



The
University
Of
Sheffield.

'It all hinges around background doesn't it?'
The experiences of pupils in grammar schools who are
considered to be from disadvantaged backgrounds - a mixed
methods study.

Emma Louise Mercer

A thesis submitted in partial fulfilment of the requirements for the degree of
Doctor of Educational and Child Psychology

The University of Sheffield
Faculty of Social Sciences
Department of Education

May 2020

Abstract

The present government suggests that grammar schools are a means of achieving upward social mobility (USM) for young people identified as both disadvantaged and high academic achievers (Gorard & Siddiqui, 2018). It appears keen on extending the current grammar school provision based upon this rationale, as evidenced by the creation of the Selective Schools Expansion Fund (DfE, 2018).

Existing literature that examines adults who have experienced USM concludes that whilst conferring some benefits it can also result in psychological stress (Friedman, 2014, 2016, Manstead, 2018, Reay, Crozier & Clayton, 2009, 2010). Research thus far around grammar schools has focussed primarily upon whether those identified as disadvantaged have as much chance of attending as 'non-disadvantaged' peers, or upon the academic outcomes of attendance. Less has been explored concerning the first-person experiences of disadvantaged students who access grammar schools, and potentially experience USM.

Using eligibility for free school meals (eFSM) as a proxy indicator for disadvantage, this research examined the experiences of 6 participants who were either past or present grammar school students who were eFSM. There were two phases of data collection, the first being the completion of a repertory grid (Kelly, 1956), and the second being an individualised semi-structured interview, informed by a Slater (1977) analysis of each participant's grid. A thematic analysis was then conducted across the interview data of all participants.

Five themes and their relationship to each other suggest that grammar schools may offer some benefits upon disadvantaged pupils who attend, such as increasing aspirations via exposure to other, more affluent peers. However, this may come at the price of accepting a stigmatising narrative concerning one's own more modest background and result in behaviours that seek to conceal and hide this background, as students explore their identity at the boundary of two social fields.

The findings raise ethical considerations regarding the potential cost of social mobility for some. Factors which may contribute to pupil resiliency as they navigate life between their home and school environments are also explored, and implications for EP practice at both the school level and at a policy level are considered.

Key words: Grammar schools, repertory grids, Personal Construct Psychology, thematic analysis, free school meals, disadvantaged, social mobility.

Acknowledgements

I extend thanks to the participants who chose to take part in this study, and who gave their time and stories willingly to support the completion of this thesis and to satisfy my curiosity.

To Lorraine Campbell, my supervisor, for helping me steer my thoughts, for providing her time and incredibly helpful feedback and for helping me to have faith in my ideas.

Utmost thanks also to my friends, who have patiently waited for me to return to the world after immersing myself in the depths of research, been on the end of a phone when I've questioned my sanity and provided innumerable cups of tea and hugs.

To Andrew for all the times you made me laugh when I needed to get out of my head for a while and for sharing the difficult journey.

To my mum, my sister and my grandma who time and again picked me up when the fear took hold and gave me confidence and energy when I had none.

And to my grandad, whose belief in this disadvantaged kid was unshakeable and whose legacy remains a driving force in everything I do.

Thank you.

Contents

	Page
Chapter One: Introduction	1
Background	1
Thesis chapters	2
Chapter Two: Literature review	3
Introduction	3
Section One	3
<i>A brief history</i>	3
<i>Schools that Work for Everyone (?)</i>	4
Section Two	8
<i>Who is disadvantaged?</i>	9
Section Three	11
<i>Problematizing social mobility</i>	11
<i>Conclusion and research questions</i>	15
Chapter Three: Methodology	16
Introduction	16
Section One	16
<i>Philosophical underpinnings</i>	16
<i>Critical realism</i>	18
<i>Reflexivity/positionality</i>	19
Section Two	20
<i>Research design</i>	20
<i>Mixed methods approach to research</i>	20
<i>Repertory grids and personal construct psychology</i>	21
<i>Elicitation and anatomy of a repertory grid</i>	22
<i>Topic</i>	22
<i>Elements</i>	22
<i>Constructs</i>	23
<i>Ratings</i>	24
<i>Application of PCP and repertory grids to the present research</i>	25
<i>Semi- structured interview</i>	26
<i>Ethical considerations</i>	27
Section Three	28
<i>Introduction</i>	28
<i>Participant recruitment</i>	28
<i>Phase 1</i>	30

Laddering down	32
Qualifying phrases	32
Dyadic elicitation	33
Full content form	33
Catch all question	33
Analysis	33
Phase 2	34
Chapter Four: Results	35
Introduction	35
Section One: Phase 1	36
PCA	37
<i>Descriptive statistics for constructs and elements</i>	38
<i>Standardised Euclidean Distances (SED)</i>	38
<i>Element direction cosines (correlations) and construct correlations</i>	38
Miriam	39
<i>Initial conclusions</i>	40
<i>Miriam's narrative summary</i>	40
Lydia	43
<i>Initial conclusions</i>	43
<i>Lydia's narrative summary</i>	44
Jim	45
<i>Initial conclusions</i>	45
<i>Jim's narrative summary</i>	46
Sally	47
<i>Initial conclusions</i>	48
<i>Sally's narrative summary</i>	48
Kara	50
<i>Initial conclusions</i>	50
<i>Kara's narrative summary</i>	51
Ruth	53
<i>Initial conclusions</i>	53
<i>Ruth's narrative summary</i>	54
Section Two: Phase 2	55
<i>The approach taken to TA</i>	57
Chapter Five: Interpretation of thematic analysis findings and discussion	60
Introduction	60
Theme 1: GS field	60

GS as advantageous	62
GS as a limiter	64
<hr/>	
<i>Theme 2: Background field</i>	68
Trauma histories	70
Background field as something to escape/fear	72
Limited aspirations and opportunities	74
<hr/>	
<i>Theme 3 and 4: Mediators of field navigation</i>	78
<hr/>	
<i>Theme 3: Supportive factors in field navigation (SF)</i>	78
Positive relationships	80
Cross field commonalities	82
Participants' internal locus of control	85
<hr/>	
<i>Theme 4: Hindering factors in field navigation (HF)</i>	89
Markers of class and status	89
Fear, avoidance, risk and hiding	92
<hr/>	
<i>Theme 5: Habitus divided?</i>	96
Home/school separation	98
Where do I belong?	99
Notion of different selves	102
Conclusions and implications for EP practice	106
<hr/>	
Reference list	109
<hr/>	
Appendices	119
<hr/>	

List of figures

Figure number and title	Page
1- Pupil characteristics by selected school types, January 2019. Reproduced from Danechi (2020).	4
2- The Contributions of Method, Methodology, and Epistemology to Qualitative Research (Carter & Little, 2007).	17
3- Examples of elements in a blank repertory grid.	23
4- Emergent and bipolar constructs added to the elements in the repertory grid.	23
5- Scale developed from elicited bipolar construct.	24
6- Elements rated on each bipolar construct (5-point scale).	24
7- Illustration of the phases of data collection and analysis.	30
8- Analytic process followed in Phase 1 for each participant, seeking areas of convergence and divergence within each participant's data.	36
9- PCA biplot produced from a Slater analysis of Miriam's data.	39
10- PCA biplot produced from a Slater analysis of Lydia's data.	43
11- PCA biplot produced from a Slater analysis of Jim's data.	45
12- PCA biplot produced from a Slater analysis of Sally's data.	47
13- PCA biplot produced from a Slater analysis of Kara's data.	50
14- PCA biplot produced from a Slater analysis of Ruth's data.	53
15- A summary of the TA process followed in the present study.	56
16- Thematic map.	59
17- Section of Figure 16 demonstrating GS Field theme, sub themes and codes.	61

18- Section of Figure 16 demonstrating Background Field theme, sub themes and codes.	69
19- Section of Figure 16 demonstrating Supportive Factors in Field Navigation theme, sub themes and codes.	79
20- Section of Figure 16 demonstrating Hindering Factors in Field Navigation theme, sub themes and codes.	88
21- Section of Figure 16 demonstrating Habitus Divided?	97

List of appendices

Appendix number and title	Page
1-Literature review method.	119
2-Changes to research design.	122
3a- Pilot work.	125
3b- Pilot Work Strand 1 Information Sheet and Consent Form and Example Grid.	130
3c- Pilot Work Strand 2 Example Blank Grid.	133
3d- Example of grids used (adult and young person) for Phase 1 data collection following amendments made based on pilot work.	134
3e- Ethical approval from University of Sheffield.	136
4a- Adult participant information, consent and debrief forms.	137
4b- Young person information, consent and debrief forms.	145
4c- Parent of participant information and consent forms.	153
5- 10-point guide on grid elicitation, based upon Jankowicz (2004), p.24.	161
6- Correlational values used in the present research.	163
7- . Examples of hand annotated transcripts (Miriam and Lydia).	164
8- Photographs showing hand coding and thematic analysis.	169
9- Example pages of spreadsheet compiled following initial generation of suitable subthemes.	171
10a- Idiogrid output and analysis for Miriam.	179

10b- Idiogrid analysis for Lydia.	187
10c- Idiogrid analysis for Jim.	190
10d- Idiogrid analysis for Sally.	193
10e- Idiogrid analysis for Kara.	197
10f- Idiogrid analysis for Ruth.	200

List of abbreviations used

Abbreviation	Meaning
ACE	Adverse childhood experience
CR	Critical realism
CYP	Children and young people
eFSM	Eligible for free school meals
EP	Educational psychologist
DfE	Department for Education
DoH	Department of Health
FAB	Fading affect bias
GS	Grammar school
HF	Hindering factors
PCA	Principal component analysis
PCP	Personal construct psychology
RQ	Research question
SED	Standardised Euclidean distance
SEMH	Social, emotional and mental health
SES	Socioeconomic status
SF	Supportive factors
SMC	Social Mobility Council
TA	Thematic analysis
TSS	Total sum of squares
USM	Upward social mobility

Chapter One: Introduction

Background

The current government places high priority currently upon increasing social mobility (Department for Education [DfE], 2017; Friedman, Laurison & Macmillan, 2017). Social mobility is defined by the Social Mobility Commission (SMC) as ‘the link between a person’s occupation or income and the occupation or income of their parents. Where there is a strong link, there is a lower level of social mobility. Where there is a weak link, there is a higher level of social mobility.’ (SMC, 2020). Grammar schools (hereafter referred to as GS) are positioned by the government as vehicles for increasing upward social mobility (USM), a movement from a less advantaged to a more advantaged situation, for those young people able to demonstrate high academic achievement via the Eleven Plus (11+) entrance exam who come from what is considered a disadvantaged background (Gorard & Siddiqui, 2018). Based upon this rationale, the extension of GS provision is being promoted via the recently created Selective School Expansion Fund (SSEF), details of which were published in the government response to the consultation document *Schools that Work for Everyone* (DfE, 2018a).

Research around GS thus far has largely focused upon two main areas. Firstly, it has explored whether or not pupils from more disadvantaged backgrounds have an equal chance of passing the 11+ and attending a GS when considered alongside peers from a more advantaged socioeconomic status (SES) background; more precisely, does the GS system really operate in a purely meritocratic way? Secondly, it has considered the academic outcomes resulting from GS attendance, and sought to explore any additional academic benefits that might be conferred upon students who are educated at these selective schools. There has been little exploration regarding the experiences and views of those disadvantaged students who do access a GS education; those pupils who appear to be the group targeted by the SSEF, upwardly socially mobile (or perhaps, more accurately, mobilised) children and young people (CYP), often used as a justification for the continuation of the selective system.

Existing literature concerning individuals’ experiences of USM (occurring predominantly in adulthood rather than childhood or the teen years) highlights the tensions and psychological difficulties that can result from this upward social trajectory, and the impact that it may have upon how one constructs their identity, levels of confidence and self-esteem and also the way in which an individual thinks, feels and behaves in particular environments. This is pertinent to the current consideration of CYP from backgrounds considered disadvantaged who attend GS, where the student demographic consists largely of those who are from more advantaged SES backgrounds. It therefore might be experienced by a more disadvantaged pupil as rapid USM, as they find themselves in a less disadvantaged environment that may be very different in its norms and culture to that of their background. Taken together with a further government policy priority around the promotion of the social and emotional wellbeing of CYP (Department of Health [DoH] & DfE, 2017, DoH & NHS England, 2015), the extension of GS provision and the GS system more generally being once again

in the public consciousness (Waldron, 2018; Benn, 2018; Lawrence, 2018), it feels timely to consider an under researched dimension of this situation; the experiences of those individuals positioned as socially mobile in virtue of attending GS and growing up in what is deemed by the government to be a disadvantaged background. With GS expansion, social mobility and the wellbeing of CYP named as clear government priorities, an investigation into how these areas might operate together, and how this is experienced by those who are the targets of these policy priorities, aims to contribute to the growing literature on selective education.

Thesis chapters

This thesis is presented in five chapters, illustrating the research process.

Chapter two is a critical literature review of the available literature pertaining to GS attendance and children considered disadvantaged, as well as that concerning USM.

Chapter three details the methodology of the present research, including, with considerations as to the philosophical foundations of the study, and details as to the methods chosen, the rationales for these decisions and the procedures employed across two data collection and analysis phases. It also gives information pertaining to the participant group.

Chapter four gives the results from each phase of the study in turn, first presenting the results and analysis for each participant from Phase 1 (repertory grid and a concluding narrative summary), followed by a thematic analysis of Phase 2 interviews. A thematic map is presented.

Chapter five interprets and discusses the results of the thematic analysis in relation to the current literature, with supporting quotes from participants, and suggests some explanatory links that might be found in the present results that could warrant further study. Limitations of the present study and implications and relevance for educational psychology are explored.

Chapter Two: Literature Review

Introduction

This chapter critically reviews the current literature around GSs, disadvantaged CYP and social mobility, and is presented in three sections. The first section provides a brief history of GSs before considering them in the context of current government policy and the wider debate surrounding selective education. The second section explores who is disadvantaged in government terms, and the final section considers literature surrounding social mobility and looks to trouble it as being a uniformly positive and unproblematic experience.

A conclusion that presents the research questions for the current study, developed following the literature review, will end the chapter. A full account of the literature review method, employed by the researcher, including a consideration of varying terminology used in extant literature, can be found in Appendix 1.

Section One

A brief history

GSs as they are recognised today were part of the Tripartite System of education in Britain that came into force, following advice and influence from Cyril Burt (Jesson, 2013) under the 1944 Education Act. The Tripartite System consisted of secondary technicals (for practical, skills-based education), GSs (for the academically most able) and secondary moderns (for those who were not considered either practically or academically inclined). It was intended that these schools would select their cohorts via a series of psychometric tests in the final year of primary school, the 11 plus (11+). Very few technical schools opened, and the Tripartite System became dominated by GSs and secondary moderns.

In the 1970s, the theory of innate intelligence propagated by Burt began to be widely discredited (Kamin, 1974; Hearnshaw, 1979; Gillard, 2017), and the demise of the GS system occurred following this and additional criticisms primarily from the Labour party (Simon, 1991). These were based upon evidence that suggested that the division of CYP in this way propagated and reinforced the gap between those from more and less privileged backgrounds. This argument against GSs, concerning what is now commonly referred to as the 'attainment gap', has since resurfaced with the renewed push for GS expansion, with recent evidence from research appearing to uphold the claim (Gorrard & Siddiqui, 2018; Lu, 2020).

In 1965 the Labour led government instigated the movement towards a comprehensive system of education by ordering local education authorities (LEAs) to begin phasing out selection, replacing GSs and non-GSs with comprehensive schools through amalgamation. However, in areas that

remained strong Conservative bases, phasing out was slow to occur and, following the return to a Conservative government, the GSs were retained in certain areas. The present situation is somewhat mixed and comprises the existence still of some selective areas and GSs, amongst comprehensives and a few remaining secondary moderns.

Schools that Work for Everyone (?)

Currently there are 163 GSs in England, which are far more likely than non- GSs to be single sex schools (72% vs 11%), academies or free schools (86% vs 67%) and to have a sixth form attached for post 16 study (100% vs 66%) (Bolton, 2017). They are also, as shown by Figure 1, less likely to have places occupied by students with special educational needs (SEN), both those with and without education, health and care plans (EHCPs) or those eligible for and in receipt of free school meals.

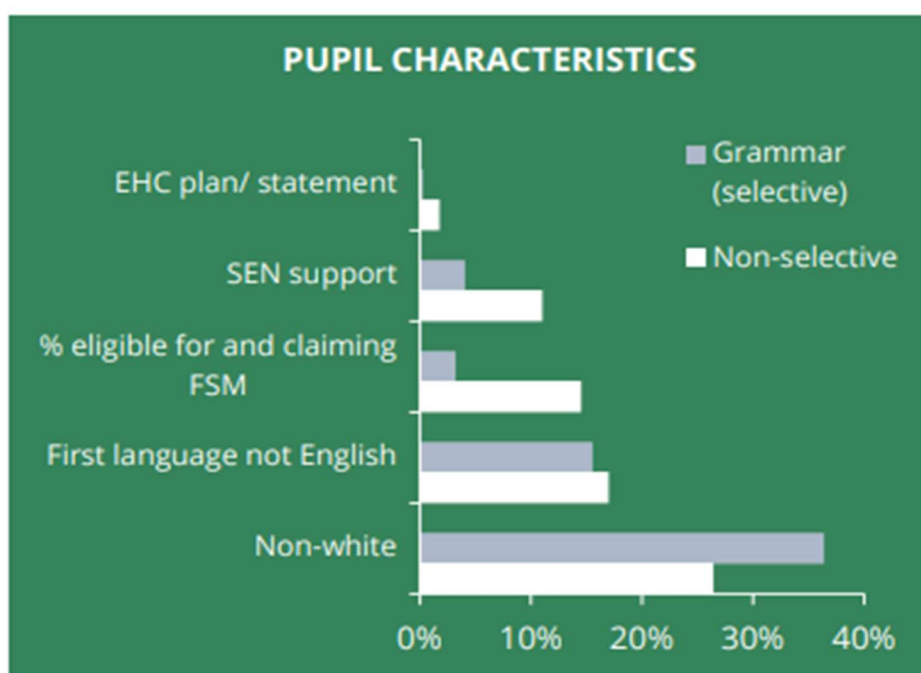


Figure 1 Pupil characteristics by selected school types, January 2019. Reproduced from Danechi (2020).

