLaureate Qualification is understood and valued by learners, parents, education professionals in schools and colleges, higher education institutions and employers;
- The extent to which the Welsh BaccaLaureate is considered by learners, education professionals in schools and colleges, employers and higher education to be an equivalent, rigorous qualification;
- The status of the Welsh BaccaLaureate Qualification in schools and colleges, including the Welsh Government's target for universal adoption and the potential impact of this approach;
- The wider impact of studying the Welsh BaccaLaureate on other curriculum subjects and education provision;
- The benefits and disadvantages of the Welsh BaccaLaureate Qualification to learners, schools and colleges, higher education institutions and employers.

I will focus my response on each of these issues in turn.

1. *The extent to which the Welsh Baccalaureate Qualification is understood and valued by learners, parents, education professionals in schools and colleges, higher education institutions and employers*

There remains a significant lack of awareness and understanding of the qualification in the civil engineering contracting sector and, therefore, it is difficult to assess the value of the qualification to these employers. The lack of understanding and awareness could be due to a lack of engagement with employers during its development and launch combined with a very poor response by schools and colleges to the qualification. My perception is that far too many schools do not value the qualification due to its vocational nature, particularly those preparing learners for academic progression, and as a result do not dedicate high quality teachers to the subject. This lack of value attached to it by schools and colleges also hinders the ability to positively promote the qualification amongst learners, parents and employers - effectively creating a vicious and downward spiralling circle. However, those employers who, for a variety of reasons, have a better understanding of the qualification do value it as they recognise the skills and behaviours that are cultivated by the qualification are the very things that employers need in their workforce.

2. *The extent to which the Welsh Baccalaureate is considered by learners, education professionals in schools and colleges, employers and higher education to be an equivalent, rigorous qualification*

Based on my earlier response that far too many employers have a limited awareness and understanding of the Welsh Bacc it is unlikely that those employers could realistically value a qualification that they know so little about. However, those that have a good understanding do value the qualification as it meets many of their needs which are not necessarily delivered through other more “traditional/academic” qualifications. I believe that if more employers understand what the qualification can do more would value it and actively promote it.

From a parent’s perspective, whilst I have a good understanding and do value it I know of many parents who don’t and some who actively discourage their children to follow the qualification as they feel it is neither rigorous nor equivalent. I suspect this view will be difficult to change without positive promotion via the education sector - which would need them to value it first.

For the reasons stated above I do not feel that the qualification is viewed by sufficient schools and colleges as being rigorous and equivalent and reflects a deep-seated obsession with academic routes and qualifications as opposed to vocational subjects. I believe this is a significant cultural issue that needs to be challenged within the educational sector.

3. *The status of the Welsh Baccalaureate Qualification in schools and colleges, including the Welsh Government’s target for universal adoption and the potential impact of this approach*

Unless the value of the Welsh Bacc is “sold” to employers, parents and learners (in that order) then it will always suffer from lower status compared to more traditional subjects. If this is not addressed then universal adoption will exacerbate the current situation. However, from an employers perspective, as long as the subject is accepted by those in education and well promoted to employers I would wish to see it universally adopted.

I am unable to comment on the impact within schools and colleges of its universal adoption but, given pressures on resources and the cultural favouring of academic qualifications over vocational qualifications, I suspect that fewer resources and energies will be devoted to the Welsh Bacc sadly. This approach will continue to favour academic over vocational “achievers” and disadvantage a high proportion of learners in Wales who, potentially, have significant contributions to make to our future prosperity and wellbeing.

#### **4. *The wider impact of studying the Welsh Baccalaureate on other curriculum subjects and education provision***

From an employers perspective it is difficult to comment on this point as we do not work in this environment. However, the skills and behaviours promoted through the Welsh Bacc, if presented by higher quality teachers, potentially supported by employers, should underpin work on other subjects, help to create more “rounded” individuals and help to make learners far more “work ready”. The perception from many parents and learners, I suspect, would be that another subject, that they may view as being less rigorous, less equivalent, lower value and lower status, would impact on progress in other “higher value” subjects. I would challenge this perception but it will need significant efforts to change these perceptions.

#### **5. *The benefits and disadvantages of the Welsh Baccalaureate Qualification to learners, schools and colleges, higher education institutions and employers***

In terms of benefits and disadvantages this needs to be viewed against what we expect our schools and colleges to deliver. If it is to “churn out” learners with as many academic qualifications as possible but with limited “work readiness” then arguably the Welsh Bacc does not suit this model. However, if we recognise that the academic route is not suitable for everyone and that “work readiness” is important, along with practical skills and workplace behaviours, even for those pursuing academic routes, then the Welsh Bacc, in my view, is essential.

### **Summary**


In summary, my response is based on an employers perspective but with an awareness, from a parents perspective, of what the Welsh Bacc is and what it can offer.

