

## References

- Acheson, D. (1998). *Inequalities in health: Report of an inquiry*. London: Stationary Office.
- Adams, R. (2015). Kent Grammar: What you need to know about the first new selective school in fifty years. *The Guardian*. Retrieved from <https://www.theguardian.com/education/2015/oct/15/first-new-grammar-school-in-50-years-what-you-need-to-know>. Accessed on January 25, 2016.
- Adamson, D. (2008). Still living on the edge? *Contemporary Wales*, 21, 47–66.
- Adamson, D., & Jones, S. (1996). *The South Wales valleys: Continuity and change*. Wales: University of Glamorgan Press.
- Agar, M. H. (1991). The right brain strikes back. In N. G. Fielding & R. M. Lee (Eds.), *Using computers in qualitative research* (pp. 181–194). Newbury Park, CA: Sage.
- Agar, M. H. (1996). *The professional stranger: An informal introduction to ethnography* (2nd ed.). San Diego, CA: Academic Press.
- Althusser, L. (1971). Ideology and ideological state apparatuses: Notes toward an investigation. In L. Althusser (Ed.), *Lenin and philosophy*. New York, NY: Monthly Review Press.
- Anderson, N. (1923). *The hobo: The sociology of the homeless man*. Chicago, IL: University of Chicago Press.
- Andrew, E. (1983). Class in itself and class against capital: Karl Marx and his classifiers. *Canadian Journal of Political Science*, 16(3), 577–584.
- Angrosino, M. (2007). *Doing ethnographic and observational research*. London: Sage Publications.
- Anttonen, A., & Sipilä, J. (2012). Universalism in the British and Scandinavian social policy debates. In A. Anttonen, L. Häikiö, & K. Stefánsson (Eds.), *Welfare state, universalism and diversity* (pp. 16–41). Cheltenham: Edward Elgar.
- Archer, L. (2007). Diversity, equality and higher education: A critical reflection on the ab/uses of equity discourse within widening participation. *Teaching in Higher Education*, 12(5), 635–653.
- Archer, L., Halsall, A., & Hollingworth, S. (2007). Class, gender, (hetero)sexuality and schooling: Paradoxes within working-class girls' engagement with education and post-16 aspirations. *British Journal of Sociology of Education*, 28(2), 165–180.
- Archer, L., Hollingworth, S., & Halsall, A. (2007). University's not for me – 'I'm a Nike person: Urban, working-class young people's negotiations of 'style', identity and educational engagement. *Sociology*, 41(2), 219–237.
- Archer, L., Hutchings, M., & Ross, A. (2003). *Higher education and social class*. London: RoutledgeFalmer.
- Archer, L., & Leathwood, C. (2003). Identities, inequalities and higher education. In L. Archer, M. Hutchings, & A. Ross (Eds.), *Higher education: Issues of inclusion and exclusion*. London: RoutledgeFalmer.

- Atkinson, P. (1981). *The clinical experience*. Farnborough: Gower.
- Atkinson, P., & Hammersley, M. (1994). Ethnography and participant observation. *Handbook of Qualitative Research*, 1, 248–261.
- Attwood, R. (2010). Aimhigher brought down by coalition axe. *Times Higher Education*. Retrieved from <https://www.timeshighereducation.co.uk/news/aimhigher-brought-down-by-coalition-axe/414416.article>. Accessed on March 2, 2014.
- Bailey, R., Cope, E., & Parnell, D. (2015). Realising the benefits of sport and physical activity: The human capital model. *Deporte y Recreación*, 28, 147–154.
- Ball, S. J. (1981). *Beachside comprehensive: A case-study of secondary schooling*. Cambridge: Cambridge University Press.
- Ball, S. J. (1984). Beachside reconsidered: Reflections on a methodological apprenticeship. In R. G. Burgess (Ed.), *The research process in educational settings: Ten case studies* (pp. 69–96). London: The Falmer Press.
- Ball, S. J. (1993). What is policy? Texts, trajectories and toolboxes. *Discourses*, 13(2), 10–17.
- Ball, S. J. (1997). Policy sociology and critical social research: A personal review of recent education and policy research. *British Education Research Journal*, 23(3), 257–274.
- Ball, S. J. (1998). Good school/bad school: Paradox and fabrication. *British Journal of Sociology of Education*, 18(3), 317–336.
- Ball, S. J. (2006). Educational reform, market concepts and ethical retooling. In S. J. Ball (Ed.), *Education, policy and social class: The selected works of Stephen Ball*. London: Routledge.
- Ball, S. J., Davies, J., David, M., & Reay, D. (2002). ‘Classification’ and ‘judgement’: Social class and the ‘cognitive structures’ of choice of higher education. *British Journal of Sociology of Education*, 23(1), 51–72.
- Barnardo’s. (2012). *Statement of ethical research practice*. Retrieved from <http://www.barnardos.org.uk/resources>. Accessed on March 1, 2012.
- Belsky, J., Barnes, J., & Melhuish, E. (Eds.). (2007). *The national evaluation of sure start: Does area-based early intervention work?* Bristol: Policy Press.
- Benjamin, S. (2002). Learning on the job: Micropolitics and identity work in teacher/doctoral student research. In G. Walford (Ed.), *Doing a doctorate in educational ethnography* (pp. 45–59). London: Elsevier Science Limited.
- Bernstein, B. (1970). Education cannot compensate for society. *New Society*, 15(387), 344–347.
- Bernstein, B. (1971). *Class, codes and control: Theoretical studies towards a sociology of language*. London: Routledge & Kegan Paul.
- Blackburn, R. M., & Jarman, J. (1993). Changing inequalities in access to British universities. *Oxford Review of Education*, 19, 197–215.
- Blackledge, D. A., & Hunt, B. D. (1985). *Sociological interpretations of education*. Kent: Croom Helm.
- Blair, T. (2006). Our Nation’s future social exclusion. Retrieved from <http://www.number10.gov.uk/page10037>. Accessed on March 1, 2012.
- Blanden, J., Greg, P., & Machin, S. (2005). Educational inequality and intergenerational mobility. In S. Machin & A. Vignoles (Eds.), *What’s the good of education?* Princeton, NJ: Princeton University Press.
- Blumer, H. (1969). *Symbolic interactionism*. Englewood Cliffs, NJ: Prentice-Hall.