Research on behalf of The Sutton Trust (Cribb, Jesson, Sibieta, Skipp & Vignoles, 2014) also indicated the higher prevalence of Year 7 pupils in GS who had been educated at fee paying schools prior to their GS admission. This potentially raises the question of what exactly the selection tests are testing- a child's innate cognitive ability or a parent's income? Statistics such as these have brought sharply into question the notion of GSs as being the vehicles of social mobility that they are claimed to be by the government.

The academic literature surrounding the long-term impact of GS attendance is relatively small (Jerrim & Sims, 2018), and somewhat mixed in its conclusions. For example, Clark and Del Bono (2014) measured the impact of GS attendance upon years of education completed, A Levels achieved and

degrees completed. It was found that attendance at GS had a large impact on the years of post-compulsory education completed by a cohort from Aberdeen who were educated during the 1960s. Interestingly however, there were no significant effects for labour market outcomes except for females, where there was an increase in income (although the authors caution that, although the effect size is large, it is imprecisely estimated and the significance is marginal). It may not be entirely feasible however to attribute any income in female earnings solely to school attendance given the historical context of the cohort, namely the increase in female emancipation in terms of education, employment and autonomy during this era.

Sullivan and Heath (2002) conducted a longitudinal study using data from the National Child Development Survey, specifically sweeps 1,2 and 3 where measures were obtained in 1965, 1969 and 1974 respectively at ages 7, 11 and 16. Analysis of 10,237 participants' data concluded that those who attended GS achieved academic outcomes that were superior to those who attended a comprehensive school, following controlling for a range of pupil characteristics (such as father's class, mother's book reading, family structure). Specific reference is made by the authors to the 'sole school level factor that appeared to explain sectoral difference in educational outcomes' (p. 29), namely the social class composition of the school, although no further interrogation of this is considered as part of the paper's discussion.

The data from these studies may no longer be an accurate representation of the current makeup of the culture and society in England, given that measures obtained were taken during the 1960s and 1970s. There may now be other factors at play that impact upon such analyses, for example a shift in the class structure of the country (Savage et al. 2013) or more fluid family structures that may render 'father's class' and 'mother's book reading' less influential than in previous times. This may be an explanation as to why data from more recent sources is leading to some alternative conclusions by researchers. Additionally, new approaches to analyses may be illuminating hitherto unknown aspects of the issue. Danechi (2020) draws attention for example to the fact that direct comparisons between GSs and national averages are not possible due to the uneven distribution of GSs around the country and local factors being sources of influence upon any differences seen. As such small differences between GSs and national averages should be treated with caution, although the author does not quantify what might be considered small.

Gorard and Siddiqui (2018) collected several pupil and school level variables from the National Pupil Database for England 2015 Key Stage 4 cohort and used them to investigate not only the effectiveness of GSs, but also GS areas (thus taking into account the potential influence of local factors identified by Danechi [2020]), in response to the suggestion by supporters of the selective education system that it has the capacity to increase social mobility. However, it was concluded by the authors that the any advantages that may be conferred upon pupils considered to be disadvantaged should be considered zero sum, since the results from the regression models

appeared to show that for those pupils in selective areas who did not attend GS, the poverty attainment gap widened.

A more recent study by Lu (2020) found similar results. Using the National Pupil Database, the author explores variations in GS attendance opportunities between pupil groups, and also how the numbers of GS places available correlate with pupil backgrounds and attainment. Results from logistic regression models that controlled for these two variables illustrated that attainment appears to be more important than personal background per se in terms of selection for entry to GS. However, Lu highlights that;

The status quo of layered attainment means that if secondary schools are allowed to select based on attainment, they are thus selecting pupils from more advantaged backgrounds. This result reveals that the assumption that GSs promote social mobility is unsound... pupils with no sufficient family support, and thus performing worse than they would have otherwise at age 11, will lag further behind, as they will be enrolled into less effective secondary schools.

Lu (2020), p.84.

Thus, as in keeping with previous findings such as those by Sullivan and Heath (2002), for a select few there may be advantages, but widening the lens to take in the broader community and disadvantaged students overall, social mobility may not be promoted by a selective education.

As shown above, available research looks predominantly at purely academic or longer-term economic outcomes for GS students. Yet the recent rise in SEMH difficulties amongst CYP (Green, McGinnity, Meltzer, Ford & Goodman, 2004; Thorley, 2016; Sadler et al., 2017), and the subsequent government prioritisation of tackling these difficulties (DoH/ DfE, 2017) raises a need to consider the socio- emotional outcomes for children in GS. Jerrim and Sims (2018), using data from the Millennium Cohort Study (MCS) considered how the differing environments and peer groups one might be exposed to within a GS or non-GS setting may impact upon said outcomes. 1,616 participants' data were analysed to examine the responses made to a battery of questions pertaining to their attitudes towards school and their social and emotional skills. These responses were measured at age 11 and at age 14 and self-reported by the CYP. It was concluded that after three years in their secondary environment, pupils across both types of setting experienced similar levels of engagement in school, confidence in school, future aspirations and expectations, and socio emotional outcomes. There were no additional emotional benefits found to be conferred upon pupils by attending GS. In fact, for the self- esteem measure, attendance at GS resulted in a negative association, although it should be noted that this was reported at a 10% significance level rather than 5%.

The authors identify that this data would benefit from further and more detailed exploration, in particular around certain subgroups of CYP including low income pupils, in order to illuminate any

potential heterogeneous effects, once more highlighting the need for those CYP who are positioned as GSs' biggest beneficiaries to have their experiences and voices amplified within the debate.

A more recent aspect of the selective education debate concerns the role of genetics and the way in which they interact with the environment and could account for variability in educational outcomes. Smith- Woolley et al. (2018) designed a study that attempted to address a research gap in peer reviewed literature by comparing three school types in the UK and controlling for more traditionally researched factors involved in pupil selection such as achievement and family SES. The authors theorise that genetics are a less investigated variable than, for example, familial SES and that they may be influential on selection factors. The study used a representative sample constituting 4,814 genotyped students in GS, non-GS and private selective schools and used polygenic scores for educational attainment as a way to compare the different populations of pupils. A polygenic score is calculated by considering the genetic variants that individuals carry for specific traits, in this case educational attainment, and can potentially explain a considerable amount of variance across a population (Cheesman et al., 2020). It was concluded that, after controlling for factors involved in pupil selection, the exam result variance achieved aged 16 that was attributed to school type dropped from 7% to <1%.

The authors suggest that this indicates that the role of heritable characteristics that are involved in pupil admissions, i.e. selection tests and the abilities that may be associated with performing well on them account for much more of the variance in attainment scores by school type than can be accounted for by the school in and of itself.

Smith Woolley et al. (2018) state that the result that children are being (unintentionally) genetically selected is not surprising, given that 'we know that the factors used in school selection are substantially heritable, it is likely that academically gifted children will come from academically gifted parents. These parents not only provide the genes but also the environments to help them progress academically.' (p.4). An academically gifted parent is more likely to have increased economic means (Office for National Statistics [ONS], 2017), leading to a reduced likelihood of being eFSM, perhaps more able to afford a fee-paying primary education should they so wish and thus have an increased chance of their child gaining access to a GS through the selection test.

However, caution should be exercised in considering the use of polygenic scoring in education research. It remains a relatively new technique in the research field (Domingue, Belsky, Conley, Harris, & Boardman, 2015), and whilst some authors suggest it has the potential to explain significant proportions of variance in educational outcomes (Allegrini et al., 2019; Cheesman et al., 2020; Smith- Woolley et al., 2018) this appears to only be the case at a population level (as in the Smith- Woolley et al. [2018] study). Morris, Davies and Smith (2020) conclude that 'polygenic scores offer limited prediction value above phenotypic data in education' following research concerning if polygenic scores for education could predict pupil test score achievement on an individual level. Additionally,

the polygenic scores reported by Smith- Woolley et al. (2018) do not distinguish between differing pathways (Cheesman et al., 2020) through which genes can influence outcomes (for example direct genetic effects and genetic nurture effects, which involves a consideration of the gene- environment interaction). Genetic loadings do not exist in a vacuum and are influenced by, as well as exerting influence on, the environment in which they are expressed (Cheesman et al., 2020) and Morris et al. (2020) directly point to the quality of family and/or school environments which can help or hinder the expression of a genetic propensity to do well in education.

The consideration of polygenic scores in the GS debate offers a new way of examining an old argument concerning selection, namely that most pupils who are selected to attend and subsequently do well would arguably do well in any educational environment, as a result of their genetic predisposition and also the increased likelihood that they come from more advantaged backgrounds that can better support their educational attainment and achievement. Previously discussed research has linked this to environmental factors such as familial SES and prior achievement and attainment, and this study suggests an added dimension to be considered in terms of polygenic scores, but can only provide an insight at a population level and does not currently appear to allow for an in depth exploration of the complexities of gene- environment interaction at the level of the individual.

The most recent available evidence then appears to show that whilst there may be individual gains in some instances for pupils who attend GS and are considered disadvantaged, it is likely that these students would have performed just as well in a non- selective environment, since school type may account for less than 1% of the variance in exam performance, and that these students have heritable traits that would serve them well in any modern exam system. However, for those students in selective areas who do not attend GS, any poverty attainment gap they may be experiencing is likely to increase.

Despite this research, the previous Conservative government led by Theresa May sought to raise the profile and influence of GS, and in the Green Paper Schools That Work for Everyone (DfE, 2016) plans for this were laid out. The Association for Educational Psychologists (AEP) strongly opposed the expansion in their response to this, citing 'clear evidence of the deleterious effect of the selective principle on the educational, psychological and social wellbeing of many CYP.' (AEP, personal communication, May 4th 2020). Their 2017 manifesto for children and young people states as its first point that the government to be elected (written as it was prior to a general election) should 'understand the critical importance of inclusive schooling for all children and reject greater selection and segregation in the education system including more grammar schools' (p.1).

Nonetheless, the government response to consultation (DfE, 2018a) resulted in the creation of the SSEF, which states;

The Government will continue to support the expansion of existing good or outstanding selective schools through the new Selective School Expansion Fund (SSEF). Selective schools wishing to expand must demonstrate they are working with non-selective schools in their local area to have a positive impact beyond the school gates, that there is a need for additional places, and that they are committed to increasing access for disadvantaged pupils.

DfE (2018a), p.12.

Political change in Britain since the government response to the Green Paper has been fast-paced, and whilst the loss of a Conservative majority for May's government could have stymied any immediate ideas there might have been to lift the ban on the creation of new GSs, the continued administration of the SSEF (£50 million for expanding existing GSs each year from 2017-18 to 2020-21 inclusive) means that the contention around the issues of state selection remains. This results in the issue of GSs and any subsequent impact they have, either at individual or community levels, being a current and important topic, relevant to educational psychologists (EPs) around which to conduct additional research.

Section Two

Who is disadvantaged?

There is no clear definition within Schools That Work for Everyone (DfE, 2018a) regarding what constitutes a disadvantaged pupil, whilst other literature published by the DfE defines it in both economic and socioeconomic terms (Allison, 2018). However, the DfE have been providing extra funding via a pupil premium since 2011 specifically for those identified as being disadvantaged, and the conditions for receipt are:

- Pupils (reception to year 11) recorded as 'ever 6 free school meals (FSM)'
- Looked after children (LAC)
- Children who are no longer looked after because of adoption, a special guardianship order, a child arrangement order or a residence order

(Foster & Long, 2018)

Ever 6 FSM refers to children who have been eligible for FSM and for whom school can continue to claim funding for six years following this eligibility, even if they cease to be eligible during this period. FSM are available for all children in Year 2 and below. For those in Year 3 and above, eligibility for FSM (eFSM) becomes linked to the benefits a parent or carer is claiming and is therefore necessarily linked to economic capital.

Much of the available research concerning disadvantaged pupils in GSs uses eFSM as a proxy measure for identifying a pupil's socioeconomic background and whether they may be classed as

disadvantaged, and although there are criticisms that only using eFSM fails to capture a group of children who experience similar levels of deprivation despite not being eFSM, currently this appears to be the best available measure (Taylor, 2018).

eFSM is dependent upon income and as such the level of disadvantage it reflects might be suggested to be more economic rather than socioeconomic. However, evidence highlights the close association between economic and social capital, with an increase in the former often paving the way for an increase in the latter.

The Organisation for Economic Co- Operation and Development (OECD, 2007) highlights how finding a single definition of social capital is a difficult undertaking, but broadly describes it as 'the links, shared values and understandings in society that enable individuals and groups to trust each other and so work together' (OECD, 2007, p.102) whilst also acknowledging an individualistic and private aspect that may also go alongside this, '... Access to information and influence through social networks also confers private benefits on individuals and in some cases can be used by individuals or groups to exclude others and reinforce dominance or privilege.' (OECD, 2001, p. 41-42).

Manstead (2018) purports that those who grow up in wealthier circumstances, alongside an increased recourse to economic capital, also have higher levels of social capital as a result of the information and influence that their increased income allows. If a child has access to a network of more privileged friends and family, it follows that they may be more familiar with notions of university degrees and professional qualifications. Through these networks, they may have been able to have exposure to places and situations that will benefit them further still in their educational and, eventually, professional advancement; libraries, museums and interviews.

The author goes on to argue that these individuals are more likely to know how these situations and institutions operate, how they should behave within them, are less likely to feel intimidated by them and therefore will be more able to make use of them in an advantageous way. Additionally, many of these experiences require an investment of time and/ or money (admission fees for example) and a more economically resourced parent/carer will be able to afford this, either through taking time away from earning money to provide such exposure, or by paying for this to happen through some other method.

As such then, although eFSM appears to be a purely fiscal measure, the implications that low income will have more generally upon social aspects of disadvantage should be considered and are likely to be reflected in some capacity through eFSM.

Section Three

Problematizing social mobility

Research around GSs thus far has been largely focussed upon either academic attainment measures or the numbers of pupils considered disadvantaged who do attend, and the factors that may prevent or increase access. Very little so far has been investigated around the SEMH outcomes or feelings of wellbeing specifically of pupils considered disadvantaged in GS, and the voice of this group is highly underrepresented.

Jerrim and Sims (2018) suggest several reasons why GS attendance may influence pupils SEMH outcomes and be worthy of further investigation, including the differential peer effects upon students' social and emotional competencies and, the fact that CYP are highly likely to use their peers as a reference point, judging themselves against those in their school environment. The authors comment upon the Big Fish Little Pond Effect, whereby pupils are at risk of developing lower levels of academic self-concept and self-efficacy as a by-product of referencing themselves against very high achieving peers. In addition to this consideration of the peer environment, it may be worthwhile considering the way in which CYP considered disadvantaged are represented in GS.

Statistics clearly show (see Figure 1) that children eFSM are in a minority within GS settings. Subsequently, taking forward the possibility of peers used referentially as raised by Jerrim and Sims (2018), comparisons of themselves against peers from more affluent backgrounds and subject to relatively increased privileges may impact upon their self-concept, how they may construct their identity and a range of SEMH outcome measures. Related to this is the idea that people's experiences of certain material conditions growing up impact long-term upon their thoughts, feelings and behaviours regarding their social environment, for example school or their place of work (Manstead, 2018).

Aside from being of utmost importance in and of themselves, evidence from the Social Mobility and Child Poverty Commission (2015) highlights that social and emotional skills also impact upon social mobility and the achievement of what are considered to be top jobs. If this is the case access to a GS in and of itself may not be enough (evidence around the beneficial impacts or otherwise of GS attendance notwithstanding). Rather the overall wellbeing of lower income pupils who are building their identities as a minority, potentially through reference to those more fortuitous than themselves, is worthy of research and contemplation to ensure maximum success and a positive educational experience.

Evidence from studies, predominantly with adults, shows that there may well be psychological implications for those from lower income backgrounds who have experienced USM, an experience that pupils positioned as disadvantaged and attending GS are likely to face. Friedman (2014) revisits the traditionally held view of social mobility as an unequivocally benevolent phenomenon through a

consideration of a theoretical strand of social science named the 'dissociative thesis', a cross disciplinary literature that spans sociology and social psychology in considering the psychological impacts of social mobility upon an individual. The reasoning behind this suggests that some class cultures, such as the one in Britain, are relatively durable, and that moving through the structure would not only occur through a simple linear movement along a socioeconomic continuum, but would also impact upon one's social life and result in elements of detachment and attachment to certain class cultures. This may result in stress and psychological discomfort as a result of differential and sometimes uncertain ties, both cultural and personal, to two separate social environments. This problematising of social mobility is in contrast to what appears to be the government held view of mobility as positive and unproblematic; the SMC (2020) definition of social mobility openly labels a 'weak link' to parental occupation or income resulting in higher level of social mobility without appearing to consider some of the additional psychological ramifications of eroding this link between one's origin and parents.

Early work in this area suggest that social mobility and educational achievement can result in emotional disequilibrium, even pain, in separating from one's cultural origins, as in the case of work conducted by Jackson and Marsden (1963) with working class boys in GS in Huddersfield. Friedman (2014, 2016) also cites other literature from the dissociation thesis which 'found that the upwardly mobile frequently experienced problems of 'isolation', 'vulnerability' and 'mental disorder'.' (Friedman, 2014, p.358).

