



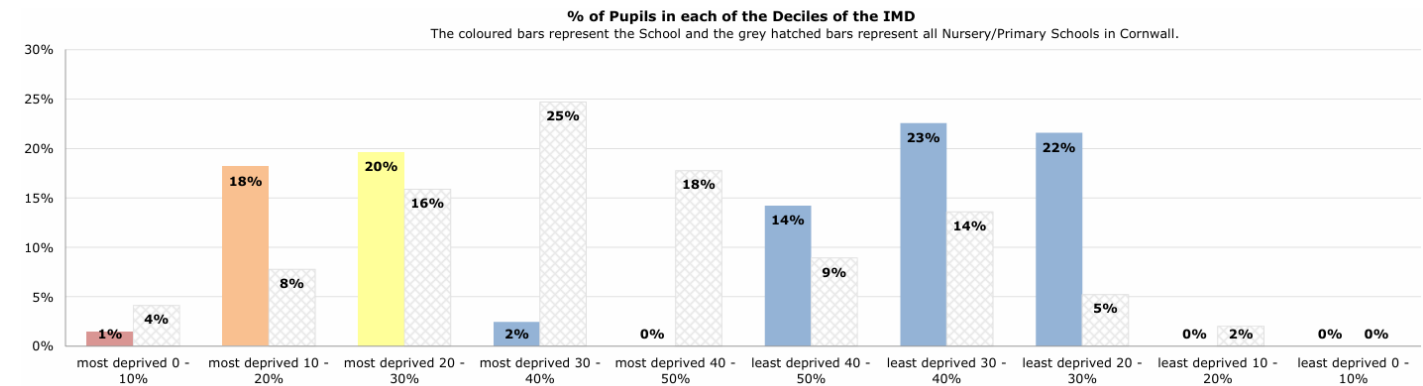
Data Evaluation Booklet

2025-2026

Deprivation Analysis

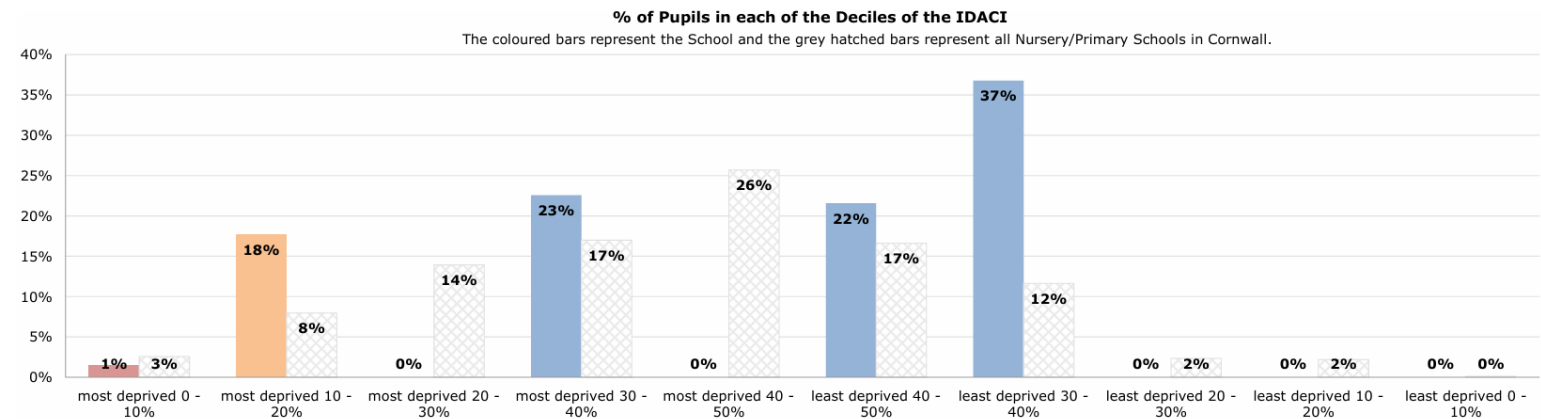
The level of deprivation in our community is higher than the local authority average.

Based on the 2025 Index of Multiple Deprivation (IMD):
39% of pupils on roll in this school live in the most deprived 0-30% of LSOAs in England (for comparison, based on the 2019 IMD, 38% of pupils live in the most deprived 0-30% of LSOAs in England).
28% of pupils on roll in Nursery/Primary Schools in Cornwall live in the most deprived 0-30% of LSOAs in England.