- Blumer, H. (1973). A note on symbolic interactionism. *American Sociological Review*, 38(6), 797–800.
- Boddy, C. R. (2011). ‘Hanging around with people’: Ethnography in marketing research and intelligence gathering. *The Marketing Review*, 11(2), 151–163.
- Bogdan, R., & Taylor, S. J. (1975). *Introduction to qualitative research methods: A phenomenological approach to the social sciences*. New York, NY: Wiley.
- Boliver, V. (2013). How fair is access to more prestigious UK universities? *British Journal of Sociology*, 64(2), 344–364.
- Bourdieu, P. (1977). Cultural reproduction and social reproduction. In J. Karabel & A. H. Halsey (Eds.), *Power and ideology in education*. Oxford: Oxford University Press.
- Bourdieu, P. (1984). *Distinction: A social critique of the judgement of taste*. London: Routledge.
- Bourdieu, P. (1985). The social space and the genesis of groups. *Theory and Society*, 14(6), 723–744.
- Bourdieu, P. (1986). The forms of capital. In J. G. Robinson (Ed.), *Handbook of theory and research for the sociology of education*. New York, NY: Greenwood Press.
- Bourdieu, P. (1988). *Homo academicus*. Stanford, CA: Stanford University Press.
- Bourdieu, P. (1990). *In other words*. Cambridge: Polity Press.
- Bourdieu, P. (1991). *Language and symbolic power* (G. Raymond & M. Adamson, Trans.). Cambridge: Polity Press.
- Bourdieu, P. (1993). Some properties of fields. In P. Bourdieu (Ed.), *Sociology in question* (pp. 72–77). London: Sage Publications.
- Bourdieu, P. (1994). *In other words: Essays towards a reflexive sociology*. Cambridge: Polity Press.
- Bourdieu, P. (1995). *The logic of practice*. Cambridge: Polity Press.
- Bourdieu, P. (1998). *The state nobility: Elite schools in the field of power*. Stanford, CA: Stanford University Press.
- Bourdieu, P. (1999). *The weight of the world: Social suffering in contemporary society* (P. Parkhurst-Ferguson, S. Emmanuel, J. Johnson, & S. T. Taryn, Trans.). Cambridge: Polity Press.
- Bourdieu, P. (2000). *Pascalian meditations*. Cambridge: Polity Press.
- Bourdieu, P. (2001). *Masculine domination*. Stanford, CA: Stanford University Press.
- Bourdieu, P., & Passeron, J. (1990). *Reproduction in education, society and culture*. London: Sage Publications.
- Bourdieu, P., & Wacquant, P. (1992). *An invitation to reflexive sociology*. Cambridge: Polity Press.
- Bowles, S., & Gintis, H. (1976). *Schooling in capitalist America: Educational reform and the contradictions of economic life*. London: Routledge and Kegan Paul.
- Bradley, H. (2014). Class descriptors or class relations? Thoughts towards a critique of Savage et al. *Sociology*, 48(3), 429–436.
- Brennan, J., & Naidoo, R. (2008). Higher education and the achievement (and/or prevention of equity and social justice). *Higher Education*, 56, 287–302.
- Brewer, J. D. (2000). *Ethnography: Understanding social research*. Buckingham: Open University Press.
- British Educational Research Association. (2011). Ethical guidelines for educational research. Retrieved from <http://content.yudu.com/Library/A1t9gr/BERAETHicalGuideline/resources/index.htm?referrerUrl=http%25253A%25252F%25252Fwww.yudu.com%25252Fitem%25252Fdetails%25252F375952%25252FBERA-Ethical-Guidelines-2011>. Accessed on March 1, 2012.

- British Sociological Association. (2002). Statement of ethical practice. Retrieved from <http://www.britisoc.co.uk/equality/Statement+Ethical+Practice.htm>. Accessed on January 20, 2012.
- Brook, H., & Michell, D. (2012). Learners, learning, learned: Class, higher education, and autobiographical essays from working-class academics. *Journal of Higher Education Policy and Management*, 34(6), 587–599.
- Brown, P. (1987). *Schooling ordinary kids: Inequality, unemployment and the new vocationalism*. London: Tavistock Publications.
- Brown, M. (1992). National curriculum mathematics – national evaluation. Personal Communication.
- Browne, J., Barber, M., Coyle, D., Eastwood, D., King, J., Naik, R., & Sands, P. (2010). Securing a sustainable future for higher education: An independent review of higher education funding and student finance. Retrieved from [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/422565/bis-10-1208-securing-sustainable-higher-education-browne-report.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/422565/bis-10-1208-securing-sustainable-higher-education-browne-report.pdf). Accessed on October 15, 2014.
- Brown, P., & Lauder, H. (1996). Education, globalisation and economic development. *Journal of Education Development*, 11, 1–26.
- Burgess, R. G. (1983). *Experiencing comprehensive education: A study of Bishop McGregor school*. London: Methuen & Co. Ltd.
- Burgess, R. G. (1984). *In the field: An introduction to field research*. London: Routledge.
- Burgess, R. G. (1990). *Studies in qualitative methodology: Reflections on field experience* (Vol. 2). Greenwich, CT: JAI.
- Carr, D. (2001). Educational philosophy, theory and research: A psychiatric autobiography. *Journal of Philosophy of Education*, 35(3), 461–476.
- Casey, R., & Koshy, V. (2012). Gifted and talented education: The English policy highway at a crossroads. *Journal for the Education of the Gifted*, 36(1), 44–65.
- Cassen, R., & Kingdon, G. (2007). *Tacking low education achievement*. London: Joseph Rowntree Foundation.
- Central Advisory Council for Education. (1967). *Children and their primary schools*. London: HMSO.
- Centre for Research on Race and Education. (2014). Written evidence submitted by the centre for research in race & education (CRRE) at the University of Birmingham, United Kingdom. Retrieved from <http://data.parliament.uk/writtenevidence/WrittenEvidence.svc/EvidenceHtml/2577>. Accessed on October 6, 2014.
- Chandler, D. (2007). *Semiotics: The basics* (2nd ed.). London: Routledge.
- Chesterfield, G., Potrac, P., & Jones, R. L. (2010). ‘Studentship’ and ‘impression management’ in an advanced soccer coach education award. *Sport, Education and Society*, 15(3), 299–314.
- Children’s Society. (2018). The free school meals poverty trap. Retrieved from <https://www.childrenssociety.org.uk/sites/default/files/2020-10/fsm-poverty-trap-tcs-cpag.pdf>. Accessed on January 26, 2021.
- Chitty, C. (2009). *Education policy in Britain* (2nd ed.). Basingstoke: Palgrave Macmillan.