My overall feeling is that engagement with employers has not been conducted particularly well, or in many cases, at all, and so many remain unaware of the Welsh Bacc and what it can offer. However, what is clear is that the content of the Welsh Bacc is very well suited to the needs of employers in the civil engineering contracting sector (and, I suspect, for other employers) and is valued by those who understand it better. Its vocational nature with a focus on practical skills and business as well as softer skills and behaviours are the kind of requirements which are constantly flagged up by our members, very often above academic and technical achievements (which are easier to assess and tend to be taken as “givens” for certain roles).

For employers, particularly in the infrastructure/construction sector, the Welsh Bacc offers a very important route to gain “work ready” employees with far greater exposure to the skills and behaviours needed to thrive in a commercial and business environment. There are already significant opportunities for employers to be engaged in delivering the Welsh Bacc in schools and colleges but these opportunities are not being fully exploited despite the social requirements of many construction contracts and the Corporate Social Responsibility (CSR) commitments of many employers. If these commitments could be harnessed in parallel with a concerted effort by government, local and national, and schools and colleges, to promote the value of the Welsh Bacc to parents and employers then I believe we could fully realise its potential to support our future employees. To lose this qualification would be a significant step back in harnessing the skills of all our learners - not just those of an academic persuasion.

I trust that these views and observations are helpful to you and your Committee but please contact me should you wish to discuss these matters in greater detail.

Yours sincerely



**Ed Evans**  
Director, CECA Wales/Cymru

Huw Irranca-Davies AC/AM  
Y Gweinidog Plant, Pobl Hŷn a Gofal Cymdeithasol  
Minister for Children, Older People and Social Care



Llywodraeth Cymru  
Welsh Government

Ein cyf: MA - L/HID/0692/18

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20 Tachwedd 2018

Annwyl Lynne,

### Bil Cyllido Gofal Plant (Cymru)

Yn fy ymateb i'r Pwyllgor Plant, Pobl Ifanc ac Addysg yn dilyn gwaith craffu Cyfnod 1 o'r Bil Cyllido Gofal Plant (Cymru), dywedais y byddwn yn comisiynu darn o waith mewnol i archwilio ymhellach y gwahanol gynlluniau sydd ar gael i rieni i helpu gyda gofal plant, y tu allan i bamedrau'r Bil hwn, gyda'r nod o leihau unrhyw ddrwschwch a chymhlethdod. Roedd hyn yn arbennig mewn ymateb i argymhelliad 7 lle rwyf o'r farn bod rhaglenni cymorth eraill ar waith yn benodol ar gyfer rhieni mewn hyfforddiant ac addysg neu ar gyfer y rheini sydd angen cymorth i ddychwelyd i'r gwaith, ond mae'n bosibl nad oedd y rhain mor eglur ag y gallent fod.

Hoffwn eich gwneud chi'n ymwybodol o'r cymorth gofal plant canlynol, yn enwedig ar gyfer rhieni mewn hyfforddiant ac addysg.

- **Cymorth Dysgu Seiliedig ar Waith** - Ar hyn o bryd mae cymorth ar gael i ddysgwyr sydd heb waith drwy gymorth dysgu seiliedig ar waith. Mae'r cymorth ar gael i hyfforddeion i dalu amrywiaeth o gostau, yn cynnwys trafndiaeth, llety, cymorth dysgu ychwanegol a gofal plant. Mae cymorth ar gael i unig rieni, sy'n cael hyd at £161.50 yr wythnos ar gyfer y plentyn cyntaf neu £274.55 yr wythnos ar gyfer dau neu blentyn neu fwy. Rhaid defnyddio lleoliadau gofal plant cofrestredig. Bydd y rhaglen hon yn dod i ben ar 31 Mawrth 2019 ac yn cael ei disodli gan y rhaglen Cymru'n Gweithio a fydd yn parhau i roi cymorth i ddysgwyr sydd heb waith. Fodd bynnag, bydd cyfradd y cyllid yn cynyddu i hyd at £225 yr wythnos ar gyfer un plentyn (heb fod yn fwy na £45 y dydd) a £375 yr wythnos ar gyfer dau blentyn neu fwy (heb fod yn fwy na £75 y dydd).