More recent studies around this notion of dissociation or division appear to support these initial theories, and often draw upon the work of Bourdieu and the concept of habitus. Habitus is described by Bourdieu as an interplay between the past and the present, something which has its origins in an individual's history, yet remains dynamic, responding and adapting to the world around it. It can be thought of as the habits and ways of being and understanding that we learn as we experience, refined and informed by our surroundings and experiences. The habitus operates largely unconsciously in fields.

This is the name Bourdieu ascribes to various contexts, environments and institutions within which people may operate and interact with others. Operating in fields may inform a modification of the habitus through an individual's experience, so whilst early life experiences in the home and family contribute to the production of habitus, they do not form it wholly, and a CYP's later exposure to schooling can result in what Bourdieu terms a 'cultured habitus' (1967, p344), via a process of educational socialisation. If the educational field (or institutional habitus as discussed by Reay Crozier and Clayton, 2010) is in agreement with the individual habitus, then the habitus 'takes the world about itself for granted' (Bourdieu & Wacquant, 1992, p. 127). The social realities experienced both inside and outside the mind are familiar to one another. However, when this is not the case the

aforementioned psychological and emotional difficulties may be experienced (Reay, 2005). The habitus may then become a habitus clivé, (cleft habitus), divided and fractured.

Friedman (2016) conducted life course interviews with 39 upwardly mobile individuals to explore the subjective experience of this trajectory for each of them. He concludes that in particular, those who might be described as 'long- range' upwardly mobile participants, experience the most difficulties as a result of their social mobility.

Facing upwards in social space they routinely battled feelings of insecurity and inferiority, and facing downwards they were invariably met with a sense of guilt, estrangement and abandonment. Mobility, in short, brought with it a slew of hidden emotional injuries.

Friedman (2016), p. 35.

Those who travelled far and at speed across the socioeconomic space were the individuals who had the most difficult times in negotiating any resulting 'hysteresis', a Bourdieusian term to describe the experience of the habitus being at odds with the objective structure of the field around it (Bourdieu, 2000), and Friedman (2016) comments upon the lasting and ongoing effects of this for some of the participants. In particular the author notes that it is of special difficulty for those who found themselves in receipt of an increased cultural capital (symbols, tastes and preferences that act as resource one can use to show familiarity with the prevailing accepted culture) rather than merely an economic one, as a result of their swift upward social mobilisation. This raises the question of the impact that may be felt by CYP who attend a selective school, whereby the immediate impact that will be likely felt by them, if any, will be upon their rising cultural capital (through increased exposure to a peer group who necessarily possess increased cultural capital through their higher SES backgrounds) as opposed to their economic one. If this is at odds with their habitus, formed as it has been via their early years' experiences in the home and with the family, could it then be that this group are at risk of an increased psychological distress with their new-found status?

Ingram (2011) explored some of these issues through her investigation into working class boys' experience of success and the difficulties which this may present for their social identities outside of school. The research drew on the experiences of boys in a GS in Northern Ireland (NI), situated in an area deemed within the 5% most deprived wards within NI. The boys were invited to create models of themselves, one representing within school and one representing 'beyond the gate' (p. 291) and no attempt was made by the researcher to interpret their models. Instead the CYP themselves ascribed and described (or not) their own meanings and interpretations, also then placing them in a position as experts on their own experience; an area of particular note given the

dearth of young people's voices in this area of research, which finds itself highly politicised currently and yet without a clear sense of first-person experience.

Results from focus groups and discussions that arose following the creation of the models highlighted the different ways in which these CYP may be experiencing and constructing their identities at the boundaries of two potentially conflicting fields, namely that in which their habitus had been constructed (home life and early years) and that within which it might now be being cultured (school). Some identify the need to act differently with different groups of people and the concept of needing to 'hide' particular facets of themselves, whilst another describes the feeling of having a curtain drawn over him, in an almost unconscious process, when he sees people he knows from his younger years.

The results of direct discussion with the CYP in this study illuminate the possibility that the psychological difficulties and identity discrepancies that may be felt by adults who have been upwardly mobile, long range and at speed, may also be experienced by young people who find themselves placed into educational settings whose fields are not necessarily congruent with their still developing habitus. However, research conducted by Reay, Crozier and Clayton (2009, 2010) with working class students in higher education within the UK suggest that, though difficulties that are very particular to this group of students may be encountered, there may be a wider range of creative and multifaceted responses to such challenges resulting in the propensity for self-improvement and a degree of self-awareness and reflexivity for these individuals. The authors suggest that, for their participants, these tensions between habitus and field have been managed since early childhood and as such their reflexivity is now habitual, and that to some degree there is an ability to move in and out of their various identity positionings. This is in contrast to the findings of these same researchers on white middle class students in unfamiliar educational fields, whereby a reinforcement of one's original habitus was more likely to be seen than any kind of transformative or reflexive process.

The combination then of reflexivity and highly developed academic abilities creates opportunities and the chance for increased academic success, and subsequent continued success in terms of increasing one's economic and social capital (ONS, 2017), yet this does not always come without a level of discomfort or reinvention of oneself it seems. When the habitus finds itself in an unfamiliar field, other skills it seems can be developed but through a process that can involve some significant psychological tension, perhaps even distress.

Conclusion and research questions

If the government wishes for the mental health and wellbeing of CYP to be a priority, it cannot be ignored that the expansion of selective education through the SSEF may have negative repercussions for CYP targeted through the drive for social mobility, those from backgrounds considered disadvantaged, given the culture shock that they may be faced with as their habituses enter unfamiliar fields dominated by middle class rules, expectations and understandings (Manstead, 2018). The research thus far has explored 'getting in' but less so 'getting on'; what is the experience of those pupils positioned as disadvantaged who do enter selective GSs?

The voice of those pupils who have experienced this situation is not a strong one. Much of the work conducted around those who have experienced USM focuses on its occurrence in the adult years, save research by Ingram (2011). Since Friedman suggests that speed of upward mobility can be a factor in the more discomfoting experiences felt by those who travel it, one might consider that the swift exposure age 11 to an institutional habitus or field very different to what one has experienced previously requires the amplification of the voice of this group of pupils.

Drawing on the Bourdesian concepts of habitus and field, questions this research wishes to ask are;

- 1- How is life across the background and school fields experienced by students from backgrounds considered disadvantaged who attend selective GSs?
- 2- How is this experience across the two fields of background and school managed by the participants in this study and what factors might influence their experience or the management of it?
- 3- What is perceived by these participants to be the benefits and/ or difficulties of life across these differing fields?

Chapter Three: Methodology

Introduction

The present research was designed to be exploratory, to consider a hitherto under researched area of study. It was developed following a consideration of key government priority agendas that all appeared to be contributing and yet competing around the area of children from backgrounds considered disadvantaged and their attendance at selective GSs; the social, emotional and mental health and emotional wellbeing of CYP (DoH & DfE, 2017; DoH & NHS England, 2015) , the drive for improved social mobility (DfE, 2017; Friedman, Laurison & Macmillan, 2017) and the creation of the Selective School Expansion Fund as an arbiter of this social mobility through a selective system of education (Gorard & Siddiqui, 2018; DfE, 2018a).

At the point of intersection of these areas, the underexplored area of pupil voice on the lived experience became apparent. USM from the point of view of the socially mobile, or rather the socially mobilised (since autonomy in childhood is rare), had not been interrogated or problematised as widely as it had been in relation to adults (Friedman, 2014, 2016). To explore this further, a mixed methods design was employed via the use of repertory grids and semi- structured interviews.

This chapter contains three sections. Section One gives details of the researcher's ontological and epistemological considerations, along with their broader positionality in relation to the subject matter. Section Two details the rationale for choices made pertaining to research design and gives details regarding data collection and analysis methods employed. Section Three outlines the procedures employed in data collection and gives an overview of those used for analysis.

Section One

Philosophical underpinnings

As discussed above, research questions were formed at the intersection of existing research areas following a critical literature review. Willig (2008) suggests that research questions inform the choice of methodology for a study. Whilst this was true in part for the present study, it would be more precise to report that there was an iterative process that emerged between the development of a methodology and the research questions, akin to that described by Carter and Little (2007) (see Figure 2 below).

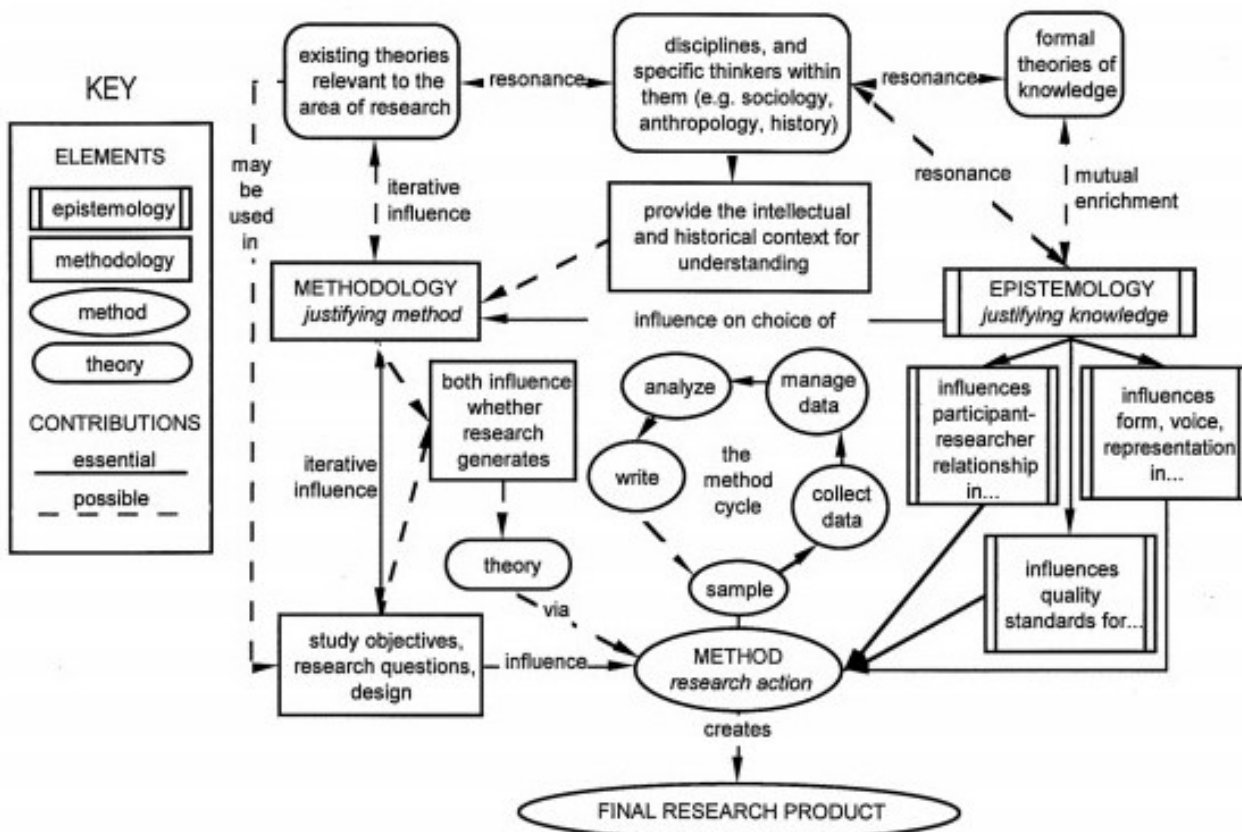


Figure 2. The Contributions of Method, Methodology, and Epistemology to Qualitative Research (Carter & Little, 2007).

The authors demonstrate the ways in which method, methodology and epistemology are linked to one another and inform decisions made pertaining to each other. A set of decisions to be made regarding the above are presented by the authors, with a decision regarding epistemology to be made first. This is followed by decisions regarding methodology, and subsequently decisions pertaining to the most appropriate methods for collecting data to answer the research questions, whilst remaining within the remit of the prior two choices of epistemic position and methodological approach.

The researcher broadly followed this order of decision making when designing the study, with additional consideration pertaining to ontological positioning as well as epistemic. At each stage of this decision-making process, the positionality of the researcher was considered carefully (see Reflexivity and Positionality below).

Critical realism

The aforementioned government policies, priorities and their impact represented to the researcher the existing power structures that CYP operate within. As such it became philosophically necessary for this study to adopt an element of realism as part of the ontological foundation to the research. However, in considering and developing the research questions themselves (via the iterative process described in the previous section), the researcher became aware of the equal need for acknowledgement of the subjective and personal nature of the experiences of participants; the way in which each of them made sense of their lives at home and at school, whilst maintaining the possibility that there could be benefits as well as tensions experienced for different individuals. This then implicated a relativist aspect.

In order to be able to cater for both the need for a realist assumption regarding the nature of reality and a relativist interpretation of this world, a CR stance was adopted by the researcher. Critical realism (CR) emerged as an alternative to both positivism and constructivism, whilst informing itself through influences from both in its considerations of ontology and epistemology (Fletcher, 2017). CR seeks to avoid the epistemic fallacy suggested by some of its advocates (e.g. Bhaskar, 1998a) to be promoted by both positivism and constructivism, that is, the reducing of what the nature of reality is (ontology) to what can actually be known about reality (epistemology).

The approach proposes that there are three ontological levels; the *empirical*, the *actual* and the *real*. At the empirical level of reality, events can be experienced, observed, measured and understood. However, such understandings are always culturally and historically located, and as such mediated through a filter of subjective human interpretation. At the actual level of reality, this subjective element is removed, events occur irrespective of the ways in which they are received, observed or experienced, and as such they may be quite different to what is actually perceived at the empirical level of reality (Danermark, Ekström, Jakobsen & Karlsson, 2002). The real level is that one at which mechanisms with causal properties that generate phenomena and events, which are subsequently manifested and experienced at the empirical level, exist.

CR sets out to develop understandings and explanations about social phenomena. This is not possible through an exploration of the real level, where the causal mechanisms of that which is empirically observed and thus provide such understanding can be found, since perception will always be subjective, mediated as it is by its location in history and culture. CR instead seeks to advance hypotheses about the causal mechanisms that underpin social phenomena, through scientific investigation of the phenomena themselves.

The rationale for this is that it is not possible for such mechanisms to exist independently of the phenomena which they influence; rather they 'exist only in virtue of the activities they govern and cannot be identified independently of them' (Bhaskar, 1998b, p. 4). Fletcher (2017) further asserts that this inextricable link between social events and their causal mechanisms indicates that the mechanisms can thus be understood through events at the empirical level, thus leading to the CR approach which studies social phenomena at the empirical level of reality in order to advance a 'best fit' model of explanation regarding the mechanisms that underpin it at the real level.

The phenomenon under exploration in this study was the experience of students from backgrounds considered disadvantaged, who either attended or are currently attending selective GSs, traversing the home and school habituses. In order to explore this, the study attempted to explore features of underlying causal mechanisms which would contribute to the perceived experience.

Reflexivity/positionality

The motivation for the present research arose in part as a result of the researcher's own personal experience of having been a pupil who was eFSM in a selective GS. Whilst this experience was able to be used to positive effect in the consideration of the participants' comfort when eliciting their constructs, and in facilitating a positive relational atmosphere between the researcher and the participants on the basis of this shared experience, the researcher was also mindful of the potential risks involved pertaining to bias.

The study was designed to be exploratory in nature, as a result of the paucity of research surrounding the subjective experiences of CYP considered disadvantaged in GSs. Exploratory research offers the chance to examine alternative explanations of a phenomenon (Reiter, 2017) through research questions that consider 'how' or 'why'. However, this open exploration presented an opportunity for the researcher's own position relative to the research itself to become a source of potential bias, and as such the need to guard against this was identified early in the design of the study.

Reiter (2017) advocates for the place of exploratory research in the social sciences, whilst also emphasising the need for it to be 'transparent, honest and self-reflexive... To legitimise and provide a solid epistemological ground for exploratory research in the social sciences, it needs to be grounded in a philosophy of science; it has to be articulated within an epistemological framework; and it has to formulate a comprehensive methodological framework that justifies its methods' (p.131).

This piece of exploratory research uses the previously discussed CR stance as its epistemological grounding, and thus it seeks to investigate not in a definitive way, but rather via a best fit

approximation, acknowledging the situated nature of ourselves, knowledge and our perception of it in a contextual and theory laden world.

Throughout the research process, the researcher sought to ground themselves in CR position in order to guard against their own history becoming a source of bias, and instead attempting to allow the positionality to be used in a way that is acknowledged and appreciated in CR, so as to be a source of methodological rigour instead.

Furthermore, the methods chosen for data collection (repertory grids in particular) were considered an overtly practical way of ensuring that the research was grounded in theory namely Kelly's personal construct theory, which continued to complement the CR stance and Bourdieu's concepts of field and habitus. The researcher would be able to be led by participants through this structured method to the data most salient to them and their experience.

In summary, the researcher sought to maximise the benefits of an emotive personal experience whilst also limiting the potentially deleterious outcomes of allowing it to be present unchecked throughout the research process.

Section Two

Research Design

The following section will discuss the author's justification for adopting a mixed methods approach to the present research, a discussion of the repertory grid as a method of data collection in this approach, and a rationale for the use of a semi-structured interview as a second data collection tool within the mixed methods approach. A consideration of the ethical implications for the research concludes this section and the chapter. Appendices 2 and 3 include detail of adaptations made to research design and the ethical approval granted by the University of Sheffield respectively.

Mixed methods approach to research

Mixed methods research (MMR) can be described by its proponents as a way of bridging the polarised philosophical positions that qualitative and quantitative research has traditionally occupied (Johnson & Onwuegbuzie, 2004; Plano Clark, 2017), a third way between what has historically been qualitative and interpretivist/constructivist research on one side, and quantitative, positivist research on the other. Its advantage is purported to lie in its ability to transcend these traditional cleavages

between research approaches and to utilise the complementary strengths and differences that each has to offer (Hesse- Bieber & Johnson, 2015; Plano Clark & Ivankova, 2016)

In being a newer research approach, literature comments upon the endeavours of MMR theorists to adopt a sound epistemological underpinning, to bring it in line with the traditional paradigms of qualitative and quantitative study (Teddlie & Tashakkori, 2003; Symonds & Gorard, 2008; Shannon-Baker, 2016). Symonds and Gorard (2008) highlight that many MMR advocates have proposed that pragmatism is the most appropriate philosophical underpinning, however it is also in keeping with a CR approach (Shannon- Baker, 2016), as adopted in this study.