- Coffey, A. (1999). *The ethnographic self: Fieldwork and the representation of identity*. London: Sage.
- Coffey, A., & Atkinson, P. A. (1996). *Making sense of qualitative data*. Walnut Creek, CA: Sage.
- Connolly, P., & Healy, J. (2004). Symbolic violence and the neighbourhood: The educational aspirations of 7–8 year old working-class girls. *British Journal of Sociology*, 55(4), 511–529.
- Connor, H. (2001). Deciding for or against participation in higher education: The views of young people from lower social class backgrounds. *Higher Education Quarterly*, 55(2), 204–224.
- Corrigan, P. (1979). *Schooling the Smash Street kids*. London: Macmillan.
- Corwin, Z. B., & Clemens, R. F. (2012). Analysing fieldnotes: A practical guide. In S. Delamont (Ed.), *Handbook of qualitative research in education* (pp. 489–502). Cheltenham: Edward Elgar.
- Council for the Curriculum, Examinations and Assessment. (2014). What is a controlled assessment? Retrieved from [http://www.rewardinglearning.org.uk/microsites\\_other/controlled\\_assessment/overview/index.asp](http://www.rewardinglearning.org.uk/microsites_other/controlled_assessment/overview/index.asp). Accessed on October 1, 2014.
- Crawford, C. (2014). *Socio-economic differences in university outcomes in the UK: Drop-out, degree completion and degree class*. Institute for Fiscal Studies Working Paper: W14/31. Retrieved from <http://www.ifs.org.uk/uploads/publications/wps/WP201431.pdf>. Accessed on December 6, 2014.
- Cresswell, J. W. (1998). *Qualitative inquiry and research design choosing among five traditions*. Thousand Oaks, CA: Sage Publications.
- Crozier, G., & Reay, D. (2011). Capital accumulation: Working-class students learning how to learn in HE. *Teaching in Higher Education*, 16(2), 145–155.
- Cunningham-Burley, S. (1984). We don't talk about it...Issues of gender and method in the portrayal of grandfathers. *Sociology*, 18(3), 325–337.
- Curtis, A., Exley, S., Sasia, A., Tough, S., & Whitty, G. (2007). *The academies programme: Progress, problems and possibilities*. A Report for the Sutton Trust. Retrieved from <http://www.suttontrust.com/wp-content/uploads/2008/12/AcademiesReportFinal2.pdf>. Accessed on May 5, 2015.
- Dalrymple, T. (2001). *Life at the bottom: The worldview that makes the underclass*. New York, NY: Ivan R. Dee.
- Daniels, J. (1998). Class and classroom: Going to work. In A. Shepard, J. McMillan, & G. Tate (Eds.), *Coming to class: Pedagogy and the social class of teachers* (pp. 1–12). Portsmouth, NH: Boynton/Cook Publishers.
- Darling, J. (1994). *Child-centred education and its critics*. London: Paul Chapman.
- Davies, N. (2000). State of despair as public schools get the cream. *The Guardian*, March 8.
- Dearden, L., McGranahan, L., & Sianesi, B. (2009). *An in depth analysis of the return to national vocational qualifications obtained at level 2*. Centre for Economics of Education Working Paper.
- Deer, C. (2006). Doxa. In M. Grenfell (Ed.), *Pierre Bourdieu: Key concepts*. Abingdon: Acumen Publishing Limited.
- Delamont, S. (1976). *Interaction in the classroom*. London: Methuen.

- Delamont, S. (1984). The old girl network: Reflections on the fieldwork at St Luke's. In R. Burgess (Ed.), *The research process in educational settings: Ten case studies* (pp. 15–38). London: The Falmer Press.
- Delamont, S. (2002). *Fieldwork in educational settings: Methods, pitfalls and perspectives* (2nd ed.). London: Routledge.
- Delamont, S. (2012). 'Traditional' ethnography: Peopled ethnography for luminous description. In S. Delamont (Ed.), *Handbook of qualitative research in education* (pp. 342–353). Cheltenham: Edward Elgar.
- Demie, F. (2014). *The educational attainment of white working class pupils*. Lambeth Council Research Report. Retrieved from [https://www.lambeth.gov.uk/rsu/sites/lambeth.gov.uk/rsu/files/The\\_Educational\\_Attainment\\_of\\_White\\_Working\\_Class\\_Pupils\\_-\\_Empirical\\_Evidence\\_2014.pdf](https://www.lambeth.gov.uk/rsu/sites/lambeth.gov.uk/rsu/files/The_Educational_Attainment_of_White_Working_Class_Pupils_-_Empirical_Evidence_2014.pdf). Accessed on January 5, 2017.
- Demie, F., & Lewis, K. (2011). White working-class achievement: An ethnographic study of barriers to learning in schools. *Educational Studies*, 37(3), 245–264.
- Denzin, N. K. (1971). The logic of naturalistic enquiry. *Social Forces*, 50, 166–182.
- Department for Business, Innovation and Skills. (2015). *Widening participation in higher education*. London: DfBIS.
- Department for Children Schools and Families. (2008). *Identifying gifted and talented learners – Getting started*. London: DfCSF.
- Department for Education. (2011). *GCSE and equivalent attainment by pupil characteristics in England, 2010/1*. London: DfE.
- Department for Education. (2013). *Pupils not claiming free school meals*. Research report DFE-RR319, December 2013.
- Department for Education. (2014). David Laws talks about universal infant free school meals. Retrieved from <https://www.gov.uk/government/speeches/david-laws-talks-about-universal-infant-free-school-meals>. Accessed on June 15, 2017.
- Department for Education. (2018). Outcomes for pupils eligible for free school meals and identified with special educational needs. Retrieved from [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/730977/FSM\\_and\\_SEND\\_outcomes-statistics.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730977/FSM_and_SEND_outcomes-statistics.pdf). Accessed on September 22, 2020.
- Department for Education and Skills. (2003). *Widening participation in higher education*. London: DfES.
- DiMaggio, P. (1982). Cultural capital and school success. *American Sociological Review*, 47(2), 189–201.
- Dorling, D. (2014). Thinking about class. *Sociology*, 48(3), 452–462.
- Douglas, J. W. B. (1964). *The home and the school: A study of attainment and ability in primary schools*. London: MacGibbon and Kee.
- Education Act. (1944). *United Kingdom act of parliament*. London: HMSO.
- Education Act. (1980). *United Kingdom act of parliament*. London: HMSO.
- Emmerson, C., Frayne, C., McNally, S., & Silva, O. (2006). *Aimhigher. Excellence challenge: A policy evaluation Using the labour force survey*. DfES Research Report 813. London: DfES.
- Equality Act. (2010). *United Kingdom act of parliament*. London: HMSO.
- Estyn. (2016). *A report on grange hill (pseudonym)*. Accessed on January 31, 2017.
- Evans, S. (2009). A different place: Working-class girls and higher education. *Sociology*, 43(2), 340–355.

- Evans, G. (2015). Plans to close Cardiff secondary schools and transfer pupils out to consultation. *WalesOnline*. Retrieved from <http://www.walesonline.co.uk/news/local-news/plans-close-cardiff-secondary-school-8662395>. Accessed on February 24, 2015.
- Exley, S. (2013). Making working-class parents think more like middle-class parents: Choice Advisers in English education. *Journal of Education Policy*, 28(1), 77–94.
- Finch, J. (1984). It's great to have someone to talk to: The ethics and politics of interviewing women. In C. Bell & H. Roberts (Eds.), *Social researching* (pp. 70–87). London: Routledge.
- Fleming, S. (1995). *'Home and away': Sport and south Asian male youth*. Aldershot: Avebury.
- Flick, U. (2008). *Managing quality in qualitative research*. London: Sage Publications Limited.
- Floud, J., Halsey, A. H., & Martin, F. M. (1956). *Social class and educational opportunity*. London: Routledge and Kegan Paul.
- Flyvbjerg, B. (2006). Five misunderstandings about case-study research. *Qualitative Inquiry*, 12(2), 219–245.
- Franklin, B. M. (2005). Gone before you know it: Urban school reform and the short life of the Education Action Zone initiative. *London Review of Education*, 3(1), 3–27.
- Freeman, J. (1998). *Educating the very able: Current international research*. London: Office for Standards in Education.
- Fuller, S. (2006). Conatus. In M. Grenfell (Ed.), *Pierre Bourdieu: Key concepts*. Stocksfield: Acumen Publishing Limited.
- Furlong, V. J. (1985). *The deviant pupil*. Milton Keynes: Open University Press.
- Galindo-Rueda, F., Marcenaro-Gutierrez, O., & Vignoles, A. (2004). The widening socio-economic gap in UK higher education. *National Institute Economic Review*, 190, 70–82.
- Gamarnikow, E., & Green, A. (1999). The third way and social capital: Education Action Zones and a new agenda for educators, parents, and community. *International Studies in Sociology of Education*, 9, 3–32.
- Gates, J. (2010). Children with gifts and talents: Looking beyond traditional labels. *The Roeper Review*, 32(3), 200–206.
- Gewirtz, S. (1999). Education action zones: Emblems of the third way? *Social Policy Review*, 11, 145–165.
- Gewirtz, S. (2001). Cloning the blairs: New Labour's programme for the re-socialisation of working-class parents. *Journal of Educational Policy*, 16, 365–378.
- Gewirtz, S. (2002). *The managerial schools: Post-welfarism and social justice in education*. London: Routledge Press.
- Gewirtz, S., & Ball, S. (2000). From 'Welfarism' to 'New Managerialism': Shifting discourses of school headship in the education marketplace. *Discourse*, 21(3), 253–268.
- Gibbs, G. R. (2007). *Analyzing qualitative data*. Los Angeles, CA: Sage.
- Giddens, A. (1998). *The Third Way: The renewal of social democracy*. Cambridge: Polity Press.
- Giddens, A. (2006). *Sociology* (5th ed.). Cambridge: Polity Press.
- Gillborn, D. (1998). Racism, poverty, and parents: New Labour, old problems? *Journal of Education Policy*, 13, 717–735.