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Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

- **Addysg Bellach** – Mae'r Gronfa Ariannol Wrth Gefn<sup>1</sup> (FCF) yn £6.3 miliwn o gyllid Llywodraeth Cymru (sydd wedi bod ar waith ers 2014/15) sydd ar gael i'r rheini sy'n mynychu sefydliadau addysg bellach (AB) a ariennir gan arian cyhoeddus yng Nghymru. Fe'i gweinyddir gan y sefydliadau AB, fel grantiau neu fenthyciadau tymor byr, a'i nod yw rhoi cymorth ariannol i fyfyrwyr a allai gael eu rhwystro rhag parhau â'u haddysg y tu hwnt i'r oed gadael ysgol statudol oherwydd ystyriaethau ariannol neu fyfyrwyr sy'n wynebu anawsterau ariannol yn ystod eu hastudiaethau. Mae telerau'r cynllun mor eang â phosibl er mwyn rhoi cymaint o hyblygrwydd â phosibl i sefydliadau AB fel y gallant deilwra cymorth yn unol ag angen y dysgwyr. Mae'r cynllun yn nodi *myfyrwyr sydd angen help gyda chostau cymorth plant, yn enwedig unig rieni* fel un o'r grwpiau blaenoriaeth. Y meysydd gwariant mwyaf yw gofal plant, trafnidiaeth a thalebau cinio. Yn 2016/17 (y flwyddyn ddiweddaraf y mae gennym ni ystadegau ar ei chyfer), dyfarnwyd cymorth 901 o weithiau i fyfyrwyr sy'n rhieni i helpu gyda chostau gofal plant, cyfanswm o £2.7 miliwn.

Yn 2016 comisiynwyd Ymchwil Arad gan Lywodraeth Cymru i gynnal ymchwil annibynnol i'r graddau mae gofal plant yn rhwystro rhieni ifanc rhag mynd ymlaen i neu ddychwelyd i addysg bellach neu barhau ag addysg bellach yng Nghymru. Yn ôl yr ymchwil, er bod darpariaeth gofal plant yn un o nifer o heriau neu rwystrau sy'n wynebu rhieni ifanc sydd am ddechrau neu barhau ag AB yng Nghymru, mae'n ymddangos bod y trefniadau cyllido yn ôl disgrisiwn cyfredol yn diwallu dysgwyr AB sy'n rhieni. Fel y cyfryw, ac yn seiliedig ar y dystiolaeth a adolygwyd o ffynonellau amrywiol, daethant i'r casgliad nad oedd angen rhaglen beilot arall ar y pryd.<sup>2</sup>

- **Addysg Uwch** – Mae'r grant gofal plant<sup>3</sup> ar gael i fyfyrwyr llawn amser a rhan-amser sy'n mynd ymlaen i addysg uwch ac sydd â phlant dibynnol iau na 15 oed (neu 17 yn achos plant ag anghenion addysgol arbennig). Er ei fod yn cael ei ariannu gan Lywodraeth Cymru, mae'r grant yn cael ei weinyddu gan Gyllid Myfyrwyr Cymru, ac mae'n dibynnu ar sefyllfa ariannol yr ymgeisydd. Gall myfyrwyr gael hyd at £161.50 yr wythnos ar gyfer y plentyn cyntaf neu £274.55 yr wythnos ar gyfer dau blentyn neu fwy. Bydd myfyrwyr rhan-amser yn cael grant gofal plant pro rata yn seiliedig ar ba mor ddwys yw eu hastudiaethau. Bydd sefydliadau addysg uwch yng Nghymru yn gweithredu eu cronfeydd caledi yn ôl disgrisiwn eu hunain ar gyfer myfyrwyr hefyd. Mae'r sefydliadau'n rhoi cymorth i helpu gydag amrywiaeth o gostau sy'n gysylltiedig ag astudio, yn cynnwys gofal plant.
- **Cynllun Bwrsariaeth GIG Cymru** – Yng Nghymru mae'r Cynllun Bwrsariaeth GIG yn cefnogi myfyrwyr sy'n dewis astudio rhaglenni gofal iechyd, sydd wedi ei gymeradwy, o fewn Cymru. Mae Lwfans Gofal Plant GIG Cymru yn rhan o'r pecyn yma, yn seiliedig ar 85% o gostau gofal plant cofrestredig neu gymeradwy hyd at uchafswm. O fis Medi 2014, yr uchafswm sy'n daladwy ar gyfer un plentyn yw £128.78 yr wythnos. Yr uchafswm ar gyfer dau blentyn neu fwy yw £209.95 yr wythnos. Fodd bynnag, mae pob lwfans gofal plant yn cael ei gyfrifo'n unigol a bydd y swm a roddir yn dibynnu ar amgylchiadau a'r incwm sydd ar gael i'r teulu. Mae trefniadau Bwrsariaeth GIG Cymru yn ddiweddar wedi bod yn destun

<sup>1</sup> Mae colegau AB unigol yn hyrwyddo'r Gronfa ar eu gwefannau

<sup>2</sup> <https://gov.wales/statistics-and-research/childcare-further-education/?lang=cy>

<sup>3</sup> <https://www.cyllidmyfyrwrycymru.co.uk/myfyrwyr-israddedig/myfyrwyr-rhan-amser/myfyrwyr-newydd/grant-gofal-plant.aspx>



ymgynghoriad a fydd yn llywio trefniadau yn y dyfodol. Bydd yr adolygiad yma yn edrych ar bob agwedd o'r pecyn presennol o gymorth gan gynnwys cymorth ar gyfer gofal plant.