Overtime there has been an increase in the percentage of children who live in the most deprived areas identified through the IDACI subset of the IMD.

Based on the 2025 Income Deprivation Affecting Children Index (IDACI):
19% of pupils on roll in this school live in the most deprived 0-30% of LSOAs in England (for comparison, based on the 2019 IDACI, 38% of pupils live in the most deprived 0-30% of LSOAs in England).
24% of pupils on roll in Nursery/Primary Schools in Cornwall live in the most deprived 0-30% of LSOAs in England.



Attendance

- Very thorough procedures are in place for the monitoring of absence to ensure the safety of children and promote regular punctual, attendance through an ethos of challenge and support; this includes monthly attendance monitoring meetings between the Headteacher and the school's Attendance Officer (Tracy Girling). This focus enables the attendance figures to be broadly in line with or better than national averages. We believe that as a Nursery and Infant School illness plays a bigger part in absence as many children catch common childhood illnesses.

Absence

This data includes all absences reported during the 2024/25 academic year (autumn term 2024, spring term 2025 and summer term 2025).

Absence						
Breakdown	No. of enrolments in the school	Sessions missed due to absence				
		School %	National %	Persistent absentees - absent for 10% or more sessions		
				No. of enrolments that are persistent absentees	School %	National %
All pupils	127	4.6	5.2	17	13.4	13.0
Male	75	4.6	5.4	9	12.0	13.6
Female	52	4.5	5.0	8	15.4	12.4
Ever 6 FSM	30	6.5	7.7	7	23.3	24.9
Non-Ever 6 FSM	97	4.0	4.2	10	10.3	7.8
SEN EHCP	4	2.0	10.1	0	0.0	29.3
SEN support	32	6.3	7.2	6	18.8	20.9
No SEN	90	4.1	4.6	10	11.1	10.3
English first language	123	4.6	5.2	17	13.8	12.8
English additional language	4	5.9	5.2	0	0.0	13.6

Attendance

Year group absence

Attendance

All pupils - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend
2025/26 (4 half terms)	113	95.7%	94.9%	Above	Not available

► [Chart](#)

FSM - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend
2025/26 (4 half terms)	24	94.1%	92.2%	Above	Not available

► [Chart](#)

SEN - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend
2025/26 (4 half terms)	24	94.8%	92.3%	Above	Not available

► [Chart](#)

End of Early Years Foundation Stage Data

Early Years Foundation Stage Profile Outcomes

Early Years Foundation Stage Profile June 2026

	COM: Listening attention and understanding	COM: Speaking School Assessment - EYFS	PSE: Self-Regulation School Assessment - EYFS	PSE: Managing Self School Assessment - EYFS	PSE: Build Relationships School Assessment - EYFS	PHY: Gross Motor Skills School Assessment - EYFS	PHY: Fine Motor Skills School Assessment - EYFS	LIT: Comprehension School Assessment - EYFS	LIT: Word Reading School Assessment - EYFS	LIT: Writing School Assessment - EYFS	MAT: Number School Assessment - EYFS	MAT: Numerical Patterns School Assessment - EYFS	UTW: Past and Present School Assessment - EYFS	UTW: People Culture Comms School Assessment - EYFS	UTW: The Natural World School Assessment - EYFS	EXP: Creating - Materials School Assessment - EYFS	EXP: Being Imaginative School Assessment - EYFS		gld	last year
School 2026 (57)	91%	91%	88%	88%	95%	88%	89%	89%	96%	89%	89%	89%	89%	89%	89%	89%	91%		81%	76%
School 2025	88%	96%	82%	86%	98%	94%	88%	96%	92%	86%	88%	88%	94%	96%	96%	90%	92%		76%	
National 2025	82%	83%	85%	87%	88%	92%	86%	80%	77%	72%	79%	79%	82%	82%	86%	87%	87%		68%	
FSM 2026 (6)	100%	100%	100%	83%	100%	83%	83%	83%	100%	83%	100%	100%	83%	83%	83%	83%	100%		67%	71%
NON FSM 2026 (51)	90%	90%	86%	88%	94%	88%	90%	90%	96%	90%	88%	88%	90%	90%	90%	90%	90%		82%	77%
SEN (15)	67%	67%	60%	67%	80%	67%	67%	67%	87%	67%	67%	67%	67%	67%	67%	67%	67%		60%	
NON SEN (42)	100%	100%	98%	95%	100%	95%	98%	98%	100%	98%	98%	98%	98%	98%	98%	98%	100%		88%	