- Goffman, E. (1959). *The presentation of self in everyday life*. Harmondsworth: Penguin.
- Goldthorpe, J. (2007). "Cultural capital": Some critical observations. *Sociologica*, 2(1), 1–23.
- Goodacre, E. (1986). Reading research in Great Britain – 1984. *Reading*, 20(1), 16–29.
- Gorard, S., Lewis, J., & Smith, E. (2004). Disengagement in Wales: Educational, social and economic issues. *Welsh Journal of Education*, 13(1), 118–147.
- Gov.uk. (2015). Find a Sure Start Children's Centre. Retrieved from <https://www.gov.uk/find-sure-start-childrens-centre>. Accessed on July 29, 2015.
- Gov.uk. (2020a). Student finance. Retrieved from <https://www.gov.uk/student-finance/new-fulltime-students>. Accessed on September 18, 2020.
- Gov.uk. (2020b). Widening participation in higher education. Retrieved from <https://explore-education-statistics.service.gov.uk/find-statistics/widening-participation-in-higher-education>. Accessed on July 4, 2020.
- Gov.uk. (2021). Schools, pupils and their characteristics. Retrieved from <https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics>. Accessed on July 4, 2021.
- Gov.wales. (2020). Examination results in schools in Wales, 2019–2020. Retrieved from <https://gov.wales/sites/default/files/statistics-and-research/2020-12/examination-results-september-2019-august-2020-670.pdf>. Accessed on January 4, 2021.
- Grace, W. J. (1952). *The art of communicating ideas*. New York, NY: Devin-Adair.
- Grace, G. (1995). *School leadership: Beyond education management: An essay in policy scholarship*. London: Falmer Press.
- Graham, L. (1995). *On the line at Subaru-Isuzu: The Japanese model and the American worker*. Ithaca, NY: ILR Press.
- Grant, J., Jones, H., & Lambert, T. (2002). *An analysis of trends in application to medical school*. Milton Keynes: Open University.
- Grenfell, M. (2006). Interest. In M. Grenfell (Ed.), *Pierre Bourdieu: Key concepts*. Stocksfield: Acumen Publishing Limited.
- Guattari, F. (2000). *The three ecologies* (I. Pindar & P. Sutton, Trans.). London: Continuum.
- Guba, E., & Lincoln, Y. (1981). *Effective evaluation*. San Francisco, CA: Jossey-Bass.
- Halsey, A. H. (Ed.). (1972). *Education priority: EPA problems and policies* (Vol. 1). London: HMSO.
- Halsey, A. H., Heath, A. F., & Ridge, J. M. (1980). *Origins and destinations: Family, class and education in modern Britain*. Oxford: Oxford University Press.
- Hamel, J. (1993). Case study methods. *Qualitative research methods*. Thousand Oaks, CA: Sage.
- Hammersley, M. (1992). *What's wrong with ethnography? Methodological explorations*. London: Routledge.
- Hammersley, M. (2006). Ethnography: Problems and prospects. *Ethnography and Education*, 1(1), 3–14.
- Hammersley, M. (2016). Reflections on the value of ethnographic re-studies: Learning from the past. *International Journal of Social Research Methodology*, 19(5), 537–550.
- Hammersley, M., & Atkinson, P. A. (2007). *Ethnography*. London: Routledge.



- Hammersley, M., & Turner, G. (1980). Conformist pupils? In P. Woods (Ed.), *Pupil strategies: Explorations in the sociology of the school* (pp. 29–49). London: Croom Helm.
- Hargreaves, D. H. (1967). *Social relations in a secondary school*. London: Routledge & Kegan Paul Limited.
- Harrison, N., & Hatt, S. (2009). Knowing the ‘unknowns’: Investigating the students whose social class is not known at entry to higher education. *Journal of Further and Higher Education*, 33(4), 347–357.
- Hatcher, R. (1998). Labour, official school improvements and equality. *Journal of Education Policy*, 13, 485–499.
- Hatcher, R. (2001). Getting down to business: Schooling in the globalized economy. *Education and Social Justice*, 3, 45–59.
- Heath, A., Sullivan, A., Boliver, V., & Zimdars, A. (2013). Education under new labour, 1997–2010. *Oxford Review of Economic Policy*, 29(1), 227–247.
- Higher Education Academy. (2013). Professional recognition. Retrieved from <http://www.heacademy.ac.uk/professional-recognition>. Accessed on May 23, 2013.
- Higher Education Act. (2004). *United Kingdom act of parliament*. London: HMSO.
- Higher Education Funding Council for Wales. (2010). HEFCW’s strategic approach and plan for widening access to higher education 2010/11 to 2012/13. Retrieved from [https://www.hefcw.ac.uk/documents/publications/circulars/circulars\\_2011/W11%2009HE%20Annex%20A%20Strategic%20Approach%20%20Plan%20for%20WA%20to%20HE.pdf](https://www.hefcw.ac.uk/documents/publications/circulars/circulars_2011/W11%2009HE%20Annex%20A%20Strategic%20Approach%20%20Plan%20for%20WA%20to%20HE.pdf). Accessed on June 10, 2014.
- Higher Education Statistics Agency. (2007). Performance indicators, Table T1a: Young full-time first degree entrants. Retrieved from <http://www.hesa.ac.uk/index.php/content/view/1174/141>. Accessed on January 5, 2017.
- Horne, J., Tomlinson, A., & Whannel, G. (1999). *Understanding sport*. London: E. & F.N. Spon.
- House of Commons Education Committee. (2014). *Underachievement in education by white working class children*. Retrieved from <http://www.publications.parliament.uk/pa/cm201415/cmselect/cmeduc/142/142.pdf>. Accessed on December 21, 2014.
- Husu, H. M. (2013). Bourdieu and social movements: Considering identity movements in terms of field, capital and habitus. *Social Movement Studies*, 12(3), 264–279.
- Hutchings, M. (2003). Financial barriers to participation. In L. Archer, M. Hutchings, & A. Ross (Eds.), *Higher education and social class: Issues of exclusion and inclusion* (pp. 155–173). London: RoutledgeFalmer.
- Hyman, H. H. (1967). *The value systems of different classes*. New York, NY: Irvington Publishers.
- Ianelli, C., & Paterson, L. (2006). Social mobility in Scotland since the middle of the twentieth century. *The Sociological Review*, 54(3), 520–545.
- Ingram, N. (2011). Within school and beyond the gate: The complexities of being educationally successful and working-class. *Sociology*, 45(2), 287–302.
- Institute for Fiscal Studies. (2010). An efficient maintenance allowance? Retrieved from <http://www.ifs.org.uk/publications/5370>. Accessed on July 31, 2015.
- Irwin, S., & Elley, S. (2011). Concerted cultivation? Parenting values, education and class diversity. *Sociology*, 45(3), 480–495.
- Jarvie, G., & Maguire, J. (1994). *Sport and leisure in social thought*. London: Routledge.