Mae'n werth nodi hefyd fod y rheini sy'n hyfforddi neu'n astudio'n llawn amser yn gallu gwneud hawliad Credyd Cynhwysol newydd os oes unrhyw un o'r canlynol yn berthnasol:

- Os ydynt yn byw gyda'u partner a'i fod ef/hi yn gymwys i gael Credyd Cynhwysol
- Os ydynt yn gyfrifol am blentyn, naill ai fel unig berson neu bâr, os ydy'r ddau ohonynt yn fyfyrwyr
- Os ydynt yn anabl ac yn gallu cael y Lwfans Byw i'r Anabl (DLA) neu'r Taliad Annibyniaeth Personol (PIP) a bod ganddynt allu cyfyngedig i weithio
- Os ydynt mewn 'addysg nad yw'n addysg uwch' (er enghraifft, astudio am lefel A neu Ddiploma Cenedlaethol BTEC, yn 21 oed neu iau ac nad oes ganddynt gymorth rhiant

Ar gyfer y rhieni hynny sydd eisiau cymorth gofal plant i ddychwelyd i'r gwaith mae'r canlynol ar gael:

- **Rhieni, Gofal Plant a Chyflogaeth (PaCE)** - rhaglen £13.5 miliwn a ariennir gan Gronfa Gymdeithasol Ewrop a Llywodraeth Cymru sydd â'r nod o helpu rhieni economaidd anweithgar/NEET i gael gwaith os mai gofal plant yw'r prif rwystr iddynt. Mae rhieni'n cael cymorth wedi'i deilwra'n unigol drwy Gyngorydd Cyflogaeth Rhieni yn eu cymuned leol ac mae'r rhaglen yn rhoi cymorth gyda chostau gofal plant ar gyfer rhieni sy'n ymgymryd â phrofiad gwaith, addysg neu hyfforddiant, a hefyd ar gyfer y 2 wythnos ar ôl iddynt ddechrau gweithio i'w helpu gyda'r cyfnod pontio wrth ddechrau gweithio.

Ers mis Gorffennaf 2015, mae PaCE wedi gweithio gyda 3400 a mwy o rieni, ac mae wedi helpu mwy na 1100 ohonynt i ddechrau gweithio. Mae costau gofal plant wedi amrywio yn ôl anghenion pob rhiant. Mae uchafswm cost o £55 y dydd / £275 yr wythnos ar gyfer un plentyn neu £90 y dydd/£450 yr wythnos ar gyfer mwy nag un plentyn. Mae PaCE yn gallu ariannu costau uwch ar gyfer unrhyw blant ag anghenion ychwanegol.

Hyd yma mae 590 o rieni wedi cael cymorth ariannol drwy PaCE fel bod eu plant yn gallu cael gofal plant cofrestredig. Mae'r cymorth hwn wedi galluogi rhieni i ymgymryd â hyfforddiant, profiad gwaith neu gyfleoedd gwirfoddoli i gynyddu hyder a sgiliau cyflogadwyedd, sydd wedi gwella eu rhagolygon o gael swydd gynaliadwy. Mae PaCE wedi talu mwy na £400,000 mewn costau gofal plant, nid yn unig i helpu rhieni i baratoi at waith, ond hefyd i'w helpu gyda'r cyfnod pontio i'r byd gwaith am yr ychydig wythnosau cyntaf.

Mae gwerthusiad i ystyried effaith PaCE wedi ei gomisiynu a bydd yr adroddiad cyntaf yn cael ei gyhoeddi'n ddiweddarach eleni, a fydd yn cynnwys adborth gan rieni ar sut mae PaCE wedi'u cynorthwyo i ddechrau gweithio, a sut aethpwyd i'r afael â gofal plant i ddiwallu eu hanghenion. Mae trafodaethau ar droed gyda Swyddfa Cyllid Ewropeaidd Cymru ynghylch ymestyn prosiect PaCE y tu hwnt i

2020. Bydd cyngor yn cael ei roi i Weinidog y Gymraeg a Dysgu Gydol Oes a'r Gweinidog Plant, Pobl Hŷn a Gofal Cymdeithasol ym mis Tachwedd.