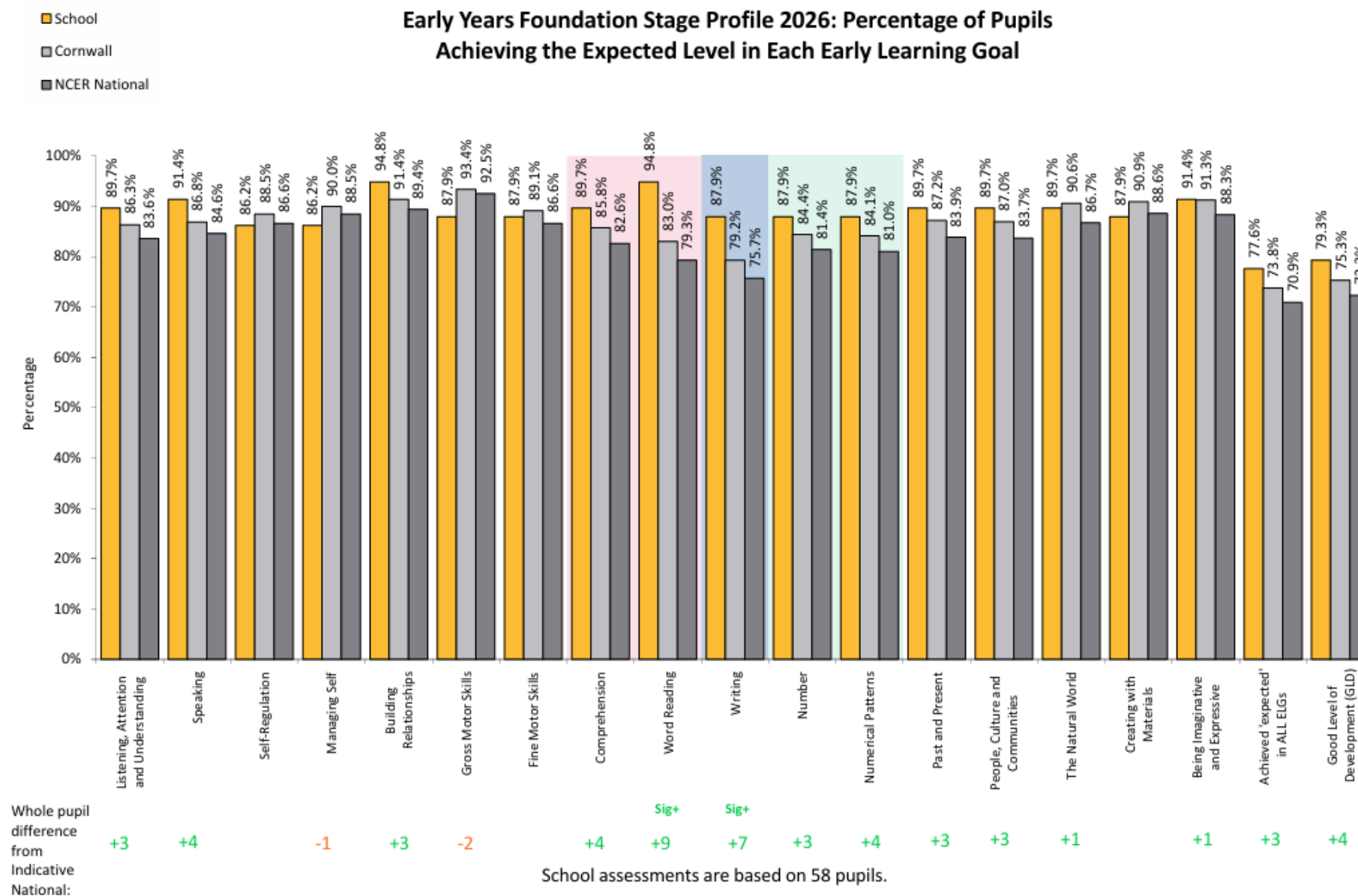
Above school
last year

Above national Below National

In the vast majority of areas, the percentage of children reaching the Expected level of development is broadly in line with, or better than, last year's school and national data.

More children achieved the ELG in word reading than in any other area. Only 2 children did not achieve the ELG.

Torpoint Nursery and Infant School (DfE: 2725)

**Early Years Foundation Stage Profile 2026: Percentage of Pupils
Achieving the Expected Level in Each Early Learning Goal**


Good Level of Development

Children who achieve a good level of development, achieve all the specific early learning goals relating to communication, personal development, physical development, literacy or maths.