- Keddie, N. (1973). *Tinker, tailor: The myth of cultural deprivation*. Harmondsworth: Penguin.
- Kehily, M., & Pattman, R. (2006). Middle-class struggle? Identity-work and leisure among sixth formers in the United Kingdom. *British Journal of Sociology of Education*, 27(1), 37–52.
- Kendall, L., O'Donnell, L., Golden, S., Ridley, K., Machin, S., Rutt, S., ... Noden, P. (2005). *Excellence in cities: The national evaluation of a policy to raise standards in urban schools 2000–2003*. Research Report No: RR675A. London: Department for Education and Skills, HMSO.
- Kerry, T. (2002). The plowden vision revisited: Managing the curriculum for the 21stC. *Gifted Education International*, 16(1), 213–224.
- King, A. (2000). Thinking with Bourdieu against Bourdieu: A 'practical' critique of the habitus. *Sociological Theory*, 18(3), 417–433.
- Kirby, P. (2016). *Leading people 2016: The educational backgrounds of the UK professional elite*. Sutton Trust Research Report. Retrieved from [https://www.suttontrust.com/wp-content/uploads/2016/02/Leading-People\\_Feb16.pdf](https://www.suttontrust.com/wp-content/uploads/2016/02/Leading-People_Feb16.pdf). Accessed on January 20, 2017.
- Kogan, M. (1987). The Plowden Report twenty years on. *Oxford Review of Education*, 13(1), 13–21.
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall.
- Koshy, V., & Casey, R. (1998). A national curriculum and the sovereignty of higher ability learners. *Gifted Child Quarterly*, 42, 253–260.
- Kounali, D., Robinson, T., Goldstein, H., & Lauder, H. (2008). *The probity of free school meals as a proxy measure for disadvantage*. University of Bath, Maths/ Education. Bristol: Bristol University.
- Kuhn, T. S. (1987). What are scientific revolutions? In L. Kruger, L. J. Daston, & M. Heidelberger (Eds.), *The problematic revolution. Ideas in history* (Vol. 1, pp. 7–22). Cambridge, MA: MIT Press.
- Lacey, C. (1970). *Hightown grammar: The school as social system*. Manchester: Manchester University Press.
- Lareau, A. (2003). *Unequal childhoods: Class, race and family life*. Berkeley, CA: University of California Press.
- Lea, M. R., & Street, B. V. (1998). Student writing in higher education: An academic literacies approach. *Studies in Higher Education*, 23(2), 157–172.
- LeCompte, M. D., & Goetz, J. P. (1982). Problems of reliability and validity in ethnographic research. *Review of Educational Research*, 52(1), 31–60.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Newbury Park, CA: Sage Publications Limited.
- Lofland, J. (1967). Notes on naturalism. *Kansas Journal of Sociology*, 3(2), 45–61.
- Lofland, J., & Lofland, L. H. (1995). *Analyzing social settings* (3rd ed.). Belmont, CA: Wadsworth Publishing Company.
- Machin, S., McNally, S., & Meghir, C. (2005). Excellence in cities: Evaluation of an education policy in disadvantaged areas. Department for Education and Skills. London: HMSO.
- Machin, S., & Vernoit, J. (2010). *A note on academy school policy*. CEP Policy Analysis. Retrieved from <https://www.lse.ac.uk/pubs/download/cp325.pdf>. Accessed on April 4, 2014.

- Macleod, J. (2004). *Ain't No Makin' It: Aspirations and attainment in a low-income neighborhood*. Boulder, CO: Westview Press.
- Male, T., & Palaiologou, I. (2016). Historical developments in policy for early childhood education and care. In I. Palaiologou (Ed.), *The early years foundation stage: Theory and practice* (pp. 3–23). London: Sage.
- Marshall, G. (1997). *Repositioning class*. London: Sage.
- Marx, K., & Engels, F. (1992). *Collected works* (Vol. 46). New York, NY: International Publishers.
- Mathers, J., & Parry, J. (2009). Why are there so few working-class applicants to medical schools? Learning from the success stories. *Medical Education*, 43, 219–228.
- Maton, C. (2008). Habitus. In M. Grenfell (Ed.), *Pierre Bourdieu: Key concepts*. Stocksfield: Acumen Publishing Limited.
- Matza, D. (1969). *Becoming deviant*. Englewood Cliffs, NJ: Prentice-Hall.
- May, T. (2011). *Social research: Issues, methods and process*. Maidenhead: Open University Press.
- McInch, A. (2018). *Only schools and courses: An ethnography of working-class schooling in South Wales*. Unpublished PhD thesis, Cardiff Metropolitan University, Cardiff.
- McInch, A. (2020a). The only way is ethics: Methodological considerations for a working-class academic. *Ethnography and Education*, 15(2), 254–266. doi:[10.1080/17457823.2019.1631868](https://doi.org/10.1080/17457823.2019.1631868)
- McInch, A. (2020b). Traditional or peopled ethnography: From process to product (Chapter 27). In M. R. Ward & S. Delamont. *Handbook of qualitative research in education*. London: Edward Elgar.
- McKeganey, N., & Bloor, M. (1991). Spotting the invisible man: The influence of male gender on fieldwork relations. *British Journal of Sociology*, 42(2), 195–210.
- McNamee, M., Olivier, S., & Wainwright, P. (2007). *Research ethics in exercise, health and sport sciences*. Oxon: Routledge.
- McRobbie, A. (2010). Reflections on feminism, immaterial labour and the post-fordist regime. *New Formations*, 70.
- Mellick, M., & Fleming, S. (2010). Personal narrative and the ethics of disclosure: A case study from elite sport. *Qualitative Research*, 10(3), 299–314.
- Mills, C. (2014). The Great British class fiasco: A comment on Savage et al. *Sociology*, 48(3), 437–444.
- Ministry of Education. (1954). *Early leaving*. Report of the Central Advisory Council for Education (England). London: HMSO.
- Morris, C. W. (Ed.). (1934). *Mind, self and society from the standpoint of a social behaviourist* (works of George Herbert Mead, Vol. 1). Chicago, IL: The University of Chicago Press.
- National Audit Office. (2007). The academies programme. Retrieved from <http://www.nao.org.uk/report/the-academies-programme/>. Accessed on March 23, 2014.
- National Society for the Prevention of Cruelty to Children. (2016). Children in care. Retrieved from <https://www.nspcc.org.uk/preventing-abuse/child-protection-system/children-in-care>. Accessed on December 21, 2016.
- National Union of Students. (2008). *Broke & broken: A critique of the higher education funding system*. Retrieved from [https://www.nus.org.uk/PageFiles/12238/BrokeBroken\\_report.pdf](https://www.nus.org.uk/PageFiles/12238/BrokeBroken_report.pdf). Accessed on January 23, 2017.
- NCIHE. (1997). *Higher education in the learning society. Report of the national committee of inquiry into higher education: The dearing report*. London: HMSO.