CR, like MMR, emerged as an alternative to the constructivist/positivist dichotomy, and CR theorists suggest that the choice of methods should be guided by the nature of the research problem, often with a combination of both qualitative and quantitative techniques providing the most effective method overall (McEvoy & Richards, 2006).

Initially, the researcher had considered a purely qualitative approach, since the research questions were interested in the experiences of participants across both home and school environments, and the sense making involved in this existence across two differing fields of experience. However, as discussed above, the researcher was keen to ensure that their own positionality was acknowledged and appropriately contained.

This led to the conclusion that the use of repertory grids, an inherently mixed method of data collection (Mazhindu, 1992), could be employed as the tool in the first phase of an exploratory sequential mixed method design. A second phase would be qualitative in nature, drawing on the information given by participants in their repertory grids, resulting in individualised interviews about the research topic that were grounded in participant constructs.

Repertory grids and personal construct psychology

Repertory grids are a data collection method that are designed so as to be integrative of both qualitative and quantitative data (Mazhindu, 1992) throughout their use in a participant interview.

The repertory grid method arose from the work of George Kelly (1955/1991) and the theory of human understanding that he developed known as personal construct theory or personal construct psychology (PCP). It was purported in this theory that an individual comes to an understanding of their world, and their relationship to it, based on a range of individualised, bipolar constructs that they have developed through their experiences.

These constructs act as theories about the world that different individuals hold, and Kelly suggested that each person acts as a scientist, hypothesising about the nature of our experienced world based on our construct- theories, deciding how to behave based upon them, and then revisiting and adapting our theories, and thus our construct system, as a result of what we experience. Each person's perception of reality is derived via their own individually construed framework.

Elicitation and anatomy of a repertory grid

The following paragraphs will give an overview of the constituent parts of a repertory grid and the methods that are commonly used to elicit them. The repertory grid figures used are contracted versions of a grid that was elicited as part of the pilot work for this study (full pilot work details can be found in Appendix 3)

Topic

Jankowicz (2004) comments that 'People have constructs about anything and everything' (p.12). With this in mind, the topic of the grid needs to be clear in order that the constructs elicited are not about 'anything and everything' but are pertinent to the research in hand. In Figure 3, the topic is food.

Elements

Elements are the part of the grid that is determined first and can be thought of as examples of the topic under investigation. They are described by Kelly as one of the 'formal aspects of a construct' (Kelly 1991, Vol. 1, p.95). By compiling a set of elements and exploring how participants might organise them, constructs participants hold about the topic in hand can be elicited. Elements pertaining to the topic of food can be seen in Figure 3.

Choice of elements is of great importance (Fransella, Bell and Bannister, 2004; Jankowicz, 2004), in particular in ensuring that they are related to the range of convenience that is likely to be in use for a particular topic. Whilst elements can be elicited from participants, it is far more common in usual grid administration that the interviewer present the selected elements.

	Red meat	Chocolate	Fruit	Bread	

Figure 3. Examples of elements in a blank repertory grid.

Constructs

The way in which people make sense of their world, according to PCP, is through constructs. One of the central tenets is that a person’s reality and their interpretation of it is built up via ‘a finite number of dichotomous constructs’ (Kelly, 1991, p.41).

The dichotomy of constructs provides a contrast which in turn illustrates a fuller meaning of the whole construct, according to a given individual. By eliciting constructs in full (that is, in their bipolar form), via systematic comparison of elements on a given topic, an interviewer is more able to understand the interviewee in their own terms (a primary consideration of the present research as explored in Section One, Reflexivity and Positionality).

EMERGENT	Red meat	Chocolate	Fruit	Bread	BIPOLAR
Tasty					Yuck
Source of protein					No protein
Eco friendly produce					Environmentally damaging
Versatile					Not versatile

Figure 4. Emergent and bipolar constructs added to the elements in the repertory grid.

Through using specific techniques with interviewees such as triadic elicitation and laddering (discussed more fully in Section Three below), emergent poles of the constructs arise, and are placed in the left-hand side of the grid. The contrast of each construct is then elicited, with the contrast being about what the emergent pole isn’t. In the example in Figure 4, the participant feels that something that is not ‘tasty’ is ‘yuck’. This therefore is the bipolar construct in full.

Ratings

Once elicited, a bipolar construct can then be used as a scale upon which all elements can be rated. Scaling can be organised in differing ways and scales can vary in length from 2 points to 16 points (Fransella et al. 2004).

However, Jankowicz (2004) proposes that to use more than 8 or 9 points in a scale suggests that ‘people can make very fine judgements, consistently, for all the elements, regardless of the construct in question, and this is not the case. It is spurious precision’ (p.55). This observation, along with examination of recent research using repertory grids, led to the choice of the researcher in the present study to use a 5-point scale, which will be discussed further in the sections below.

Using the first construct in Figure 4 as an example, a scale is created (see Figure 5) when each emergent construct is indicated as 1 and each bipolar construct is indicated as 5.



Figure 5. Scale developed from elicited bipolar construct.

The participant then rates each element on this scale, as illustrated in the worked example in Figure 6 below. This is completed for all elements across all elicited constructs, resulting in a full repertory grid.

EMERGENT	Red meat	Chocolate	Fruit	Bread	BIPOLAR
Tasty	4	1	2	2	Yuck
Source of protein	1	3	4	5	No protein
Eco friendly produce	5	4	3	3	Environmentally damaging
Versatile	3	4	2	2	Not versatile

Figure 6. Elements rated on each bipolar construct (5-point scale).

Information can then be gathered from the grid about the participant views on the topic. For example, Figure 6 indicates that the participant construes red meat as quite 'yuck' and very 'environmentally damaging' and also very much a 'source of protein'.

Application of PCP and repertory grids to the present research

This method and its philosophical foundations are very much aligned with the CR position of the current research. Indeed, Kelly's own epistemological position of constructive alternativism, the philosophy that underpins PCP, is claimed by Bazeley (2013) to be known today as CR. As such the method is well suited to the present research in terms of its philosophy, although it has additional benefits as a data collection tool which lend themselves to the research questions in hand. For example, the similarities between PCP and Bourdieu's concepts of habitus and field result in the repertory grid method being a valid instrument in the present study.

The use of repertory grids can allow researchers to examine the constructs held by individuals on a topic of interest, which may otherwise be less consciously available to the individual (Winter, 1992; Fransella et al., 2004). Since grids are able to illuminate implicitly held constructs, as well as those which may be more available, it was felt that the method would allow for a depth of understanding regarding the potentially sensitive experiences of those individuals who had knowledge of being eFSM and educated in a selective GS, which simply may not have been achievable with the use of a semi-structured interview in isolation.

In addition, the rating method employed within the repertory grid method allows for a number of analyses to be performed through grid analysis software to give a range of different ways one can view the data pertaining to the construct framework an individual holds on a particular topic. The use of these numerical analyses, alongside qualitative audio data from the grid elicitation interview, allowed the researcher to build a picture of the participant's views that could then inform a semi-structured interview rooted in the idiosyncratic constructs of each participant.

This phase of data collection and analysis culminated in the researcher writing a short narrative style summary in first person, inspired by the concept of the I- Poem (Gilligan, Spencer, Weinberg & Bertsch, 2003).

Semi structured interview

The creation and use of I- Poems in their pure form is highly structured and part of a wider multistage method of analysing interview data (ibid.), which was not used in this study. Rather, the conceptual underpinnings of the I-Poem were considered by the researcher to be of value to the present study.

The I-poem part is an attempt to enable the researcher to stay as close as possible to the participants' voicing of themselves before overlaying this with their categories and concepts for understanding the world.

P 4., <http://methods.sagepub.com/base/download/DatasetStudentGuide/i-poems-young-people>

This summary formed the basis of a second interview for each participant, in the second phase of data collection and analysis, which took the results of the repertory grid back to each participant and supported further discussion of the experiences underneath the numerical data generated.

This approach valued and indeed relied upon the idiosyncratic nature of participant data. The unique participant voice as reflected in the written summary was intended to act as a kind of interview schedule to illuminate further some of the constructs participants appeared to have concerning their experience across both the home and school fields.

Initially the researcher had intended to use life grids as an interview framework to support this phase of data collection. Life grids as a method of data collection stem from the life course approach to research, which seeks to explore people's lives within social and cultural contexts. Whilst not taking a life course approach in this study, the researcher felt that the use of a life grid to develop more deeply some of the constructs of certain participants had several benefits to the study, such as being congruent with the CR foundations of the research and supporting the retrospective data collection (Parry, Thomson and Fowkes, 1999; Nico, 2016) that this study employed through its work, since the participant group comprised of a present GS pupil and also adult participants talking about their historic GS attendance (see Participant Recruitment later in this chapter and Appendix 2 for further details regarding the mixed ages of participants).

Pilot work (see Appendix 3a) however indicated to the researcher that a second structured approach to data collection would not allow for the interview to be as construct led, and as such the interviews that followed were semi- structured, with discussion being developed individually for each participant based upon the constructs elicited and wider dialogue that had occurred in the completion of the repertory grid interview.

MMR that combines repertory grids and semi- structured interviews in social sciences research is not unusual (Turpin, Dallos, Owen & Thomas, 2009; Yorke & Dallos, 2015; Odusanya, Winter, Nolte & Shah, 2018). It was felt that the idiosyncratic nature of each of these repertory grid-based interviews would allow for a deeper exploration of the participants perceived experiences of their life across home and school and allow for tentative theory building in keeping with the epistemological positioning of the research.

Ethical considerations

The research being undertaken did not pose any considerable risks to participants, nor did it involve any procedures that would require special ethical consideration, for example, deception. However, the nature of the study and of the topic being explored was one that had the potential to be highly charged and as such required a high level of ethical consideration and sensitivity in both the planning of the design, and in the gathering of data from participants.

Originally the research had intended to recruit Year 8-11 pupils from schools as participants and as such the ethical considerations around working with CYP were key in the planning stages. Unfortunately, schools were highly reticent to take part and would not allow their permission for pupils to be invited to participate. This may have been due to sensitivities in the local authority around political nature of the research, since the schools invited were in a fully selective authority. At the time of recruitment there was mixed media coverage regarding the SSEF (particularly in the wider landscape of reduced education budgets nationally) and a three part BBC programme (Waldron, 2018) about the GS system which resulted in headlines questioning selection at 11 (Benn, 2018; Lawrence, 2018). It may have been that this contributed to the schools in the fully selective authority being guarded around involvement in the present research. Appendix 2 details the changes made to the research design as a result of this. However, the ethical considerations that had been made with CYP in mind prior to the changes occurring remained pertinent in ensuring the comfort of participants of all ages.

The tools selected as part of the mixed methods approach were chosen not only for their suitability in terms of gathering data required, but also due to the increased likelihood that they would support participants to feel more at ease and build rapport more readily with the researcher.

Repertory grids are a visual method of data collection, which can support participant engagement and a more relaxed environment in which to conduct research (Wilson, Cunningham- Burley, Bancroft, Backett- Milburn & Masters 2007). Given the somewhat private and unidirectional nature

of the flow of information (that is, participants being asked to be open and honest about their lives both at home and in school with the researcher) the creation of this atmosphere to dive deeper into the exploration of their constructs was considered of crucial ethical importance.

The research was not considered likely to cause any psychological distress, although it was noted that in supporting individuals to explore their constructs of the world around them and discussing in depth with some of them during the second phase their experiences of home and education some of them may discuss topics from their life which were, or are, sensitive. As such the potential for some heightened emotion in relaying difficult aspects was present and could not be discounted.

In addition some people may have felt under pressure to respond in a certain way, or to get things 'right', so a clear explanation of the fact that the right/wrong binary was not applicable in this research, and that their experience, beliefs and opinions were the data of value was imperative, both in the information and consent literature distributed beforehand (Appendix 4a-c), and throughout the data collection phases of research. The ethical approval letter granted from The University of Sheffield can be found in Appendix 3e.

Section Three

Introduction

This section will first outline the recruitment of participants and give an overview of the participant demographic. It will then describe the procedures used in Phase 1 of the data collection and analysis, before moving on to doing so for Phase 2. Figure 7 below shows how the phases of the research were kept separate for each participant until the final thematic analysis of Phase 2 data.

Participant recruitment

Appendix 2 details the changes that needed to be made to the original research design, including the recruitment of participants and the broadening of those who would be able to be considered potential participants. The researcher began by recruiting current GS pupils who were eFSM but extended the age range to include adults who had been GS pupils eFSM when it became increasingly difficult to recruit the original target group.

Participants were recruited primarily through word of mouth, with one participant (Jim, a current student) being recruited through a community-based measure that was adopted as part of the original research design. Table 1 details the demographics of the participants

Participant	Age	Gender	Years of school attendance	School location
Lydia	26	Female	2004-2009	East Midlands
Jim	15	Male	2016- Present	East Midlands
Sally	53	Female	1977-1982	North West
Ruth	67	Female	1963-1970	East of England
Miriam	36	Female	1995-2000	East Midlands
Kara	19	Female	2012-2017	East Midlands

Table 1. Demographics of participants.

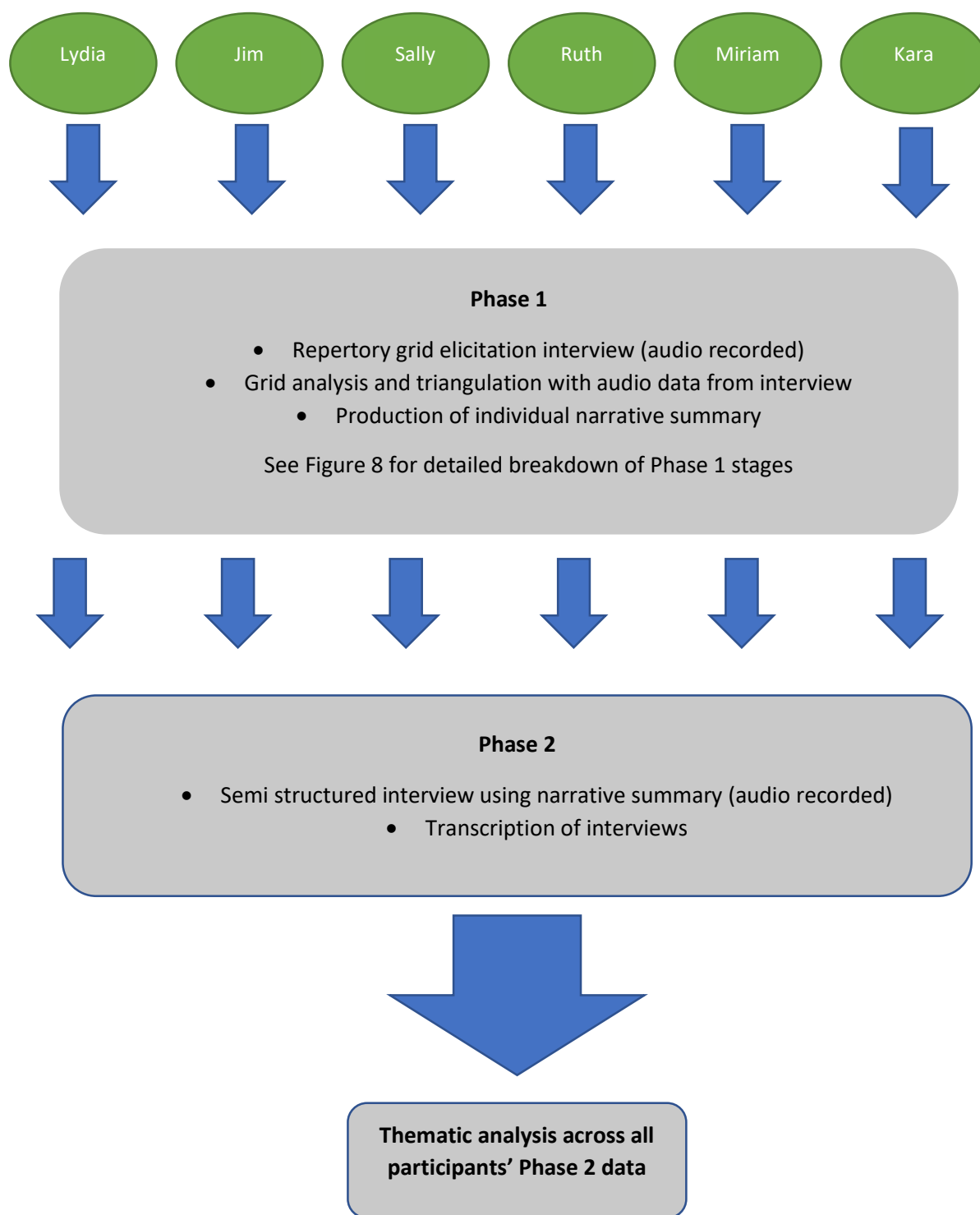


Figure 7. Illustration of the phases of data collection and analysis.

Phase 1

Participants were emailed the information and consent forms ahead of interviews taking place. These were revisited and collected prior to starting interviews and the researcher ensured that all participants were aware of their rights to withdrawal and confidentiality as per the information sheets

given. In Jim's case, his consent was accompanied by that of his mother, who received an information and consent sheet designed for parents. All paperwork pertaining to information and consent can be found in Appendix 4.

Following the collection of consent forms and with verbal agreement from the participant, the researcher started the audio recording of the interview and commenced with the grid elicitation. Guidance on how to perform a grid elicitation interview (see Appendix 5) was drawn from Jankowicz (2004) and the researcher's experience of the pilot work conducted.