- **Cymunedau am Waith** - gwasanaeth cynghori cymunedol sy'n cael ei gefnogi gan Gronfa Gymdeithasol Ewrop a'i gyd-noddi gan yr Adran Gwaith a Phensiynau, sy'n gweithio gydag oedolion sydd wedi bod yn economaidd anweithgar ac yn ddi-waith ers amser maith a phobl ifanc 16-24 oed nad ydynt mewn addysg, cyflogaeth na hyfforddiant. Mae'r rhaglen wedi cael ei hymestyn tan 2020 a bydd yn darparu £70.5 miliwn mewn gwasanaethau cymorth cyflogaeth yn y cymunedau mwyaf difreintiedig yng Nghymru tan fis Rhagfyr 2020. Mae'r rhaglen yn rhoi cyllid i dimau cyflawni fel y gallant gefnogi cyfranogwyr i oresgyn rhwystrau i gyflogaeth neu hyfforddiant, sy'n cynnwys cost gofal plant byrdymor. Hyd yma mae'r rhaglen wedi cefnogi 165 o geisiadau am gymorth gyda gofal plant, sy'n gyfanswm o £17,602. Mae trafodaethau ar droed gyda Gweinidog y Gymraeg a Dysgu Gydol Oes ynghylch ymestyn y prosiect Cymunedau am Waith y tu hwnt i 2020. Bydd cyngor yn cael ei roi i'r Gweinidog ym mis Tachwedd.
- **Cymunedau am Waith a Mwy (CfW+)** - rhaglen gwerth £12 miliwn y flwyddyn a ariennir gan Lywodraeth Cymru a gyflwynwyd ar 1 Ebrill 2018 i ymestyn cymorth cyflogadwyedd i bobl sydd ddim yn gymwys i gael cymorth rhaglenni Cymunedau am Waith, PaCE neu raglenni Cronfa Gymdeithasol Ewrop rhanbarthol eraill. Mae CfW+ yn rhoi cyllid i dimau cyflawni fel y gallant gynorthwyo cyfranogwyr, yn cynnwys cost gofal plant byrdymor tra'u bod yn cwblhau hyfforddiant. Mae trafodaethau ar droed gyda Swyddfa Cyllid Ewropeaidd Cymru ynghylch ymestyn y prosiect Cymunedau am Waith a Mwy y tu hwnt i 2020. Bydd cyngor yn cael ei roi i Weinidog y Gymraeg ym mis Tachwedd.
- O fis Ebrill 2019, bydd **Cymru'n Gweithio** yn gallu cynorthwyo pobl ddi-waith neu economaidd anweithgar hefyd drwy ddull newydd o ddarparu cymorth gyda chyflogadwyedd a sgiliau, gyda'r nod o gynorthwyo pobl i gael gwaith drwy fynd i'r afael â'r ffactorau sy'n eu rhwystro rhag gweithio. Bydd cyfranogwyr sydd ddim yn gweithio sy'n cael cymorth drwy Cymru'n Gweithio yn gallu gwneud cais am gyfraniad tuag at gostau gofal plant os yw hyn yn eu rhwystro rhag manteisio ar y ddarpariaeth. Rhaid i Cymru'n Gweithio gael ei gyflwyno o fewn yr oriau sy'n gyfleus i'r cyfranogwr lle bo'n bosibl, ond os nad yw hyn yn bosibl, neu os nad oes modd dod o hyd i gymorth amgen, ystyrir rhoi cymorth tuag at gostau gofal plant.

Ochr yn ochr â'r cymorth sy'n cael sylw uchod, mae'n bwysig hefyd cofio am raglenni blaenllaw eraill nad ydynt yn gysylltiedig â statws gwaith rhiant neu ag a yw mewn addysg a hyfforddiant ai peidio.

O'r tymor ar ôl i blentyn droi'n 2 oed, gall teuluoedd cymwys sy'n byw mewn ardaloedd **Dechrau'n Deg** fanteisio ar 12.5 awr o ofal plant a ariennir gan y llywodraeth yn ystod y tymor mewn lleoliadau lleol dynodedig, 39 wythnos y flwyddyn, ynghyd â hyd at 15 'sesiwn teulu' yn ystod gwyliau'r haf. Mae'r rhaglen yn targedu ardaloedd daearyddol penodol, ac mae ardaloedd Dechrau'n Deg yn cynnwys rhai o'r cymunedau mwyaf difreintiedig yng Nghymru. Cryfder y rhaglen yw ei bod yn cyfuno gofal plant o'r radd flaenaf, gwasanaeth ymwelwyr iechyd, rhaglenni magu plant a gwasanaeth iaith a lleferydd mewn dull sy'n canolbwyntio ar y plentyn. Mae ar gael i 37,000 a mwy o blant sy'n byw o fewn ffiniau'r ardaloedd â'r angen mwyaf ar hyn o bryd. Gwyddom fod hyn yn

cyfateb i tua 25% o'r plant 0-3 oed yng Nghymru. Mae'n targedu ardaloedd o amddifadedd ac rydym yn amcangyfrif ei bod yn cyrraedd 36-44% o blant 0-3 oed sy'n byw mewn tlodi.