For those that have not, we are confident that each of these children made good personal progress and there have been, and will be, a variety of individual and group in class supports, as well as interventions and work with external agencies, to help them overcome barriers to learning and achieve their personal potential.

- All of the children who did not achieve GLD made exceptional personal progress evident in their books, Tapestry, phonics assessments and where relevant SEN records
- 6 out of the 11 children have identified SEN or are being monitored for potential SEN. They all receive additional support for their individual needs
- All of the children will be closely monitored and access the support identified by the class teacher , and if relevant SENCO in the next half term to see if they can reach expected levels within the autumn term.

Phonics

Phonics Screening Year One June 2026 (2024- 2027 Cohort)

The following table compares the percentages by phonics results for the school in 2026 with the national results from 2025.

For comparison purposes the percentage of children in this cohort who achieved expected in the word reading early learning goal was 92%; the cohort has changed with children joining and 1 leaving.

		Wa	Wt	D
All Pupils 49	National 2025	80%	17%	3%
	School	92%	8%	0%
FSM 8	National 2025	68%	29%	3%
	School	88%	12%	0%
Not FSM 41	National 2025	90%	8%	2%
	School	93%	7%	0%
SEN 18				
	School	78%	22%	0%
Non SEN 31				
	School	100%	100%	0%

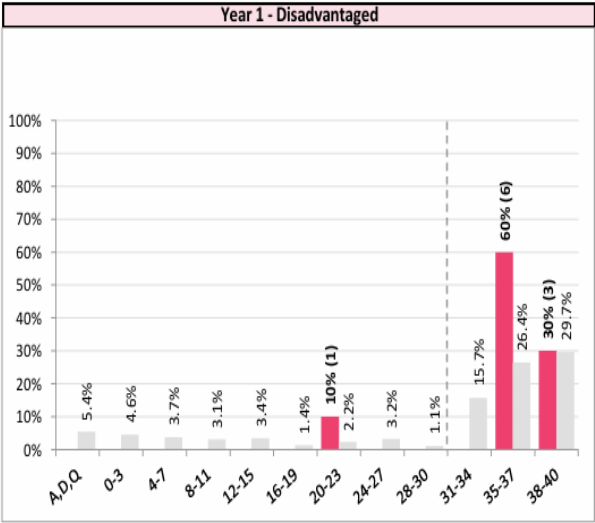
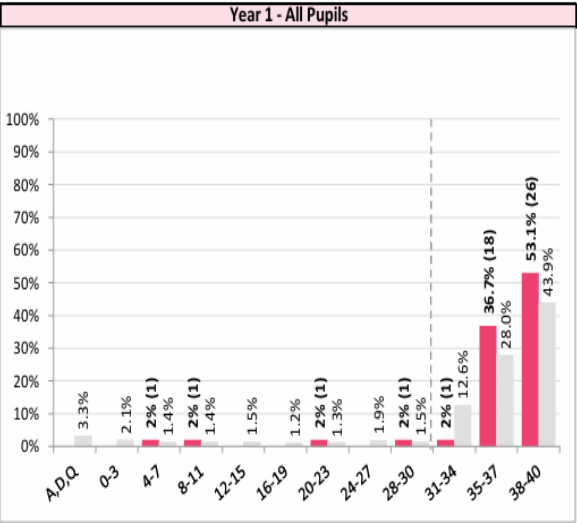
2026 Phonics: Year 1
Torpoint Nursery and Infant School (DfE: 2725)

Data & Analysis for Schools in Cornwall

CAUTION: Small Cohort (<11 pupils) - use caution when comparing averages

	Year 1 - All, Girls & Boys					
	Cohort	Expected Standard Achieved	School % Achieved	Cornwall % Achieved	NCER % Achieved	Pupil Diff. School vs. National
All	49	45	91.8%	84.4%	81.8%	4
Girls	16	16	100.0%	88.6%	85.7%	2
Boys	33	29	87.9%	80.4%	78.2%	3

	Year 1 - Disadvantaged					
	Cohort	Expected Standard Achieved	School % Achieved	Cornwall % Achieved	NCER % Achieved	Pupil Diff. School vs. National
Dis.	10	9	90.0%	71.8%	68.3%	2
Non-Dis.	39	36	92.3%	87.3%	85.7%	2