A blank grid (see Appendix 3d) with pre-populated elements was shown to the participants with an explanation of how the interview would work through the use of triadic elicitation (explained in detail below) to illuminate personal constructs. As explained in Chapter Three: Section Two, elements are more usually chosen by the researcher, hence the grid presented to participants being pre-populated with these. For more on the choice of elements by the researcher please see Appendix 3a detailing the pilot work conducted and how it informed and refined the choices made. One construct was supplied by the researcher and this was highlighted to participants.

A 10-point procedure for grid interviews is outlined by Jankowicz (2004) and included in Appendix 5. Steps 4-6 of this are key and reproduced below as a 3-step instruction process to illustrate triadic elicitation, the most common method of construct elicitation used in the present study.

- 1) Taking 3 elements, ask the respondent 'Which two of these are the same in some way and different from the third?' Provide assurance that you are not looking for a 'correct' answer, just how s/he sees the elements.
- 2) Ask the respondent why: 'What do the two have in common, as opposed to the third?' Write down the thing the two have in common on the left hand side of the grid sheet: and the converse of this on the same row on the right hand side of the grid sheet, making sure that you have obtained a truly bipolar expression- a pair of words/phrases that express a contrast. This is the person's construct.
- 3) Check that you understand which contrast is being expressed; use the interviewee's words as much as possible but do feel free to discuss what s/he means, and to negotiate a form of words that makes sense to you both.

(Based upon Jankowicz, 2004, p.24)

To support this process, the researcher wrote the elements on different cards (again recommended by Jankowicz, 2004), to enable to the interviewee to move the cards around and group them in different ways, such as two that were similar in a way a third was not, to support their thinking.

Jankowicz (2004) draws attention to the purpose of a grid; that is, seeking to understand another person in their own terms. It is suggested that, though triadic elicitation and the broader procedure around it (outlined in Appendix 5) is one way of doing this, it is not the only way. Jankowicz (2004, p. 53) proposes four points that should be necessarily present in each grid elicitation interview, and states that 'so long as these four attributes are present, anything goes when eliciting constructs!' (p.53). These points are;

- 'You should know exactly why you're doing what you're doing'. In the present research the methodology and research questions were the guidance on how the grids were to be used and what data they needed to gather.
- 'You should encourage depth of detail whatever else you're doing'. This was achieved using broader discussion and laddering down techniques.
- 'You should be encouraging clarity and specificity as well as depth'. This was achieved through the employment of qualifying phrases and clarifying construct meanings with participants, as well as laddering down.
- 'You should continue to treat the interviewee as the ultimate authority about him or herself'. Whilst the researcher checked and clarified aspects of the grid completion if they seemed unusual, the participant had the final word on all aspects of grid completion.

The additional techniques used in the present study whilst maintaining the integrity of these four aspects of the grid interviews are described below.

Laddering down

Laddering down was employed to ensure that the construct offered was clear and specific. For example, if a participant offered 'nice' as an emergent pole, phrases such as 'What do you mean by nice?' and 'What do nice people do that is different to not nice people?' would be used to ascertain further specificity on what 'nice' looks like to that particular participant.

Qualifying phrases

Qualifying phrases were used throughout interviews when eliciting constructs to remind the interviewee of the purpose of the grid, thus ensuring that those constructs offered were relevant to the topic (in Kelly's terms, that they were in the range of convenience). An example of a qualifying

phrase during triadic elicitation is, 'In terms of their personality, which two of these people are alike, in a way that is different to the third?'

Dyadic elicitation

If triadic elicitation proved too complex for a participant, or if it appeared that construct generation was becoming more difficult, the researcher employed dyadic elicitation as an alternative. In this approach, two elements instead of three are chosen and presented to the participant, and they are asked to identify how the pair might be similar or different (resulting in the emergent construct) and then through discussion around this the implicit construct can be ascertained. There is some evidence in literature suggesting that grids elicited using only the dyadic form can lack complexity (Caputi & Reddy, 1999). This was not felt to be a threat to the potential complexity of the grids elicited in the present research since it was not used as the primary method, and if it was employed, it was done so as part of a range of elicitation techniques.

Full context form

If participants were finding construct generation difficult, the researcher used the full context form, which involved presenting all element cards and asking them to identify the two they deemed most similar and why, using the reason given as the emergent construct. This was used in conjunction with other techniques e.g. laddering down as necessary to maintain depth and specificity.

Catch all question

This was used as a way of finishing all grid interviews. The participant was invited by the researcher to look over all the elicited constructs and to ask if they felt there was a new construct not yet explored which could be used to rate all elements. Following this, the interview was drawn to a close and debrief sheets (see Appendix 4a and 4b) were given.

Analysis

Each grid was analysed using Idiogrid (Version 2.4, Grice, 2002) alongside a relistening of the qualitative audio data from the elicitation interview, which constituted a cycle of abduction. Abduction as a form of reasoning constitutes the researcher observing a 'surprising event' and making attempts to determine what may have caused it, through hypothesis generation and moving between an observed consequence and a probable cause (Teddle & Takkashori, 2009, p.89). Abductive logic seeks to find explanations that best fit observations whilst acknowledging the fallibility of them. This analysis was used to create a narrative summary of what the participant had expressed to the researcher through the grid interview, which was used as a starting point for the second interview each participant completed as part of Phase 2. Full details of analytic procedures are detailed in Chapter Four. The researcher also had brief notes for each participant about aspects of the analyses that would warrant further exploration, and if these did not arise as a natural part of the discussion,

the researcher sought to ask about them directly at appropriate points in the interview, complementing the narrative summary to form the semi- structured interview format.

Phase 2

All participants agreed to complete Phase 2. At the start of the second interview, all were again reminded of their rights to withdrawal and confidentiality as per the information sheets previously provided, and also reminded that the interviews would again be audio recorded. Once consent had been verbally confirmed as ongoing, the researcher started the recording.

The narrative summaries were given to participants to read, and the biplots from the Phase 1 analysis (shown in Chapter Four) and original grids were also available to them to allow for transparency. If explanation was required on interpreting the biplot it was provided. Participants were first asked if they felt that the summary was a true reflection of what had been discussed during the Phase 1 interview. If they wished for corrections to be made, the researcher annotated the summary by hand. The summary was then used to start a semi structured interview, led by the summary itself, aiming to further explore some of the thoughts and feelings underlying the grid ratings.

All interviews were transcribed by the author and colour coded to each participant. The author then engaged in a thematic analysis across all Phase 2 data, the full details of which can be found in Chapter Four.

Chapter Four: Results

Introduction

This chapter contains two sections and describes in further detail the analytic methods used by the researcher and the ways in which data were triangulated to promote trustworthiness of results. Section One will lay out the analytic methods from Phase 1 and the results for each participant in turn (with analytic detail for each participant being included in Appendices 10a-f), concluding each participant section with the narrative summary that was written. Section Two contains procedural detail of the thematic analysis of Phase 2 data and the thematic map created will be presented. The themes themselves will be discussed in an integrated interpretation and discussion in Chapter Five.

Section One: Phase 1

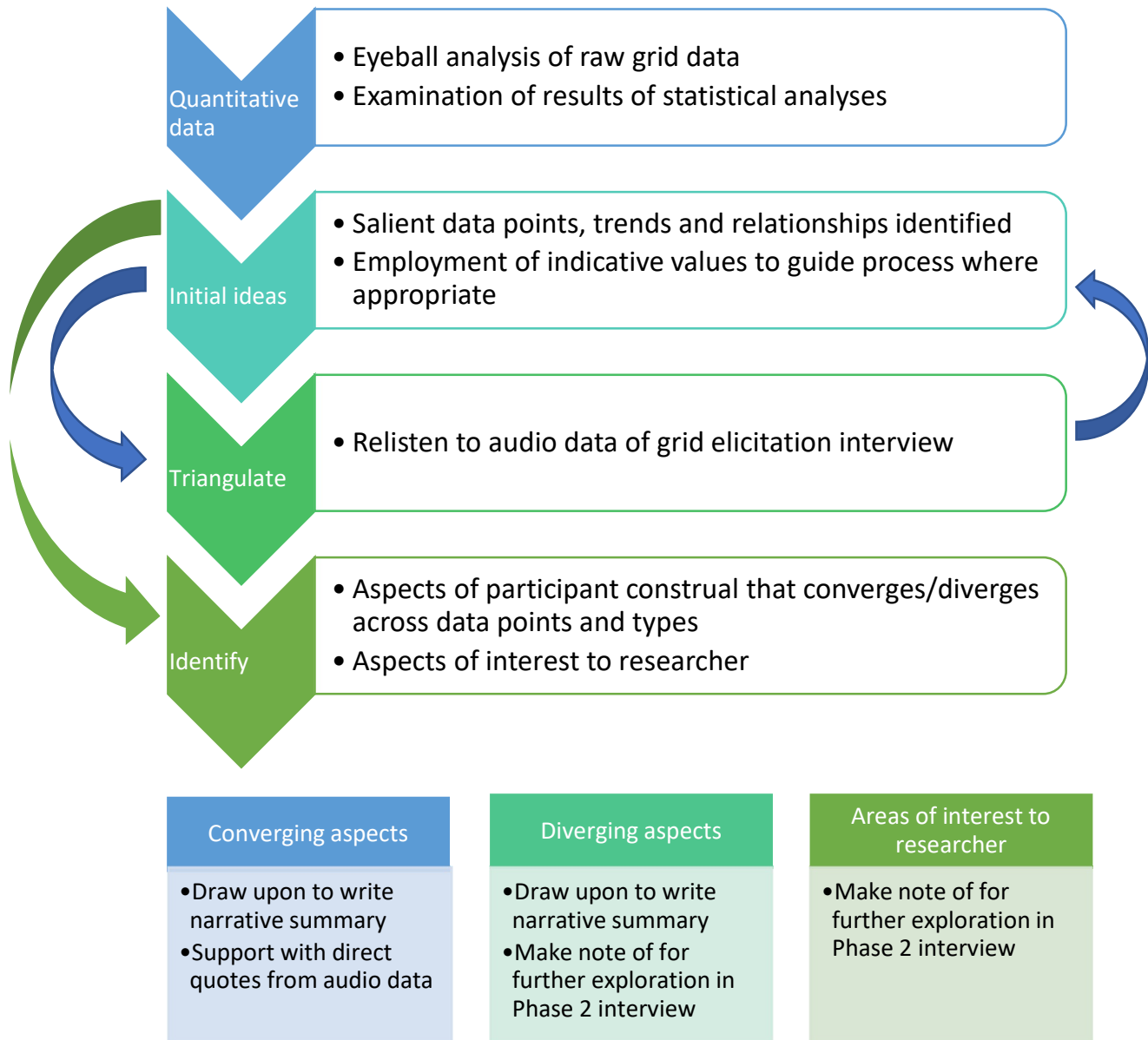


Figure 8. Analytic process followed in Phase 1 for each participant, seeking areas of convergence and divergence within each participant's data. Blue circular arrows indicate an abductive cycle, whilst the green curved arrow shows how the process continued following the completion of the cycle.

Data gathered from the participants' repertory grid interviews were analysed using Idiogrid (Grice, 2002). This software programme was originally designed around Kelly's repertory grid technique and allows for the quantitative analysis of grid data in a number of ways.

Idiogrid allows for a number of different analyses to be performed, and the present research used a Principal Components Analysis (PCA) and opted to generate additional statistical detail as part of

this. Six separate aspects of the analysis were used; descriptive statistics for constructs and elements, element direction cosines, standardised Euclidean distances, construct correlations, construct/element direction cosines and the percentage of variance explained by each component as part of the PCA. The biplot generated by the PCA was of primary interest, with the additional analyses underpinning this allowing for an examination of the data patterns for each participant in further detail. This allowed for robust triangulation of quantitative data when engaging in the abductive process and including the relistening of the qualitative grid interview data. It also safeguarded against the researcher being led by only their own interest and not those that had been elicited from the participants. As can often occur in mixed methods approaches, areas of divergence of data during analysis were noted by the researcher along with areas of convergence (Guest, Macqueen & Namey, 2012).

In analysing the grid from a number of statistical angles and then working to integrate this with the audio data, the researcher sought to ensure that the narrative summary remained data led, and that all data had been thoroughly analysed in order to best capture the views and experiences of the participant. In keeping with a CR framework, this also allowed for the identification of demi-regularities at the empirical level of reality, which are tendencies or rough patterns that might be identified in the data (Danermark et al.2002) and can be used to start to theory build. Each technique used will now be described in turn.

PCA

Slater (1977) developed a method of grid analysis involving the application of a PCA upon interval scores employed in repertory grid completion. In the present study, it was felt that the use of PCA, rather than a cluster analysis, would be more appropriate since the data were being used in a research context as opposed to an operational one (Easterby- Smith, 1980).

The PCA resulted in a biplot for each grid, demonstrating the relationships between constructs and elements. Component 1 (C1) is plotted on the horizontal axis and accounts for the most amount of variance in the participant's construing whilst component 2 (C2) is plotted on the vertical axis and accounts for the second largest proportion of the variance. Constructs in their bipolar forms are labelled around the grid, indicating their loading onto each component, whilst elements are plotted in the component space according to how they are represented by the constructs and, subsequently, the two extracted components. The present research was particularly interested in the location of the three self-elements (*ideal self*, *self in school* and *self not in school*) in relation to each other and to other elements.

Descriptive statistics for constructs and elements

Descriptive statistics were calculated as part of the Slater analysis and gave a percentage total sum of squares (TSS) for each element and each construct. The higher the TSS the more salient an element or superordinate a construct. Viewing these allowed for a more detailed understanding of the PCA biplot.

Standardised Euclidean Distances (SED)

SEDs were calculated to allow for a more detailed examination of those elements construed as most similar and most different from one another than was possible via the visual analysis of the biplot. An SED of 1 between elements is considered to be an expected distance. Winter (1992) suggests that those SEDs less than 0.5 show elements considered to be more similar, whilst those greater than 1.5 indicate elements that are considered more different. These values were used to inform a reading of the data during the abductive cycle. Rather than being employed as categorical 'cut off points' they were instead used as indicative values, since they acted as markers for the researcher during analysis and triangulation. The researcher first looked for values meeting or exceeding these points, and for some participants there were several which provided a clear overall pattern of the data. The researcher then examined the data for those values approaching these values, to build the pattern of the data further. If a relistening of the audio data from the grid interview suggested a point of interest with an SED that was approaching, but did not meet, the aforementioned values, it was still used to inform the narrative summary since the values were indicative and not absolute in their present use. As above, SEDs between the pairs of self elements were of particular interest to the current research.

Element direction cosines (correlations) and construct correlations

Correlation matrices were produced and analysed to assess the strength of the relationships a) between constructs, b) between elements and c) between both constructs and elements. Although it could be suggested that the construct/element relationships could be analysed through looking at the grid ratings given by the participant, Winter (1992) suggests that examining the relationships in the component space, as is possible through the Idiogrid package, may allow access to constructs that are at a lower level of participant awareness than might be revealed by the raw grid ratings alone. These matrices also allowed for an examination as to the distinctive nature of the constructs generated by each participant. Correlations were assessed according to the values indicated in Appendix 6.

Each participant's data will now be reported based on the PCA and supporting analyses described above. For brevity, full analytic detail (along with an example of raw output data from Idiogrid for Miriam), will be included in Appendices 10a-f and referenced at appropriate points throughout. Each participant report will start with the biplot produced from Idiogrid. Bipolar constructs are labelled around the outside of the biplot, with their location in the component space showing how strongly they load onto each component. The elements are plotted in component space and labelled in the biplot itself, showing their relation to each other and to the construct poles. The software can unfortunately overlay separate text labels and as such a list of each participants generated constructs is included in Appendix 10a-f for additional clarity.

Miriam

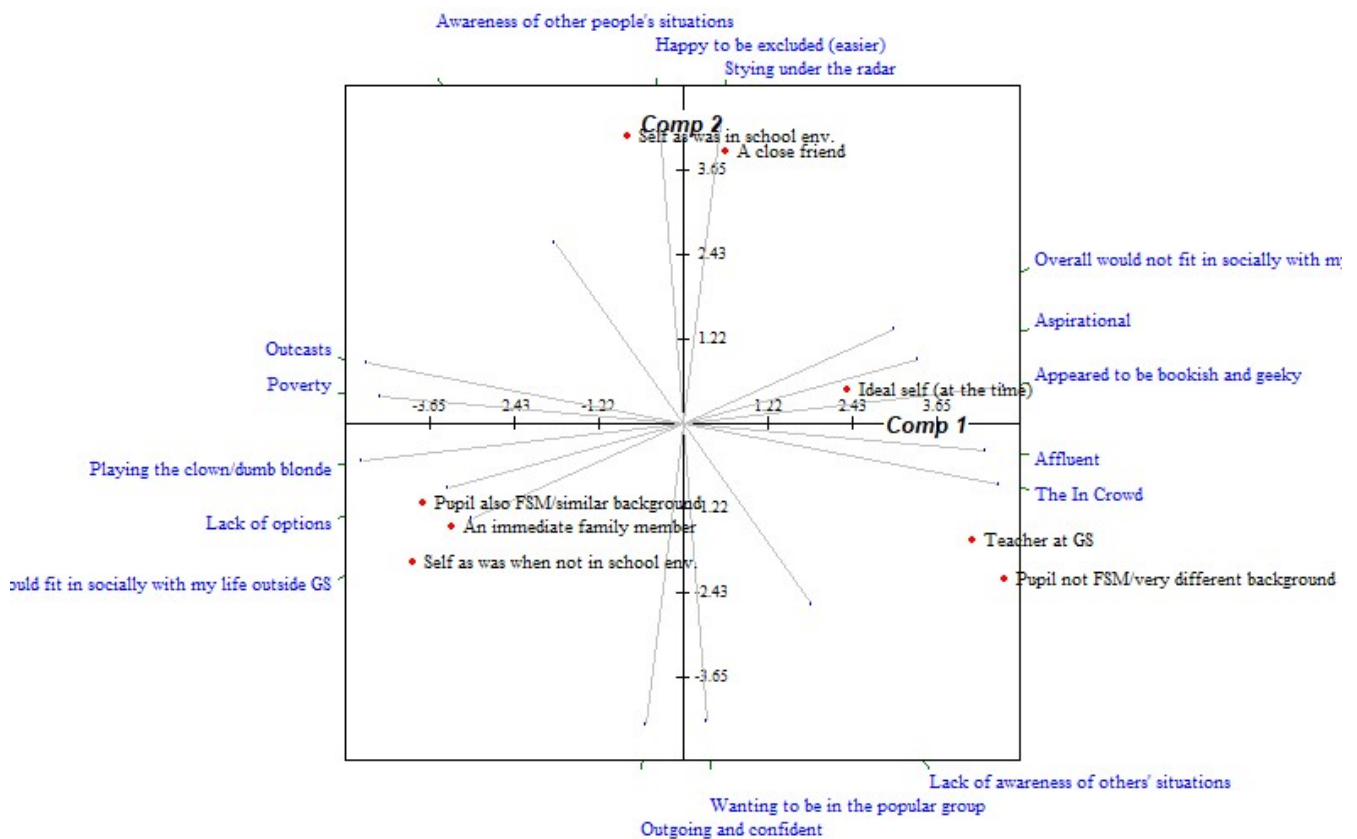


Figure 9. PCA biplot produced from a Slater analysis of Miriam's data.