Yn ogystal, gall pob plentyn 3 a 4 oed gael addysg feithrin **Cyfnod Sylfaen** ran-amser am ddim<sup>4</sup> cyn iddynt ddechrau addysg orfodol yn 5 oed. Rhaid i awdurdodau lleol roi lle addysg gynnar o'r tymor yn dilyn pen-blwydd y plentyn yn 3 oed.

Fel yr wyf wedi dweud wrth y Pwyllgor eisoes, mae gennym nifer o raglenni cymorth gofal plant ar waith ar gyfer rhieni sydd mewn hyfforddiant ac addysg ac ar gyfer rhieni sydd angen cymorth i ddychwelyd i'r gwaith, ac mae'r gwaith mewnol a wnaed yn tanlinellu ac yn atgyfnerthu hynny.

Wedi dweud hynny, rwy'n gwerthfawrogi nad yw'r wybodaeth sydd ar gael i helpu pobl i ddeall pa gymorth sydd ar gael bob amser yn cael ei chyflwyno yn y ffordd fwyaf eglur. Rwyf wedi gofyn i'm swyddogion edrych ar sut gallwn ni gyfathrebu'n well a chodi ymwybyddiaeth o'r hyn sydd ar gael, gan gynnwys gweithio gyda Gwasanaethau Gwybodaeth i Deuluoedd sy'n darparu amrywiaeth eang o wybodaeth, cyngor a chymorth lleol i deuluoedd, yn cynnwys gwybodaeth am ofal plant a gwasanaethau cysylltiedig. Byddwn yn croesawu unrhyw awgrymiadau sydd gan y Pwyllgor yn hyn o beth.

Yn gywir



**Huw Irranca-Davies AC/AM**

Y Gweinidog Plant, Pobl Hŷn a Gofal Cymdeithasol  
Minister for Children, Older People and Social Care

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<sup>4</sup> <https://beta.llyw.cymru/cyfnod-sylfaen-meithrin-canllaw-ar-gyfer-rhieni-gofalwyr>

Kirsty Williams AC/AM  
Ysgrifennydd y Cabinet dros Addysg  
Cabinet Secretary for Education



Llywodraeth Cymru  
Welsh Government

Eich cyf/Your ref  
Ein cyf/Our ref KW/02585/18  
Sally Holland  
Children's Commissioner for Wales

Ceirios.Williams@childcomwales.org.uk

20 November 2018

Dear Sally,

With reference to your letter of 9 November to the First Minister regarding Elective Home Education, I have been asked to respond.

The Welsh Government shares your view that all children in Wales should be accounted for and this clearly stretches wider than the educational remit. We have instigated cross departmental work to develop and deliver policy that will support systems which increase routine contact between public services and children. This work will also include multi agency procedures to ensure that where a child is not seen by public services this prompts an appropriate and proportionate safeguarding response.

In terms of elective home education proposals as I have previously stated, the primary policy intent is to ensure that home educated children in Wales receive a suitable education. In order for the local authority to satisfy itself of the suitability of education provision by the parents it is reasonable in most cases for the local authority see the child. Where families refuse the local authority access to see the child then the local authority will need to consider if it can conclude a child is receiving a suitable education. If not, then the local authority already has powers to issue school attendance order (SAO). The statutory guidance will make clear the expectations on local authorities in these circumstances. If a local authority is of the view there is a safeguarding issue they should, as now, follow existing safeguarding procedures.

The statutory guidance being developed will outline activities the local authority can undertake to identify children and young people of compulsory school age not currently known to them. The right for children and young people to be seen and listened to is a

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[Correspondence.Kirsty.Williams@gov.wales](mailto:Correspondence.Kirsty.Williams@gov.wales)

Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

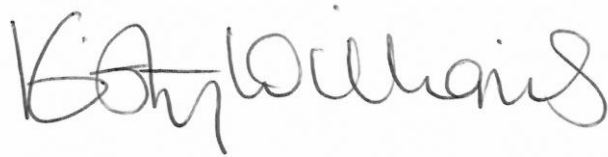
Tudalen y pecyn 26  
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fundamental one and local authorities will be encouraged to make every effort to ensure that home educated children have access to the same levels of support and opportunities as those in mainstream school as well as have the opportunity to share their views regarding the education they are receiving.

To be clear, these proposals will not provide local authorities with new powers. Rather, in addition to providing statutory guidance to local authorities to enable them to establish the identities of children who are not receiving suitable education, it will make it clear what existing powers local authorities have at their disposal and will strongly reinforce the expectation that these powers will be utilised appropriately in order to ensure that those children do receive a suitable education.