- Northedge, A. (2003). Rethinking teaching in the context of diversity. *Teaching in Higher Education*, 8(1), 17–32.
- Oakley, A. (1981). Interviewing women: A contradiction in terms. In H. Roberts (Ed.), *Doing feminist research* (pp. 30–61). London: Routledge and Kegan Paul.
- O'Brien, S. (1999). New labour, new approach?: Exploring tensions within educational policy and practice. *Education and Social Justice*, 2, 18–27.
- Office for National Statistics. (2011). Earnings by qualification, 2011. Retrieved from [http://webarchive.nationalarchives.gov.uk/20160105160709/http://www.ons.gov.uk/ons/dcp171776\\_229888.pdf](http://webarchive.nationalarchives.gov.uk/20160105160709/http://www.ons.gov.uk/ons/dcp171776_229888.pdf). Accessed on January 4, 2014.
- Office for National Statistics. (2015). AO5 SA: Employment, unemployment and economic activity by age group (seasonally adjusted). Retrieved from <http://www.ons.gov.uk/ons/search/index.html?newquery=uk+unemployment>. Accessed on April 10, 2015.
- Office for National Statistics. (2020). SOC2010 volume 3: The National Statistics Socio-economic classification (NS-SEC rebased on the SOC2010). Retrieved from <https://www.ons.gov.uk/methodology/classificationsandstandards/otherclassifications/thenationalstatisticsocioeconomicclassificationnssecrebasedonsoc2010>. Accessed on April 1, 2020.
- Office for National Statistics. (2021). Young people not in education, employment, or training (NEET). Retrieved from <https://www.ons.gov.uk/employmentandlabourmarket/peoplenotinwork/unemployment/bulletins/youngpeoplenotineducationemploymentortrainingneet/may2020#:~:text=The%20total%20number%20of%20people%20not%20in%20education%2C%20employment%20or,of%20plus%20or%20minus%2053%2C000>. Accessed on May 8, 2021.
- Ofsted. (2003). *Excellence in cities and education action zones: Management and impact*. HMI: 1399.
- Olesen, V., & Whittaker, E. (1968). *The silent dialogue: A study in the social psychology of professional socialization*. San Francisco, CA: Jossey-Bass.
- Parker, A. (1996). *Chasing the 'big-time': Football Apprenticeship in the 1990s*. PhD thesis, University of Warwick, Coventry.
- Parker, A. (2002). Pressures, problems and the PhD process: Tales from the 'training ground'. In G. Walford (Ed.), *Doing a doctorate in educational ethnography* (pp. 119–134). Oxford: Elsevier Science.
- Parkin, F. (1979). *Marx's theory of history: A bourgeois critique*. New York, NY: Columbia University Press.
- Patrick, J. (1973). *A Glasgow gang observed*. London: Eyre Methuen.
- Pells, R. (2016). Gap between rich and poor primary school pupils wider than it was 50 years ago. *The Independent*. Retrieved from <http://www.independent.co.uk/news/education/education-news/primary-school-inequality-gap-wider-than-it-was-50-years-ago-a7477901.html>. Accessed on December 16, 2016.
- Police.UK. (2014). Comparison of crime types in this area between November 2014 and October 2014. Retrieved from <http://www.police.uk/south-wales/71/crime/stats/>. Accessed on December 12, 2014.
- Popper, K. (2004). *The logic of scientific discovery*. London: Routledge, Taylor & Francis.
- Poverty Action Group. (2016). Improving children's life chances. Retrieved from [http://cpag.org.uk/sites/default/files/cpag\\_book\\_summary.pdf](http://cpag.org.uk/sites/default/files/cpag_book_summary.pdf). Accessed on December 21, 2016.

- Power, S., & Gerwitz, S. (2001). Reading education action zones. *Journal of Education Policy*, 16, 39–51.
- Power, S., & Whitty, G. (1999). New Labour's education policy: First, second, or third way. *Journal of Education Policy*, 14, 535–546.
- Pryce, K. (1986). *Endless pressure: A study of West Indian life in Bristol* (2nd ed.). Bristol: Bristol Classical Press.
- Quality Assurance Agency for Higher Education. (2016). Teaching excellence framework. Retrieved from <http://www.qaa.ac.uk/assuring-standards-and-quality/teaching-excellence-framework>. Accessed on October 26, 2016.
- Reay, D. (2001). Finding or losing yourself? Working-class relationships to education. *Journal of Education Policy*, 16(4), 333–346.
- Reay, D. (2002). Shaun's story: Troubling discourses of white working-class masculinities. *Gender and Education*, 14(3), 221–234.
- Reay, D. (2007). 'Unruly places': Inner-city comprehensives, middle-class imaginaries and working-class children. *Urban Studies*, 44(7), 1191–1201.
- Reay, D. (2008). Class, authenticity and the transition to higher education for mature students. *The Sociological Review*, 50(3), 398–418.
- Reay, D. (2011). Schooling for democracy: A common school and a common university. *Democracy and Education*, 1(1), 1–4.
- Reay, D., & Ball, S. J. (1997). "Spoilt for choice": The working classes and educational markets. *Oxford Review of Education*, 23(1), 89–101.
- Reay, D., Crozier, G., & Clayton, J. (2009). 'Strangers in paradise'? Working-class students in elite Universities. *Sociology*, 43(6), 1103–1121.
- Reay, D., Crozier, G., & Clayton, J. (2010). 'Fitting in' or 'standing out': Working-class students in UK higher education. *British Educational Research Journal*, 36(1), 107–124.
- Reay, D., Davies, J., David, M., & Ball, S. J. (2001). Choices of degree or degrees of choice? Class, 'race' and the higher education choice process. *Sociology*, 35(4), 855–874.
- Reed-Danahay, D. (2005). *Locating Bourdieu*. Bloomington, IN: Indiana University Press.
- Robinson, R., & Garnier, M. (1986/2000). Class reproduction among men and women in France: Reproduction theory on its home ground. In D. Robbins (Ed.), *Pierre Bourdieu* (Vol. I, pp. 144–153). London: Sage Publications.
- Rollock, N. (2012). The invisibility of race: Intersectional reflections on the liminal space of alterity. *Race, Ethnicity and Education. Special Issue: Critical Race Theory in England*, 15(1), 65–84.
- Rollock, N. (2014). Race, class and 'the harmony of dispositions'. *Sociology*, 48(3), 445–451.
- Rosenthal, R., & Jacobson, L. (1968). *Pygmalion in the classroom*. New York, NY: Rinehart and Winston.
- Sampson, H. (2004). Navigating the waves: The usefulness of a pilot in qualitative research. *Qualitative Research*, 4(3), 383–402.
- Savage, M., Devine, F., Cunningham, N., Friedman, S., Laurison, D., Miles, A., ... Taylor, M. (2014). On social class, anno 2014. *Sociology*, 49(6), 1011–1030.
- Savage, M., Devine, F., Cunningham, N., Taylor, M., Li, Y., Hjellbrekke, J., ... Miles, A. (2013). A new model of social class? Findings from the BBC's Great British class survey experiment. *Sociology*, 47(2), 219–250.