PCA- The biplot produced for Miriam (see Figure 9 above) indicated that the three self-elements were construed very separately, as evidenced by their occupying different quadrants of the biplot. In particular those elements plotted in opposite quadrants might be thought of as the most different (Winter, 1992), suggesting that Miriam's *ideal self* and *self not in school* were the most differently construed self pair.

Miriam's biplot also suggests that she had clearly defined and elaborated views of all the elements, as illustrated by their distance from the central point of intercept. The further from the centre of the grid an element is, the more strongly it is loading on to the extracted components, indicating that the participant has a clear perception of that individual according to the elicited constructs.

Initial conclusions

Taken together with the construct correlation data illustrated in Appendix 10a, it can be seen that those constructs negatively associated with *The In Crowd* (*poverty, lack of options and playing the clown/dumb blonde*) are highly correlated with Miriam's *self not in school* (see cosine values highlighted for this element in Table 5), supported further by the direct strong negative correlation between this out of school self and *The In Crowd* (-0.75). This indicated to the researcher something pertaining to Miriam's sense of her out of school self being very much at odds with what was socially valued by peers in school.

Additionally, the *self in school* element demonstrates construct cosine data in the opposite direction to the *self not in school* element. This suggests that although the SED between Miriam's selves in and out of school indicated that there was a not a strongly perceived difference between the two, Miriam does appear to construe the two selves in a very different way. In examining all data via the process demonstrated in Figure 7, it appeared that an area of commonality across both in and out of school selves, was that Miriam was not close to being her ideal self in either of these identities.

Miriam's least salient element was her *ideal self*, and it was also distal to the other self elements on the biplot. Considering this alongside the audio data indicated that the in and out of school selves may have been different from each other, but they were construed more similarly by Miriam than might have been expected by virtue of the fact that both of them were adopted personas. Neither were what Miriam felt were close to the person she wanted to be.

Miriam's narrative summary

Socially, school was very difficult for me and not a positive experience, and I think this was also true for Bob, who was also on free school meals.

'We both tried to stay under the radar and not get the shit beaten out of us ...I got beat up a lot at school.'

Bob and me as I was in the school environment were very similar, although Bob and the self I was when not in the school environment were less similar. The two selves I had in

and out of school were very different in many ways and the environments of school and outside of school were also very different. Outside of school, 'it was a very different crowd that I chose to hang around with' and 'I did quite a lot to make sure that the two worlds never shall collide'.

However, in both environments, as both selves, I hid the fact that I was naturally bookish and geeky.

'I played the dumb blonde card a lot... there [school] it was more of a coping mechanism, something that had to be done to survive...out of school I was continually trying to hide the fact that I was clever, I was continuously trying to hide that.'

Neither of my in school or out of school selves was close to my ideal self, the person I would have liked to have been.

I felt that socially things were a balancing act.

'You don't want to be the most unpopular but you don't want to be so popular people notice you.'

Affluence was valued by pupils 'in creating their own little tribes' of people with similar possessions and brands of clothing. These markers of affluence meant 'there were some things you just couldn't hide [about socioeconomic background] and I think there was a lot of bullying around that.'

Some teachers however also appeared to value affluence in pupils.

'Teachers on the whole were from a very similar background to a lot of people, pupils, at the school... the way they spoke to students was very different depending on the student's background and the futures that they perceived that different children would have from different backgrounds was very different as well.'

I perceived Mrs Cook and Geraldine, a pupil not on free school meals and from a very affluent background, to be very similar.

Although I experienced a lot of bullying and as a result 'in my last 2 years my attendance rate was under 30%', what going to a GS did give me was aspiration.

'The one thing that GS did really well is it did make you feel that I can do absolutely anything'.

This was very different to my sister, who attended a non-GS and who did not get the same opportunity to be aspirational.

Lydia

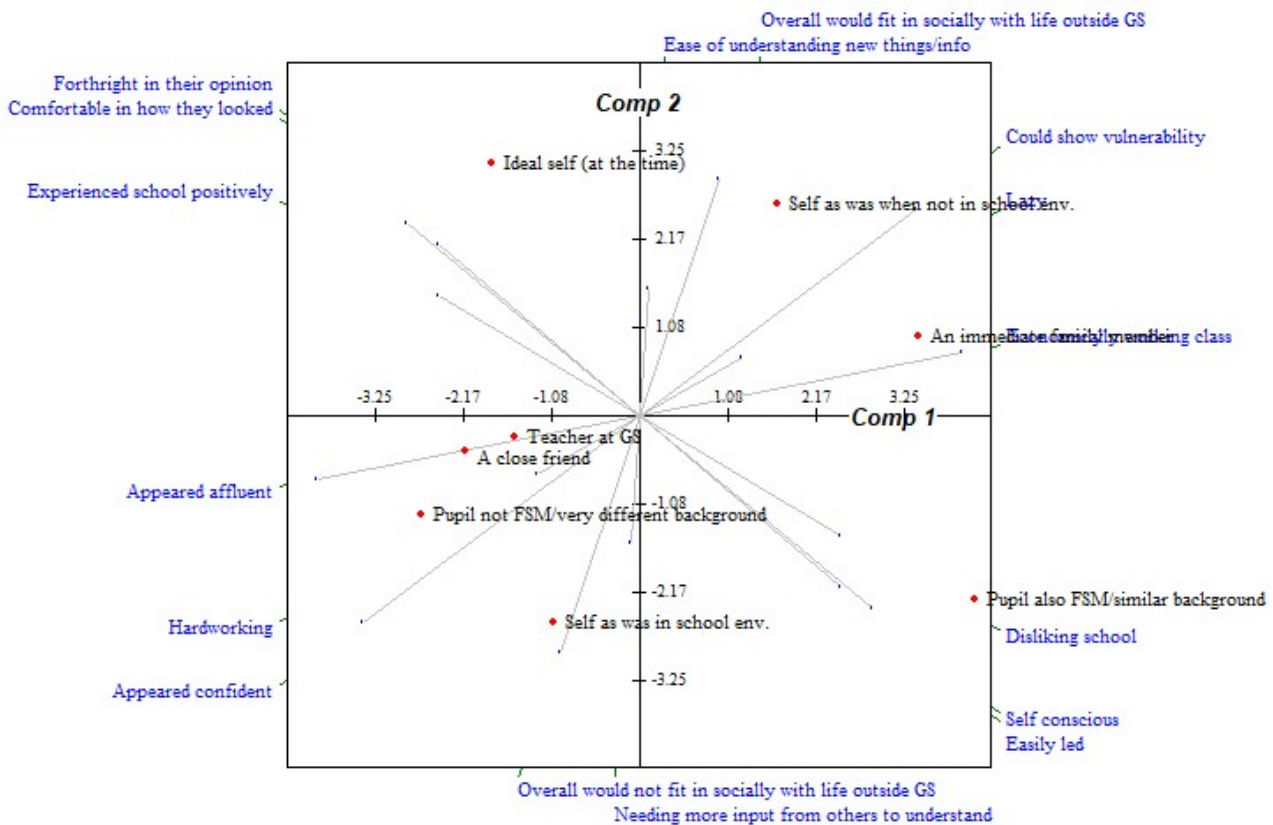


Figure 10. PCA biplot produced from a Slater analysis of Lydia's data.

PCA- Lydia's biplot (see Figure 10) indicated that, like Miriam, the three self-elements are construed very separately, as evidenced by their occupying different quadrants of the biplot. Unlike Miriam however, it was the selves in and out of school, that are construed by Lydia as being the most different pair of self elements, occupying as they do opposite quadrants in the biplot. Lydia's *ideal self* appears to be well defined given its distance from the centre of the grid.

Initial conclusions

The most salient element for Lydia was *a pupil also eFSM* and this element was also one of the pair that had the highest SED for Lydia, between it and her *ideal self*. The construct/element direction cosines for *a pupil also eFSM* indicate that Lydia construed this pupil in terms of being easily led, self-conscious and disliking school (which Appendix 10b, Table 8 indicates as constructs that all moderately and positively correlated).

The analyses do not indicate that this is how Lydia construed herself either in or out of school, and when taken with a relistening of the audio data and a consideration of Lydia's *ideal self* in her

component space in relation to this pupil (Liz), it seemed that Lydia was very clear that Liz was a pupil she did not want to be like.

Lydia's *self in school* was congruent only with her school field, not with her home field, and similarly her *self not in school* was congruent only with her home field, not with her school field, reflected in both grid data and audio data. This implied two different selves that Lydia presented depending on if she were in or out of the school field.

Lydia's narrative summary

At school I was quite academic and also sporty. Some subjects came easily to me, whereas 'others I worked really hard at because I wanted to do well in everything'.

This was different to Liz, who I think put in minimal effort to get an acceptable outcome. Liz had a different school experience to me generally and disliked school.

'I think maybe the difference in my head is because I was successful in school [academically] I found it quite a positive experience'.

In school, Sophie and Tamsin appeared affluent, confident and forthright in their opinion.

'They both very much didn't show that they cared what people thought about them...they were very much present in the school environment...not quiet!'

To some extent, Miss Allen also shared some of these qualities. The self as I was in school also appeared affluent, because 'I wasn't kind of open about that aspect'.

'We didn't have much money at all in my family' compared to, for example, Tamsin. 'I know Tamsin was [affluent] because I know both her parents were GPs. I'd been round her house and it was fairly obvious'.

I was 'economically working class rather than culturally working class', though I feel that my ideal self at the time would have wanted to appear more affluent because it was important (at that time).

I was very different outside of the school environment to how I was in it. In school, I was similar to Tamsin and as that self I would not have fit in easily socially with my life outside of

GS. Conversely, as I was out of the school environment, I fit in socially very easily with my life in general outside of GS.

Jim

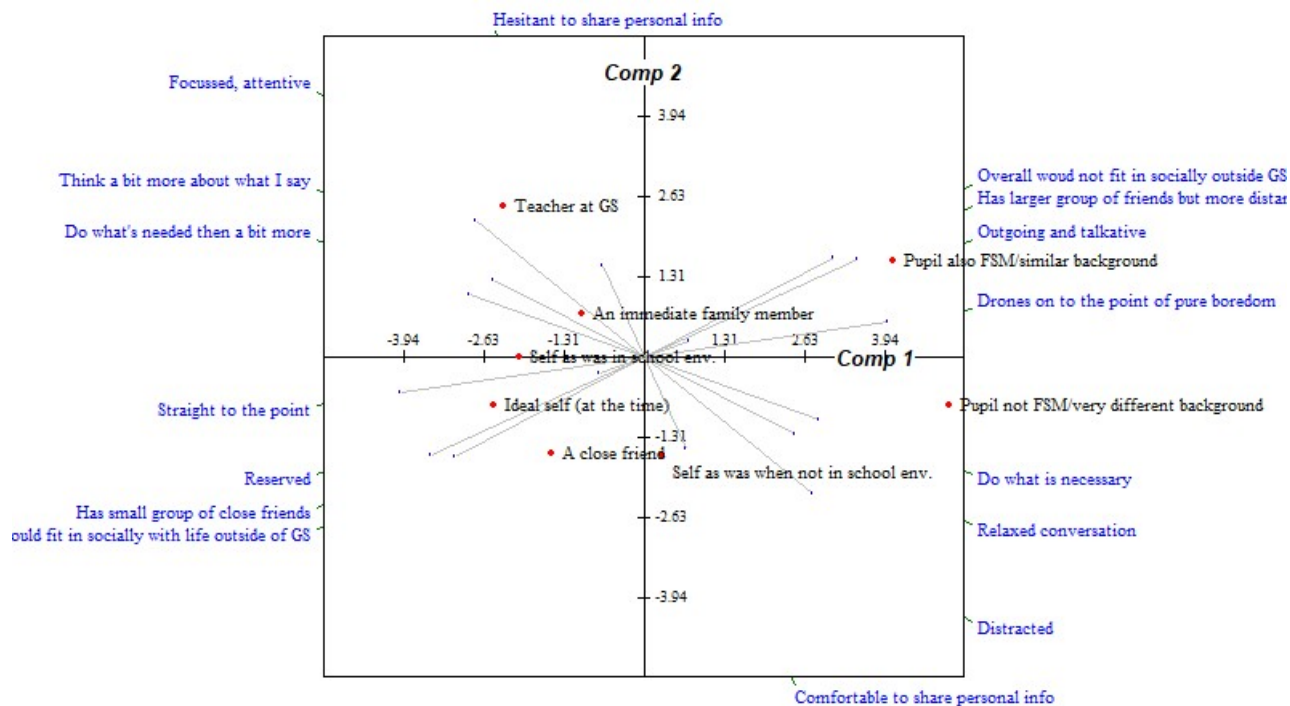


Figure 11. PCA biplot produced from a Slater analysis of Jim's data.

PCA- Jim's biplot (see Figure 11) suggests that, whilst separate from each other, his self elements are closer in proximity than, for example, Lydia or Miriam. There are no self pairs occupying opposing quadrants and Jim's *ideal self* is plotted in opposition to a *pupil also eFSM*. The biplot suggests that some elements are less well defined than others given their proximity to the centre of the grid, and as can be seen in Appendix 10c Table 10, a *close friend* is the least salient element.

Initial conclusions

On revisiting the audio data with the quantitative analyses, it became clear that Jim saw himself as being different in school and at home, something that was not as strongly evident from grid data alone. When using some of the trends of the correlational values (see Appendix 10c) between in and out of school selves and comparing them alongside Jim's audio, this difference in selves was more apparent.

Jim's audio data converged on several points pertaining to socialising and how Jim liked to do this; it indicated he did not appreciate excessive talking or having a wide social circle (as shown by the element direction cosine values for ideal self and drones on to the point of pure boredom, and also has larger group of friends but more distant, see Appendix 10c, Table 11).

Many of Jim's constructs centred around schoolwork and how he interacted with people, although each one did appear to represent something different for him as indicated by the construct correlation matrix.

Jim's narrative summary

I differ quite a lot as a person when I'm in school and when I'm not in school.

'I'm conserved at home...at school I probably say way too much ... (not in lessons, at break times)'.

When I think about myself in the school environment, my ideal self (the person I'd like to be) and Charles, I think they are all pretty similar.

'What I am in school is more or less what I strive to imitate'.

I think both Alfred and Theo are very different to me in school, my ideal self and Charles.

Charles and I like the same subjects in school, and the same things out of school, although I think that 'it's more about the dislikes. Sharing dislikes probably makes you closer than sharing likes.'

We both have a similar approach to things in school.

'We'll do the work, we'll do what's needed, we'll do whatever time allows us'

Theo is very different to this. He can be very distracted, as well as being very outgoing and talking a lot. I think he talks too much.

'I could never be a teacher. I just don't like talking to people'.

I don't like English and neither does Charles. We've both taken Engineering, History and Computer Science for our GCSEs, although we didn't plan this.

'...in Maths for example, which I like, there's one right answer... In English you can express yourself in many ways and that's why I don't like it particularly'.

There are lots of different social groups in school, and Theo and Alfred have a bigger group of people that they are friends with than me, but I think they are less close to each of them. I prefer to consolidate the friendships I have, for example with Charles and Patrick. I don't have a big friendship group and I like it that way.