The EHE stakeholder group has three meetings scheduled between now and the launch of the formal consultation. These meetings will provide an opportunity for sharing the draft guidance and promoting discussion on its content prior to the consultation. Following a clearly set legislative process the intention is that the new regulations and statutory guidance will come into force in March 2020. The coming into force date reflects the work that will need to happen post consultation; including updating the statutory guidance and regulations following an analysis of the responses, but also amending the various assessments and the regulatory impact assessment. I will also be seeking Cabinet approval on the final regulations and statutory guidance.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Kirsty Williams'.

**Kirsty Williams AC/AM**

Ysgrifennydd y Cabinet dros Addysg  
Cabinet Secretary for Education

Kirsty Williams AC/AM  
Ysgrifennydd y Cabinet dros Addysg  
Cabinet Secretary for Education



Llywodraeth Cymru  
Welsh Government

Ein cyf/Our ref MA-P KW/3815/18

Lynne Neagle AC  
Cadeirydd  
Y Pwyllgor Plant, Pobl Ifanc ac  
Addysg Cynulliad Cenedlaethol Cymru  
Bae Caerdydd  
CF99 1NA

22 Tachwedd 2018

Annwyl Lynne,

Diolch am eich llythyr dyddiedig 24 Hydref 2018. Rwyf wedi ymateb i bob un o'ch cwestiynau isod.

- ***Sut benderfynodd Llywodraeth Cymru ar drothwy o £7,400 ar gyfer incwm blynyddol net?***

Ein prif ystyriaeth yw y dylai'r rheini yn yr angen mwyaf gael yr hawl i brydau ysgol am ddim. Mae'n hanfodol hefyd fod ein cynigion yn fforddiadwy ac yn cynrychioli defnydd effeithiol o arian cyhoeddus. Mae'n bwysig nodi nad yw Llywodraeth Cymru wedi cael unrhyw gyllid ychwanegol i reoli effaith agenda Diwygio Lles Llywodraeth y DU ar brydau ysgol am ddim.

Ar ôl dadansoddi effaith bosib nifer o drothwyon ar gyfer incwm net blynyddol, credwn mai'r trothwy mwyaf priodol yw £7,400, o ystyried yr ystyriaethau uchod. Mae ein dadansoddiad diweddaraf yn awgrymu y bydd mwy o blant yn gymwys i gael prydau ysgol am ddim gydol y cyfnod ar gyfer cyflwyno Credyd Cynhwysol diolch i'r polisi hwn na fyddai wedi bod yn gymwys o dan yr hen system.

Byddai teulu cyffredin sy'n ennill tua £7,400 y flwyddyn, yn dibynnu ar yr union amgylchiadau, yn ennill cyfanswm o rhwng £18,000 a £24,000 ar ôl cyfrif budd-daliadau. Felly, nid yw swm yr enillion net yn cynrychioli cyfanswm incwm aelwyd gan nad yw'n cynnwys incwm o fudd-daliadau, sy'n cynyddu incwm cyffredinol aelwyd yn sylweddol.

Ystyriaeth bwysig arall i Lywodraeth Cymru yw sicrhau y byddai unrhyw newid i feini prawf cymhwysedd ar gyfer prydau ysgol am ddim yn cael eu cyflwyno mewn ffordd mor ddiraffferth â phosib. Felly, mae ein cynigion yn cynnwys trefniadau i sicrhau bod unrhyw ddisgyblion sy'n gymwys i gael prydau ysgol am ddim pan fydd y meini prawf yn newid, neu unrhyw hawlwyd newydd sy'n cael prydau ysgol am ddim adeg cyflwyno Credyd

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Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

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Cynhwysol (mae disgwyl i'r broses fod yn gyflawn erbyn Rhagfyr 2023), yn cael eu diogelu rhag eu colli nes bod y broses o gyflwyno Credyd Cynhwysol wedi'i chwblhau, hyd yn oed os yw eu cymhwysedd yn newid.

Ar ôl cwblhau'r broses gyflwyno, bydd unrhyw hawlwr prydau ysgol am ddim sydd ddim yn bodloni'r meini prawf cymhwysedd mwyach (am eu bod yn ennill mwy na'r trothwy) yn parhau i gael eu diogelu hyd nes iddynt gwblhau'r cyfnod hwnnw o'u haddysg (e.e. cynradd, uwchradd).

Byddwn yn cadw golwg ar y trothwy i sicrhau bod y rheini yn yr angen mwyaf yn cael prydau ysgol am ddim.