Disadvantaged pupils includes looked after and post looked after children

- Our phonics screening results are better than last year's national and better than our school results last year for all groups of children
- All children made exceptional personal progress and children who did not reach the pass mark of 31, were in receipt of 'Keep Up' phonics interventions.
- There is a gender gap. Girls achieved better than boys
- There is a narrowing disadvantage gap.
- All the children made very good personal progress and received appropriate 'Keep Up' phonics interventions.
- All of the children who did not pass the phonics screening made exceptional personal progress evident in their books, phonics assessment and where relevant SEN records

Phonics Screening Year Two June 2026 (2020- 2026 Cohort)

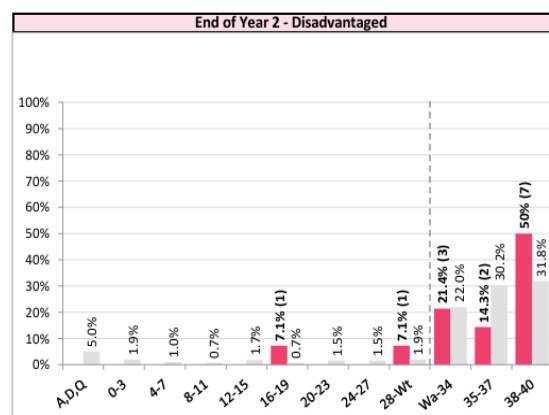
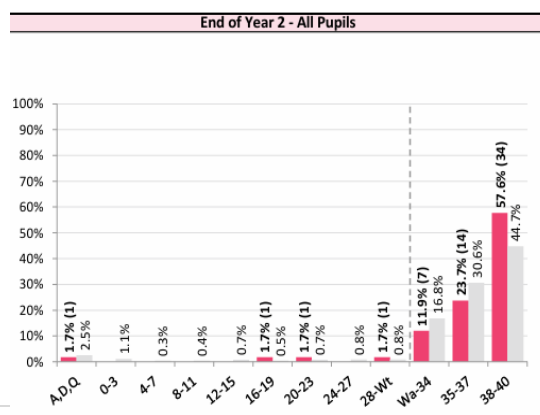
- 7 out of the 59 children in the year group needed to retake the phonics screen. This was as a result of not reaching the Expected Standard in June 2024 or not taking the screen at all e.g. because they were not in schooling or were absent.
- By the end of Year Two, 93%, (last year it was 90%) of the children who are in the cohort had reached the Expected Standard in the phonics screening check.
- The 4 children who did not reach the Expected standard by the end of Year Two have persistent, significant additional needs which have been supported by interventions and the involvement of professionals from outside agencies. All have made personal progress in their understanding of phonics sounds since Year One.
- 3 children who are FSM/ Deprivation Pupil Premium re-took the phonics screening check in year Two. 1 of these children achieved the Expected Standard.

Corestats
Data & Analysis for Schools in Cornwall

2026 Phonics: End of Year 2 Torpoint Nursery and Infant School (DfE: 2725)

End of Year 2 - All, Girls & Boys						
	Cohort	Expected Standard Achieved	School % Achieved	Cornwall % Achieved	NCER % Achieved	Pupil Diff. School vs. Cornwall
All	59	55	93.2%	92.1%	-	0
Girls	25	22	88.0%	94.4%	-	-1
Boys	34	33	97.1%	90.0%	-	2

End of Year 2 - Disadvantaged						
	Cohort	Expected Standard Achieved	School % Achieved	Cornwall % Achieved	NCER % Achieved	Pupil Diff. School vs. Cornwall
Dis.	14	12	85.7%	84.0%	-	0
Non-Dis.	45	43	95.6%	94.3%	-	0



Key Stage One

Year Two June (2022- 2026 Cohort)

Whole year groups percentages		Reading				Writing				Maths			
		PKF	WTS	EXS	GDS	PKF	WTS	EXS	GDS	PKF	WTS	EXS	GDS
	All 59 children	10%	8%	32%	49%	10%	10%	54%	25%	8%	12%	53%	27%
				81%				79%				80%	
	Last year	76% achieved at least the Expected standard 57% achieved Greater Depth within the Expected standard (GDS).				78% achieved at least the Expected standard 26% achieved Greater Depth within the Expected standard				83% achieved at least the Expected standard 33% achieved Greater Depth within the Expected standard			
		IN EYFS2 this cohort achieved: 84.6% comprehension, 83% word reading				IN EYFS2 this cohort achieved: 82% writing				IN EYFS2 this cohort achieved: 83% Number, 81% numerical patterns			