Sally

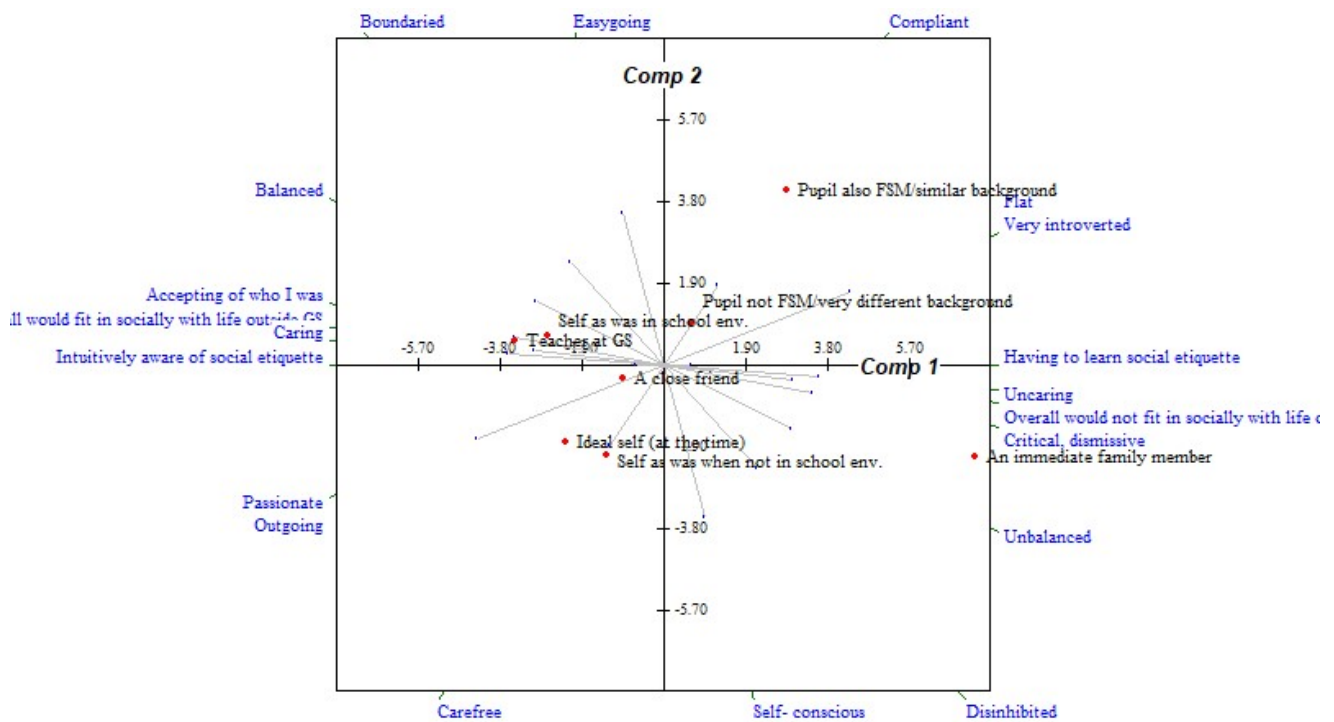


Figure 12. PCA biplot produced from a Slater analysis of Sally's data.

PCA- Sally's biplot (see Figure 12) shows some apparently high degrees of similarity between her constructions of particular elements, as shown by their proximity to each other in the construct space. Her *ideal self* and *self when not in school* appear close together, as do her *self in school* and a *teacher at GS*. Sally's biplot indicates two very well-defined elements comparatively to the others, *an immediate family member* and *a pupil also eFSM*.

Initial conclusions

Analysis of the grid data (see Appendix 10d), supported by the audio data, highlighted how Sally's constructs around her experience appeared to be influenced heavily by the saliency of her mother as an element. During the interview and construct elicitation Sally was very open about the very difficult relationship she had with her mother, and relistening to the audio highlighted to the researcher that Sally had felt that she had a particular 'self' reserved for her interactions with her mother. This was not a part of the grid and could not be captured in it, yet Sally felt that it was important this was acknowledged. As such this was included in the narrative summary. Eliciting constructs from Sally was challenging at times, and many of them appeared to be highly similar to one another. As such, the richness of the audio data in supporting the Slater analysis and the writing of the narrative summary was of particular importance for Sally's data.

Sally's narrative summary

Underlined words are those Sally changed upon her reading of it. Sally chose to label people discussed by initials rather than pseudonyms.

The GS experience was positive for me.

'I was passionate about learning and wanted to better myself and all those kinds of things.'

In particular, the people that I met at school, both peers and teacher, enabled me to have experiences and ideas that I'd not had before and may not have otherwise been able to have. My English teacher R 'loved literature and introduced me to it, and he loved music... he was really good and inspired me'.

My friends L and W were quite similar to one another but both came from very different backgrounds to me, and I recall that 'L's family taught me how to use proper knives and forks'. However, 'they [L's family] knew we were friends, but they resented it, because if L came round to my house, we had a can of beer or a can of cider and they were so critical of that.'

W's family however I remember as being very fun. Her dad 'took us water skiing... I would never have dreamt of stuff like that.' Partly as a result of her family, I trusted W and she was the first person outside of the family who I let watch me inject insulin.

'Her friendship was really important to me. She was solid'.

I believe that the person I was in school and not in school were fairly similar, and also quite close to the ideal self that I had in mind, the person I would have liked to have been. However, I had a distinct self for interaction with my mother.

'That me, the school me, was very similar with other friends, with my dad, other relatives... it was hard to let go of that bit of me that I didn't especially like that was reserved for her.'

'It definitely stopped me being the person I wanted to be and the person I could be in those two environments [in school and not in school].'

My mother's influence was pervasive, and she was the direct opposite of R and the positive effect he had on my life.

'I always have such strong reactions between R and my mother, they were just so extreme.'

Myself as I was in school in particular and R were very dissimilar to my mother.

GS provided me with boundaries that were not available to me at home, and I believe that 'I had the confidence to grow because I did have boundaries.'

Kara

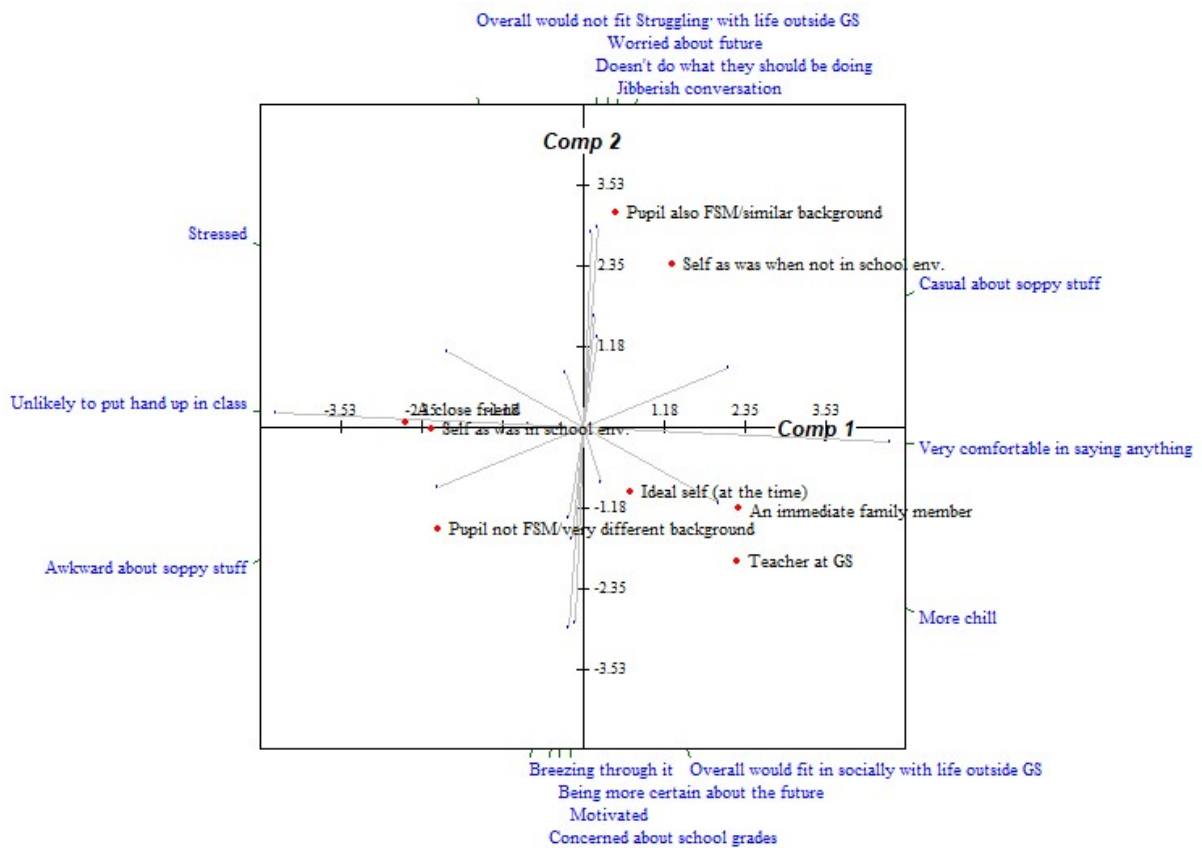


Figure 13. PCA biplot produced from a Slater analysis of Kara's data.

PCA- Kara's biplot (see Figure 13) shows her self elements plotted in different quadrants, and in particular her *self in school* appearing to load only on C1. This may be an accurate account of how Kara sees her *self in school*, or may be partly explained by the fact that the total variance accounted for by the two principal components is quite low for Kara (70.03%, see Appendix 10e, Table 15). As such, details pertaining to her construal of this element may not be reasonably accounted for through quantitative analysis of two components. Her *self in school* appears to be construed very similarly to a *close friend*, and the grid also indicates that Kara views the two pupil elements to be highly dissimilar.

Initial conclusions

On first glance of the biplot it might be suggested that Kara has a very specific way of construing given the predominance and salience of a select group of constructs. However, it should be remembered that a third of the variance on Kara's grid was not explained by the two principal components. The grid analysis indicated that she had a more cognitively complex construct system, and therefore triangulation with the audio data and the member check that Kara would perform when

reading the narrative summary was especially important in this case to ensure true representation of Kara's voice.

It was of particular note that in relistening to the interview, Kara felt that she and the pupil also eFSM, Stevie, were not similar outside of the school environment, as this seemed to be in contrast to the grid data elicited. The researcher attempted to capture this apparent divergence in the data sources in the narrative summary and aimed to revisit this in the second phase to clarify some of Kara's views and constructs further.

Kara's narrative summary

I think the person I was when I was in the school environment was fairly different to the person I was when I was outside of the school environment.

In school I was quite reserved. I wasn't casual about sappy stuff and I was very unlikely to put my hand up in class. Chloe was similar to this and she was the person that I spent most of my time with when I was in the school environment.

'Pretty much it was just us two. We got on with everyone else but we only really talked to ourselves... We didn't really bother speaking to anyone else... we had other friends obviously, but mainly just us two'.

In some way I think me as I was in the school environment and Stevie were similar 'like our attitudes and purpose' around tests and grades. But there was 'nothing the same outside of school'.

I think that when I was not in the school environment I was more open with emotion and sappy stuff, and ideally I would have been more comfortable about that in school as well.

My ideal self, the person I wanted to be, would also have been breezing through things. I felt more stressed and struggled a bit more when I was outside of the school environment than when I was in it.

I think I was also more likely to talk gibberish and not do what I should do when I wasn't in the school environment, which was similar in some ways to Stevie I think too. She didn't do what she should have been doing either, but I think she was probably more worried about the future than me.

Of the pupils on the grid, Amy was the most certain about the future.

'Amy is more certain [than Stevie] that she'll be OK in the future'.

I think that's related to her getting good grades. Amy was the person who I feel was most different to me as I was outside the school environment.

Outside of school I think Stevie would have fit in a bit more easily with my life socially than Amy or Chloe, even though Chloe was a close friend and I don't feel that there was anything the same about me and Stevie outside of school. When I think about my friendship as it was with Chloe;

'We got along very well at school... we had more in common at school... probably something to do with different family life... I guess at school your family isn't really known when you're at school so it's not really important.'

Ruth

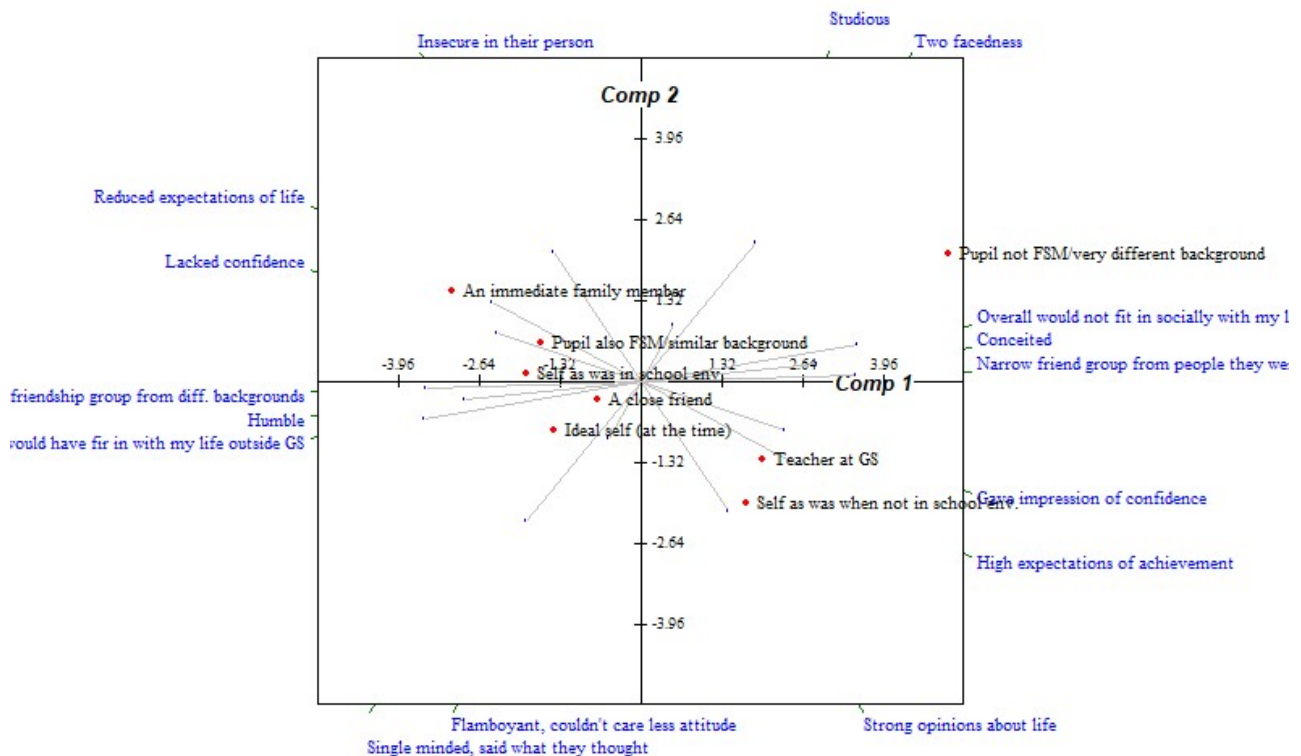


Figure 14. PCA biplot produced from a Slater analysis of Ruth's data.

PCA- Figure 14 illustrates that for Ruth *self in school* and *self not in school* are construed as highly dissimilar as they appear in opposing quadrants. *A close friend* is the least elaborated element, whilst *a pupil not eFSM* is the most elaborated. This is supported by the SEDs shown in Table 19. The biplot suggests that Ruth's *self in school* is construed as quite similar to her *ideal self*, as well as to *a pupil also eFSM* and *a close friend* (both pairs giving the lowest SEDs, see Table19). The *ideal self* however is plotted in opposition to *a pupil not eFSM*, suggesting that these two elements are construed as highly dissimilar.

Initial conclusions

Data from Ruth's grid analysis, along with audio data from the elicitation interview, suggested that she felt there were some differences in her *self in school* and *self not in school*. She had begun in the interview to theorise around why this might have been and discuss the differences between the school and home fields of experience. The researcher endeavoured to capture this accurately in the narrative summary to prompt further exploration in Phase 2 of the data collection, along with the perceptions Ruth had of the *pupil not eFSM* element and the way in which she viewed the self elements in comparison to this.

Ruth's narrative summary

I think of myself as I was in the school environment was different in some ways to the self as I was when I wasn't in the school environment, and this was perhaps due to the differences in the social make up of the environments.

'It all hinges around background doesn't it.'

For example, I had higher expectations of achievements out of school than when in school because 'having passed the 11+ in the community that you were in, you were looked up to ...so that gave us higher expectations'.

The expectations of achievement in the community were lower than in the school environment, meaning my expectations in comparison to those around me when I was outside of school were much greater.

'My father had no expectations at all, he didn't even want me to go to GS'

Similarly I also believe I was more conceited when I was outside of the school environment '...again, it's the confidence in the community because of where you'd got yourself to'.

In these ways, I shared some similarities when I was outside of the school environment with Angela, who had high expectations of achievement and was very conceited. However, me as I was in school, my sister Wendy, and my ideal self at the time (the sort of person that I aspired to be) were very different to Angela.

'Angela felt she was better than everyone else and always did... probably because she came from a better financial background'.

She definitely would not have fit in socially with my life outside of GS. I believe that the self I was outside of school also found it more difficult to fit in socially outside of the GS environment.

'I wouldn't have said they were ever friends from the local community [peers not at GS]'.

When not in the school environment I had quite a narrow friendship group of people I was at school with and 'I was able to express myself more in the community than in the school'.

Section Two: Phase 2

All participants completed a second interview and the audio data were transcribed by the researcher to allow for TA. The process followed (see Figure 15) was based upon that laid out by Braun and Clarke (2006), but adapted to incorporate a more abductive process, thus remaining more closely aligned to the CR philosophy. As codes and themes were generated and refined through reading and re-reading the transcribed data, the author moved between the empirical level data and the research questions as a way of creating a 'best fit' explanation (Fletcher, 2017).