- Schubert, J. D. (2006). Suffering/symbolic violence. In M. Grenfell (Ed.), *Pierre Bourdieu: Key concepts*. Stocksfield: Acumen.
- Scott, S. (1984). The personable and the powerful: Gender and status in sociological research. In C. Bell & H. Roberts (Eds.), *Social researching* (pp. 163–178). London: Routledge and Kegan Paul.
- Seawright, J., & Gerring, J. (2008). Case selection techniques in case study research: A menu of qualitative and quantitative options. *Political Research Quarterly*, 61(2), 294–308.
- Shildrick, T., Blackman, S., & MacDonald, R. (2009). Young people, class and place. *Journal of Youth Studies*, 12(5), 457–465.
- Shilling, C. (2013). *The body and social theory* (3rd ed.). London: Sage.
- Siraj-Blatchford, I. (2010). Learning in the home and at school: How working class children ‘succeed against the odds’. *British Educational Research Journal*, 36(3), 463–482.
- Smith, M. A. (1985). A participant observer study of a ‘rough’ working-class pub. *Leisure Studies*, 4, 293–306.
- Smith, T., & Noble, M. (1995). Education divides. *Poverty and schooling in the 1990s*. London: CPAG Ltd.
- Social Market Foundation. (2013). *Robbins revisited: Bigger and better higher education*. London: Hobs Ltd.
- Socialist Teachers Alliance. (1998). *Trojan horse—Education Action Zones: The case against privatization of education*. Walthamstow: Socialist Teachers Alliance.
- Sparkes, A. C. (1994). Research paradigms in physical education: Some brief comments on differences that make a difference. *British Journal of Physical Education*, 14(1), 11–16.
- Spencer, S., Clegg, J., & Stackhouse, J. (2013). Language, social class and education: Listening to adolescents’ perceptions. *Language and Education*, 27(2), 129–143.
- Stoney, S., West, A., Kendall, L., & Morris, M. (2002). Evaluation of excellence in cities. Retrieved from <http://www.nfer.ac.uk/research/-areas/excellence-in-cities/secondary-eic-overview.cfm>. Accessed on March 3, 2014.
- Streib, J. (2011). Class reproduction by four-year olds. *Qualitative Sociology*, 34, 337–352.
- Student Finance Wales. (2015). Tuition fee support. Retrieved from <http://www.studentfinancewales.co.uk/new-students/201516-what-financial-support-is-available/tuition-fee-support.aspx#.Vz3WbhWDGko>. Accessed on May 20, 2015.
- Sugarman, B. (1970). Social class, values and behaviours in schools. In M. Craft (Ed.), *Family, class and education*. London: Longman.
- Sugden, J. (2002). *Scum airways: Inside football’s underground economy*. Edinburgh: Mainstream Publishing.
- Sugden, J. (2005). Is investigative sociology just investigative journalism? In M. McNamee (Ed.), *Philosophy and the sciences of health, exercise and sport* (pp. 201–218). London: Routledge.
- Sullivan, A. (2001). Cultural capital and educational attainment. *Sociology*, 35(4), 893–912.
- Sullivan, A. (2002). Bourdieu and education: How useful is Bourdieu’s theory for researchers? *Netherlands Journal of Social Sciences*, 38(2), 144–166.
- Sullivan, A., Ketende, S., & Joshi, H. (2013). Social class and inequalities in early cognitive scores. *Sociology*, 47(6), 1187–1206.



- Sutton, T. (2007). *University admissions by individual schools*. London: Sutton Trust.
- Tawney, R. H. (1938). *Equality*. London: Allen & Unwin.
- Teaching and Higher Education Act. (1998). *United Kingdom act of parliament*. London: HMSO.
- The Children's Society. (2021). Ending child poverty. Retrieved from [https://www.childrensociety.org.uk/what-we-do/our-work/ending-child-poverty?gclid=Cj0KCQiAmL-ABhDFARIsAKYwVaf5-uO3kdJYiSmMEgEBHMid5JJyw34kBPN7dujGQPZreAvtv7-KQ74aAvh9EALw\\_wcB](https://www.childrensociety.org.uk/what-we-do/our-work/ending-child-poverty?gclid=Cj0KCQiAmL-ABhDFARIsAKYwVaf5-uO3kdJYiSmMEgEBHMid5JJyw34kBPN7dujGQPZreAvtv7-KQ74aAvh9EALw_wcB). Accessed on June 10, 2020.
- The Guardian. (2013a). Guardian University awards 2013. Retrieved from <http://www.theguardian.com/higher-education-network/gallery/2013/mar/12/guardian-university-awards-ceremony>. Accessed on October 6, 2014.
- The Guardian. (2013b). Is the academies programme working? Retrieved from <http://www.theguardian.com/teacher-network/teacher-blog/2013/may/13/academies-programme-working-leadership>. Accessed on May 17, 2014.
- The Guardian. (2014). University tuition fee rise has not deterred poorer students from applying. Retrieved from <http://www.theguardian.com/education/2014/aug/13/university-tuition-fee-rise-poorer-students>. Accessed on August 13, 2014.
- The Guardian. (2015). Youth unemployment rate is worst for 20 years, compared with overall figure. Retrieved from <https://www.theguardian.com/society/2015/feb/22/youth-unemployment-jobless-figure>. Accessed on September 20, 2016.
- The Guardian. (2016). Teresa may to end ban on new grammar schools. Retrieved from <https://www.theguardian.com/education/2016/sep/09/theresa-may-to-end-ban-on-new-grammar-schools>. Accessed on September 26, 2016.
- The Robbins Report. (1963). *Higher education*. London: HMSO.
- Themelis, S. (2013). Social class and education in Modern Britain: Why inequalities persist and how can we explain them. *Journal for Critical Education Policy Studies*, 11(1), 49–94.
- Thomas, D. (2006). A general inductive approach for analysing qualitative data. *American Journal of Evaluation*, 27(2), 237–246.
- Thomas, G. M. (2017). Doing gender in a hospital setting. *Sociological Research Online*, 22(2). Retrieved from <http://www.socresonline.org.uk/22/2/14.html>. Accessed on May 31, 2017.
- Thompson, E. P. (1963). *The making of the English working class*. New York, NY: Vintage Books.
- Thomson, P. (2008). Field. In M. Grenfell (Ed.), *Pierre Bourdieu: Key concepts*. Stocksfield: Acumen.
- Tomlinson, A. (1997). Flattery and Betrayal: Observations on qualitative and oral sources. In A. Tomlinson & S. Fleming (Eds.), *Ethics, sport and leisure: Crises and critiques* (pp. 245–264). Maidenhead: Meyer and Meyer.
- Tomlinson, S. (2001). Education Policy, 1997–2000: The effects on top, bottom and middle England. *International Studies in Sociology of Education*, 11(3), 261–278.
- Tomlinson, S. (2005). *Education in a post-welfare society* (2nd ed.). Maidenhead: Open University Press.
- Troyna, B., & Williams, J. (1986). *Racism, education and the state: The racialization of educational policy*. Beckenham: Croom Helm.
- UCAS. (2013). 2013 year of Welsh Domiciled entry by Polar2 grouping. Retrieved from <http://www.search1.ucas.co.uk/fandf00/index9.html>. Accessed on February 1, 2014.