FSM vs Other		Reading				Writing				Maths			
		PKF	WTS	EXS	GDS	PKF	WTS	EXS	GDS	PKF	WTS	EXS	GDS
	FSM 15 children	20%	13%	40%	27%	20%	13%	47%	20%	20%	13%	40%	27%
				67%				67%				67%	
	Last Year	46% achieved at least the Expected standard and 23% GDS				54% achieved at least the Expected standard and 0% GDS				69% achieved at least the Expected standard and 0% GDS			
	Other 44 Children	7%	7%	30%	57%	7%	9%	57%	27%	4%	11%	57%	27%
				87%				84%				86%	
	Last Year	85% achieved at least the Expected standard and 67% GDS				84% achieved at least the Expected standard and 33% GDS				86% achieved at least the Expected standard and 42% GDS			

SEN vs Other		Reading				Writing				Maths			
		EM/PKF	WTS	EXS	GDS	EM/PKF	WTS	EXS	GDS	EM/ PKF	WTS	EXS	GDS
	22 children	28%	14%	23%	36%	28%	18%	41%	14%	24%	18%	45%	14%
				59%				54%				59%	
	Last Year	40% of children with identified SEN achieved the Expected standard (total 15 children).				40% of children with identified SEN achieved the Expected standard (total 15 children).				47% of children with identified SEN achieved the Expected standard (total 15 children).			
	Other 37 children	0%	5%	38%	57%	0%	7%	62%	32%	0%	8%	57%	35%
				95%				95%				92%	
		88% of children with no identified SEN achieved the Expected standard				91% of children with no identified SEN achieved the Expected standard				95% of children with no identified SEN achieved the Expected standard			

There are 15 disadvantaged children (FSM and PP+) within the year group. Although there is a disadvantage gap; monitoring shows that all the children made very good personal progress and received appropriate support and interventions throughout their time at TNIS.

There are 22 children with identified SEN including 7 who are also FSM within the year group. Although there is an attainment gap; monitoring shows that all the children made very good personal progress and received appropriate support and interventions throughout their time at TNIS.

All of the children who did not reach the expected standard made exceptional personal progress evident in their books, phonics assessment and where relevant SEN records

11 out of the 15 children have identified SEN and another is being monitored for potential SEN. They all receive additional support for their individual needs

All of the children will be closely monitored and access the support identified by the class teacher, and if relevant the SENCO

Data summary

Provisional Data	School on a Page: Torpoint Nursery and Infant School (DfE: 2725)					
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OFSTED Rating:	Overall: Not judged	QoE: Good	B&A: Outstanding	PD: Outstanding	L&M: Good	EYP: Outstanding
Last Inspection: 18/03/2025						

Report last run on: 20/11/2025

Absence	Year	Overall (Nat)		Persistent (Nat)	
	2021/22	6.5%	(6.3%)	22.2%	(17.7%)
	2022/23	4.7%	(5.9%)	7.1%	(16.2%)
	2023/24	5.3%	(5.5%)	10.7%	(14.6%)

Exclusions & Suspensions	Year	Permanent (rate)		Suspensions (rate)	
	2021/22	0	(0.00)	0	(0.00)
	2022/23	0	(0.00)	0	(0.00)
	2023/24	0	(0.00)	0	(0.00)

Early Years: % GLD (Nat)					
Year	Cohort	Year	Cohort	Year	Cohort
2023	54	2024	65	2025	50
72.2%	(67.2%)	76.9%	(67.7%)	76.0%	(68.3%)

Phonics: % WA in Year 1 (Nat)					
Year	Cohort	Year	Cohort	Year	Cohort
2023	61	2024	58	2025	62
88.5%	(78.8%)	81.0%	(80.2%)	87.1%	(79.8%)

Key Stage 1 : % EXS+

Year	Cohort	Reading (Nat)	Writing (Nat)	Maths (Nat)	Science (Nat)
2023	76	75.0% (66.9%)	76.3% (57.6%)	81.6% (67.6%)	94.7% (77.1%)
2024	60	85.0% (68.2%)	81.7% (60.1%)	83.3% (70.4%)	93.3% (78.7%)
2025	58	75.9% (71.5%)	77.6% (63.0%)	82.8% (72.2%)	91.4% (80.0%)

KS1 is non-statutory from the 2023/24 academic year, there are no official DfE national data available for comparison. We have used NCER indicative national averages where available.