- ***A wnaeth Llywodraeth Cymru ystyried unrhyw drothwyon eraill, er enghraifft, £14,000 fel yng Ngogledd Iwerddon?***

Roedd y [Crynodeb o Aseiad Effaith Rheoleiddiol Drafft](#), a gyhoeddwyd fel rhan o'r ymgynghoriad, yn ystyried tri opsiwn polisi fel a ganlyn:

- **Cynnal y status quo.** Byddai hyn yn golygu y byddai'r meini prawf cymhwysedd cyffredinol dros dro i gael prydau ysgol am ddim yn parhau ar gyfer yr holl hawlwr y Credyd Cynhwysol. Yn ôl ein dadansoddiad, erbyn cyflwyno Credyd Cynhwysol yn llawn, byddai tua hanner yr holl ddisgyblion yn gymwys i gael prydau ysgol am ddim (o gymharu ag 16 y cant yn Ionawr 2018). Ni fyddai hyn yn fforddiadwy.
- **Cyflwyno trothwy enillion net blynyddol o £6,200.** Amcangyfrifwn y bydd hyn yn niwtral i raddau helaeth o ran cohort (a chost) erbyn cyflwyno'r Credyd Cynhwysol yn llawn.
- **Cyflwyno trothwy enillion net blynyddol o £7,400.** Hwn oedd yr opsiwn roeddem yn ei ffafrio am y rhesymau a roddwyd uchod.

Er bod polisi cymhwysedd i gael prydau ysgol am ddim yng Ngogledd Iwerddon wedi'i ddatganoli hefyd, dylid bod yn ofalus wrth gymharu Cymru a Gogledd Iwerddon. O dan Ddeddf Gogledd Iwerddon 1998, mae nawdd cymdeithasol (lles) wedi'i ddatganoli i Ogledd Iwerddon. Hyd yn oed cyn cyflwyno trothwy incwm enillion net o £14,000, roedd y meini prawf cymhwysedd ar gyfer prydau ysgol am ddim yn wahanol i'r rhai yng Nghymru. Un o'r prif wahaniaethau yw bod teuluoedd yng Ngogledd Iwerddon sy'n cael Credyd Treth Gwaith ac sy'n ennill llai na £16,190 o incwm trethadwy blynyddol gros yn gallu cael prydau ysgol am ddim i'w plant. Felly nid oes modd cymharu'r meini prawf cymhwysedd ar gyfer prydau ysgol am ddim yng Ngogledd Iwerddon ac yng Nghymru oherwydd nid ydych yn cymharu dau beth tebyg.

- ***Faint yn rhagor o ddisgyblion y mae Llywodraeth Cymru yn amcangyfrif fyddai'n gymwys i gael prydau ysgol am ddim pe bai trothwy o £14,000 ar gyfer incwm blynyddol net a beth fyddai costau ychwanegol hyn?***

Rydym yn disgwyl i'r cohort prydau ysgol am ddim (ac felly'r costau blynyddol heb gynnwys yr amcanestyniadau) i fod tua dwywaith y fwy os bydd trothwy o £14,000 ar gyfer incwm enillion net blynyddol o gymharu â throthwy o £7,4000 ar ôl cyflwyno Credyd Cynhwysol yn llawn.

- ***Beth fyddai goblygiadau mabwysiadu trothwy uwch na'r £7,400 sydd mewn golwg ar gyfer cymhwysedd i gael y Grant Amddifadedd Disgyblion a chostau cysylltiedig?***

Mae cymhwysedd i gael y Grant Amddifadedd Disgyblion yn seiliedig ar nifer y disgyblion sy'n gymwys i gael prydau ysgol am ddim. Pe baem yn mabwysiadu trothwy uwch na £7,400 ar gyfer incwm enillion net blynyddol, byddai hyn yn cynyddu nifer y disgyblion sydd â hawl i'r Grant Amddifadedd Disgyblion. Cyhoeddais ym mis Mawrth y byddai dyraniadau Grant Amddifadedd Disgyblion ysgolion yn parhau'r un fath ar gyfer y flwyddyn ariannol hon a'r un nesaf; roedd y newid posibl yn y niferoedd sy'n gymwys i gael prydau ysgol am ddim yn rhan bwysig o'r sail resymegol ar gyfer y penderfyniad hwn.

Bydd newidiadau yn nifer y disgyblion sy'n gymwys i gael prydau ysgol am ddim yn effeithio ar nifer o feysydd polisi eraill fel dosbarthiad cyllid awdurdodau lleol a'r ffordd rydym yn defnyddio cymhwysedd i gael prydau ysgol am ddim i fesur lefelau cyrhaeddiad disgyblion o gefndiroedd difreintiedig. Cyn gwneud penderfyniad am feini prawf cymhwysedd newydd ar gyfer prydau ysgol am ddim, mae angen i mi ystyried yr ymatebion i'n hymgyngoriad cyhoeddus diweddar ac unrhyw oblygiadau ehangach. Byddaf yn rhannu datblygiadau gyda'r Pwyllgor.

Byddaf yn cyhoeddi Datganiad Ysgrifenedig yn fuan yn amlinellu ein camau nesaf, a bydd yn cynnwys gwybodaeth am amserlenni.

Yn gywir



**Kirsty Williams AC/AM**

Ysgrifennydd y Cabinet dros Addysg  
Cabinet Secretary for Education