- UCAS. (2014). UK application rates by country, region, constituency, sex, age and background. Retrieved from [https://www.ucas.com/sites/default/files/january\\_application\\_rates\\_2015\\_final\\_0.pdf](https://www.ucas.com/sites/default/files/january_application_rates_2015_final_0.pdf). Accessed on December 21, 2014.
- UCAS. (2015). *Record numbers of students accepted to UK universities and colleges this year*. UCAS report shows. Retrieved from <https://www.ucas.com/corporate/news-and-key-documents/news/record-numbers-students-accepted-uk-universities-and-colleges>. Accessed on December 16, 2015.
- UCAS. (2021). What happened to the COVID cohort? Retrieved from <https://www.ucas.com/file/411836/download?token=51eovdPq>. Accessed on April 27, 2021.
- University and Colleges Union. (2008). Response to the HEA's investigation into teaching and the student experience. Retrieved from [https://www.ucu.org.uk/media/2693/Teaching-and-the-student-experience-Higher-Education-Academy-consultation-UCU-response-May-08/pdf/ucu\\_heastudentexp\\_may08.pdf](https://www.ucu.org.uk/media/2693/Teaching-and-the-student-experience-Higher-Education-Academy-consultation-UCU-response-May-08/pdf/ucu_heastudentexp_may08.pdf). Accessed on March 4, 2015.
- Van Maanen, J. (1988). *Tales from the field: On writing ethnography*. Chicago, IL: University of Chicago Press.
- Walkerdine, V. (2009). Neoliberalism, working-class subjects and higher education. *Contemporary Social Science*, 6(2), 255–271.
- Ward, M. R. M. (2015). *From labouring to learning: Working-class masculinities, education and deindustrialization*. Basingstoke; New York, NY: Palgrave Macmillan.
- Waters, T., & Waters, D. (2015). *Weber's rationalism and modern society*. New York, NY: Palgrave Macmillan.
- Watson, B., & Scraton, S. J. (2013). Leisure studies and intersectionality. *Leisure Studies*, 32(1), 35–47.
- Weber, M. (1958). *The protestant ethic and the spirit of capitalism*. New York, NY: Scribner's Press.
- Wedge, P., & Prosser, H. (1974). *Born to Fail (The National Children's Bureau reports on striking differences in the lives of British children)*. London: Arrow Books Ltd.
- Welsh Government. (2001). The learning country. Retrieved from <http://new.wales.gov.uk/docrepos/40382/4038232/4038211/40382121/learningcountry-e.pdf?lang=en>. Accessed on July 6, 2014.
- Welsh Government. (2002). *Learning country: Learning pathways 14–19. A consultation document*. Cardiff: Welsh Government.
- Welsh Government. (2006). *The learning country 2: Delivering the promise*. Cardiff: Welsh Government.
- Welsh Government. (2013a). *Raising school standards: The national school banding system*. Cardiff: Welsh Government.
- Welsh Government. (2013b). *Policy statement on higher education*. Cardiff: Welsh Government.
- Welsh Government. (2014). *Evaluation of the education maintenance allowance*. (EMA) Report. Retrieved from <http://gov.wales/docs/caecd/research/2014/141023-evaluation-education-maintenance-allowance-summary-en.pdf>. Accessed on February 5, 2016.
- Welsh Government. (2015a). An annual report using pupil attainment data matched to pupil characteristics information from the annual school census to produce data on performance gaps at Key Stages 1 to 4. Retrieved from <http://gov.wales/statistics-and-research/academic-achievement-free-school-meals/?lang=en>. Accessed on July 29, 2015.

- Welsh Government. (2015b). Cymorth – the children and youth support fund. Retrieved from <http://gov.wales/topics/educationandskills/publications/guidance/4350841/?lang=en>. Accessed on July 29, 2015.
- Welsh Government. (2015c). Evaluation of the pupil deprivation grant. Retrieved from <http://gov.wales/docs/caecd/research/2015/151203-evaluation-pupil-deprivation-grant-year-2-en.pdf>. Accessed on February 5, 2016.
- Welsh Government. (2016). Free breakfast in primary schools. Retrieved from <http://gov.wales/topics/educationandskills/schoolshome/foodanddrink/breakfast/?lang=en>. Accessed on June 1, 2016.
- Welsh Government. (2020). Examination results in schools in Wales, 2019/20. Retrieved from <https://gov.wales/sites/default/files/statistics-and-research/2020-12/examination-results-september-2019-august-2020-670.pdf>. Accessed on June 10, 2020.
- Welshman, J. (2010). From head start to sure start: Reflections on policy transfer. *Children and Society*, 24, 89–99.
- Whitty, G. (1998). New Labour, education and disadvantage. *Education and Social Justice*, 1, 2–8.
- Whyte, W. F. (1943). *Street Corner Society: The social structure of an Italian slum*. Chicago, IL: University of Chicago Press.
- Willis, P. (1977). *Learning to Labour: How working-class kids get working class jobs*. Farnborough: Saxon House.
- Willis, P. (1978). *Profane culture*. London: Routledge and Kegan Paul.
- Wilson, J. (2015). By scrapping the Education Maintenance Allowance the Coalition government risks losing their opportunity to target entrenched problems of social mobility and educational disadvantage among pupils from deprived backgrounds in England. Retrieved from <http://blogs.lse.ac.uk/politicsandpolicy/scrapping-ema-and-fairness/>. Accessed on July 31, 2015.
- Wirth, L. (1928). *The Ghetto*. Chicago, IL: University of Chicago Press.
- Witz, A. (1992). *Professions and patriarchy*. London: Routledge.
- Wolf, A. (2002). *Does education matter?* London: Penguin Books.
- Woods, P. (1979). *The divided school*. London: Routledge.
- Wright-Mills, C. (1959). *The sociological imagination*. Oxford: Oxford University Press.
- Wyatt-Nichol, H. (2012). A view from the 50th street gate on Washington Avenue: Reflections of a working-class academic. *Journal of Public Affairs Education*, 18(1), 17–28.