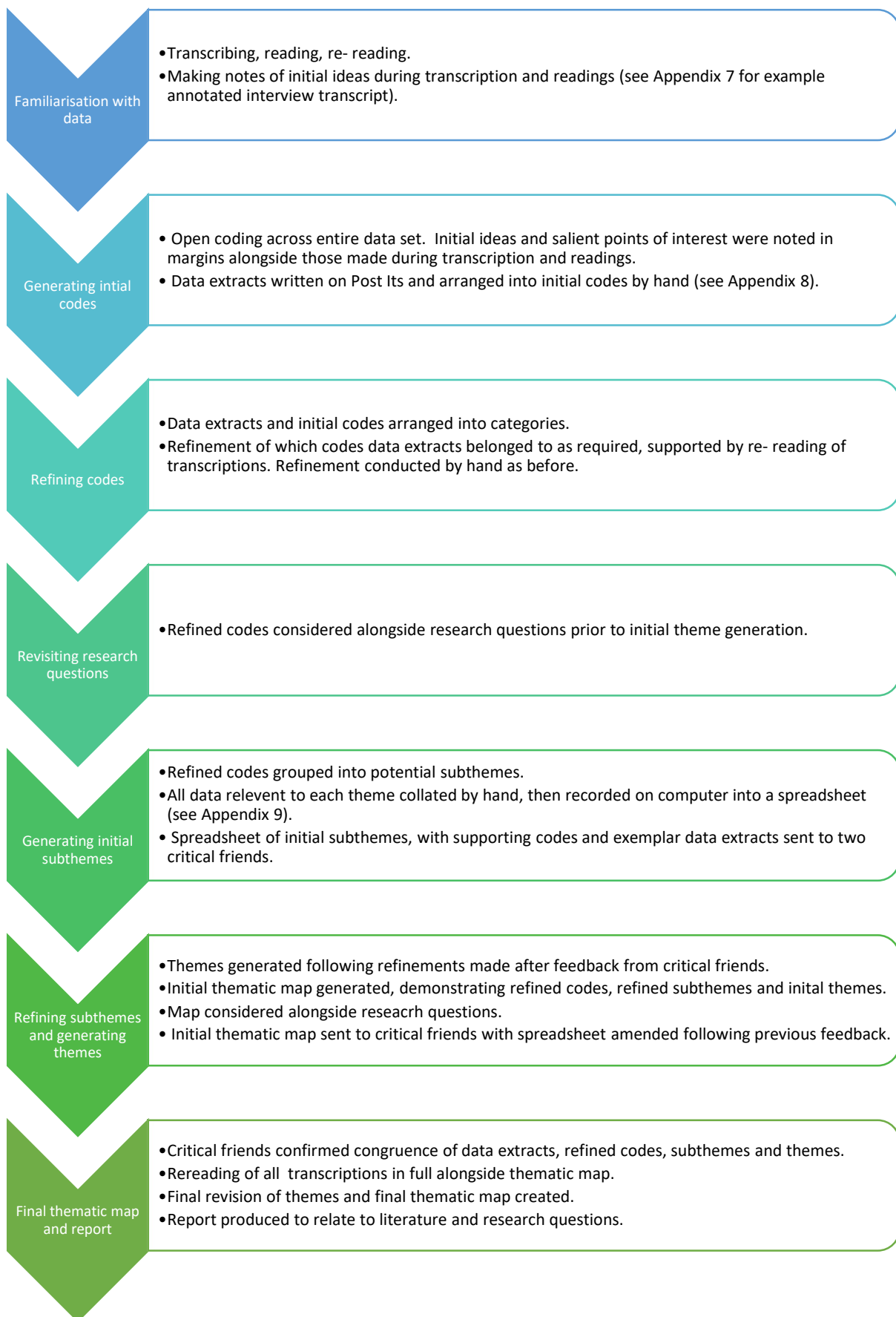


Figure 15. A summary of the TA process followed in the present study.

The approach taken to TA

Data were coded at the semantic level and coding began in an inductive fashion. An open coding approach was taken and initial codes generated at this stage were vast (over 600), which whilst having the benefit of providing a far more thorough investigation of what was represented in the data (Saldana, 2009), resulted in a set of codes that were too numerous to work with effectively. As such, codes were refined through a second coding cycle, with a focus on identifying code 'families' (Grbich, 2007), which could then become the refined codes.

All initial and refined codes had been recorded by hand on Post Its (see Appendix 8) to allow for ease of grouping and refinement. Initial codes were recorded on specific colours of note depending on the participant data they were generated from to allow for an eyeball analysis of the spread of the origin of the codes. Once the second coding cycle was completed, refined codes were cross referenced with the transcripts to check for continuity of sense and meaning.

The refined codes were then used to search for themes. The definition of a theme is somewhat fluid with Braun and Clarke (2006) suggesting it 'captures something important about the data in relation to the research question' (p.82) and Maguire and Delahunt (2017) indicating that 'a theme is characterised by its significance' (p.3356). In working towards what might be considered important or significant, researcher judgement is necessary and as such reflexivity and awareness of one's own positioning is imperative. In the present study, the researcher had attempted to guard against their own bias by gathering the data for TA via the use of repertory grids and PCP. In this stage of analysis therefore, deciding what constituted a theme and a clear justification of this was required in order to ensure that the themes that were generated were not driven by the mood of the author (Boyatzis, 1998).

Braun and Clarke (2006) indicate that prevalence is to be considered when deciding what constitutes a theme, in the present case in terms of the entire data set and also within individual participant interviews. However, a theme is not a universally conceptualised and objectively understood term, as recognised by Braun and Clarke themselves in a 2019 reflection upon the 2006 paper. In the present research themes were developed that represented domain summaries (which Braun and Clarke [2019] identify as those organised around a shared topic, but not a shared meaning), whilst the subthemes that they encapsulated served as ways of illuminating where meaning was shared, as well as where it was not.

The author felt that this was the most coherent way of mapping the data, as the categorical nature of the themes as domain summaries allowed for the diversity of meaning to be expressed at one level, whilst the subthemes made provision for the demonstration of shared meaning and where it

occurred within the overarching diversity. In this way, the author attempted to circumnavigate what Braun and Clarke (2019) suggest is a limitation of domain summary themes, namely that they are underdeveloped. Rather, the development in this case occurs underneath the themes at the subtheme level. Furthermore, the diversity of meaning making was as valuable a part of the present research as the shared understandings that might occur, and it was important to the researcher in preserving the voices of participants in the TA that differences in experience were captured.

In terms of practical process, the codes were organised according firstly to shared meaning and patterns of data were sought alongside a consideration of the research questions. This resulted in 12 subthemes that appeared to offer a contribution to the research questions, and following checking with critical friends (a fellow trainee and a former colleague who is a senior EP) further refinements were made concerning data extracts associated with codes, reallocation of codes to different subthemes to improve coherence and the naming of the subthemes themselves. Figure 15 demonstrates the remainder of the process, which resulted in 14 subthemes and 5 themes (see thematic map below, Figure 16).

These findings will be interpreted and discussed in relation to the research questions in Chapter Five below.

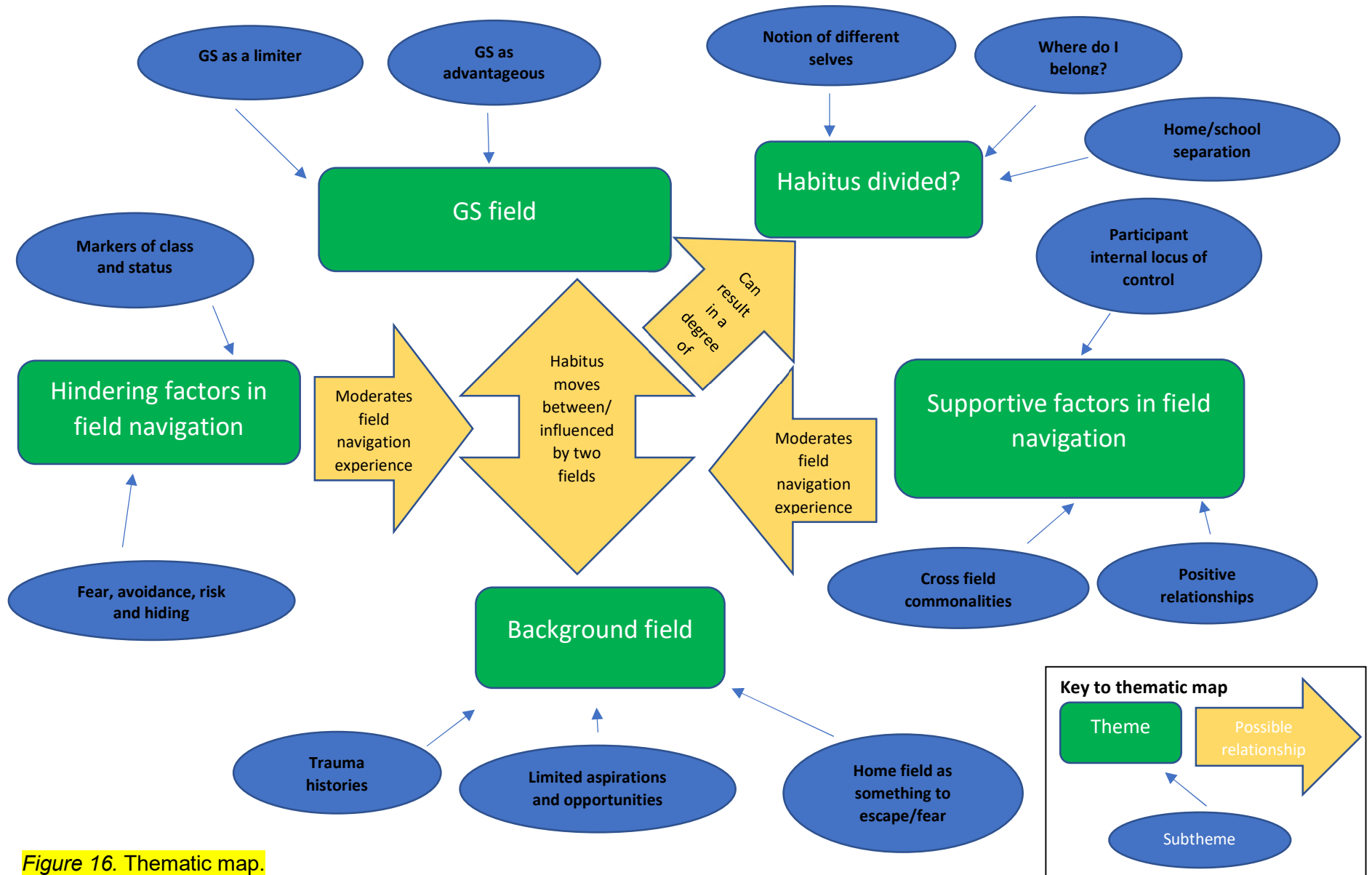


Figure 16. Thematic map.

Chapter Five: Interpretation of thematic analysis findings and discussion

Introduction

This chapter will examine each of the five themes from the analysis of the Phase 2 interview data in turn, demonstrate how the author has interpreted their relation to each other as shown in Figure 16 and consider them with respect to existing literature. This will include that explored in Chapter Two, and also consider additional psychosocial theories (notably those concerning resilience and stigma), whose relevance became apparent following the analysis and interpretation of the data.

The chapter will turn to each of the research questions (RQs) and answer them with reference to the themes as they are discussed and interpreted. Limitations of the present study will be considered, alongside possibilities for future research that might arise from this work.

The chapter will conclude by positioning the present research within the wider field of educational psychology and drawing clear links on its relevance and contribution to the profession.

The author acknowledges the length of this chapter. However, integrating the interpretation of the thematic analysis with the supporting quotes and wider discussion avoids the need for repetition of such quotes across separate chapters, and allows for a more cohesive consideration of the findings and their potential implications. In quotes, ellipses are used to indicate omissions in reproducing the original text without meaning being affected, and (.) is used to indicate a pause in speaking.

Theme 1: GS field

This theme comprises two subthemes; *GS as advantageous* and *GS as a limiter* (see Figure 17 below).

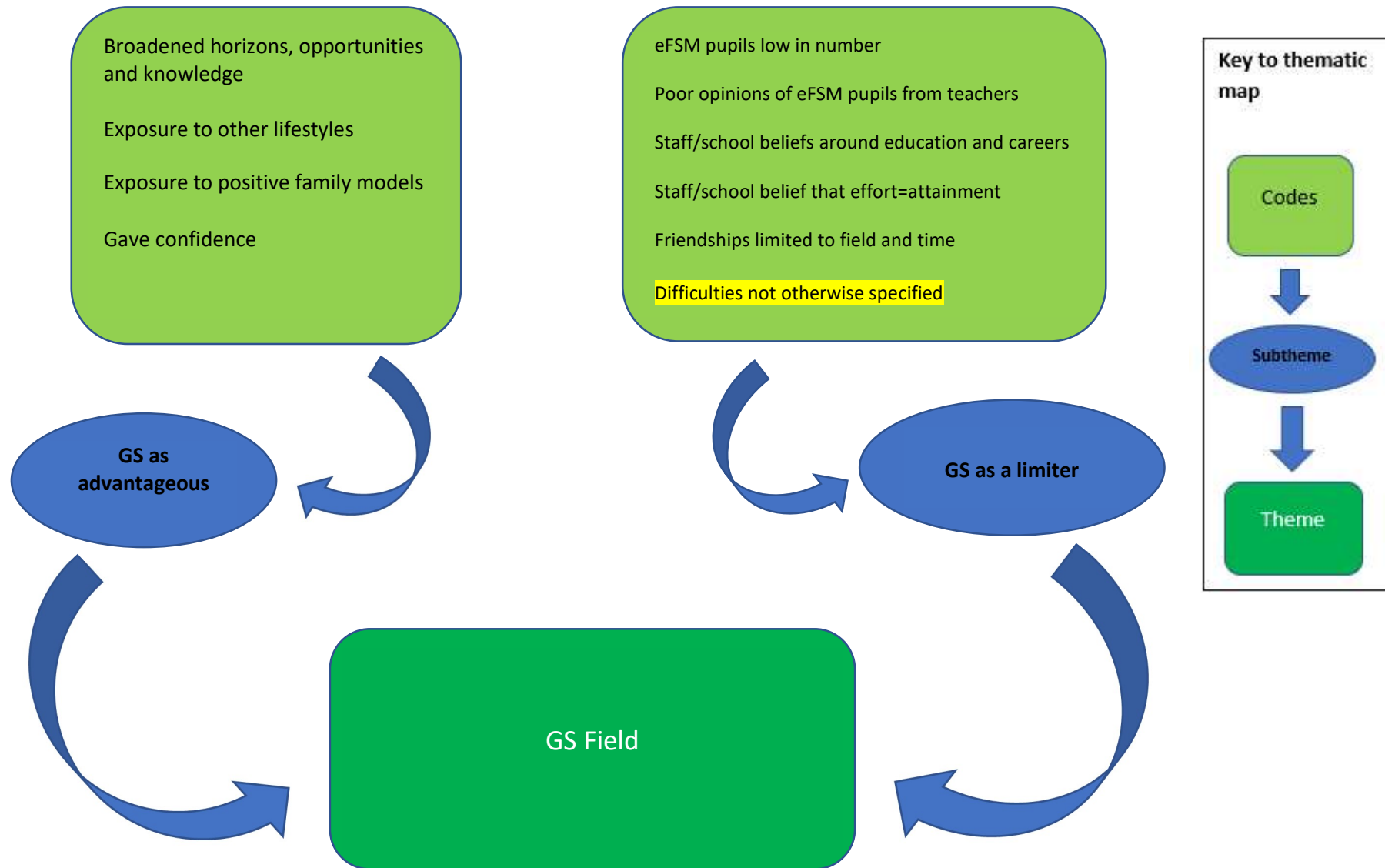


Figure 17. Section of Figure 16 demonstrating GS Field theme, sub themes and codes.

GS as advantageous

In this subtheme, participants described particular benefits and advantages as being available to them exclusively through GS attendance; that is, they felt that they would not have had recourse to them in any other way.

For Miriam, GS attendance offered exposure to a number of alternative ways of living.

'I remember discovering for the first time that people could own a house.... the first time I discovered you could buy a house... wow. It was just... because council houses were the norm.'

(Line 731, Code: Exposure to other lifestyles)

'I remember going to one person's house and thinking ooh her parents actually seem to like her and want to spend time with her. And that then has kind of shown that, actually I do want my kids to be fed and actually to be happy and feel valued, and take an interest in their education. Whereas I never naturally had that at home.'

(Line 695, Code: Exposure to positive family role models)

GS also acted in some way as a provider, a parental substitute for practical matters for Miriam;

'It most probably would have been worse had I not been getting free school meals cuz at least I was getting one meal a day.'

(Miriam, Line 570, Code: School substituting family role)

And as a familial substitute for Sally;

'It was more than my family; it was more important than my family in every possible way really.'

(Sally, Line 612, Code: School substituting family role)

This subtheme also encapsulated the broadening of horizons, opportunities and knowledge.

‘(I could) have a conversation about something that I wouldn't have had a conversation with someone else about outside of school.’

(Lydia, Line 336, Code: Broadened horizons, opportunities and knowledge)

‘The aspirations and the opportunities that it opened were actually really impressive and wouldn't have been possible otherwise.... And from attending the GS actually has allowed me to do a hell of a lot of things.’

(Miriam, Line 605, Code: Broadened horizons, opportunities and knowledge)

‘I wouldn't have ever had (without GS) that exposure to, to other people, to know the differences and to actually know all the options available.’

(Miriam, Line 756, Code: Broadened horizons, opportunities and knowledge)

‘I'm absolutely sure I would not have gone into the profession I went into and visited all the different places I've been to and just generally it's given me a much better standard of living I suspect (GS attendance).’

(Ruth, Line 737, Code: Broadened horizons, opportunities and knowledge)

My horizons were broadened immensely by the fact that this was a GS, taking from a much better off socioeconomic clientele.

(Sally, Line 188, Code: Broadened horizons, opportunities and knowledge)

In terms of current literature, this subtheme could illustrate an aspect of the GS experience for those identified as disadvantaged that has been less explored. Whilst the acknowledgement of individual gains in some cases has been documented (Sullivan & Heath, 2002; Gorard & Siddiqui, 2018; Lu, 2020), this has tended to focus on academic advantages. Whilst some participants in the current study did acknowledge that academically they perhaps did do better than they might have done in a non-selective school, beneath this measurable and quantifiable gain lay the social advantages conferred upon them.

It seems that these experiences may have increased the social capital of the participants, defined as it is by the OECD as ‘the links, shared values and understandings in society that enable individuals

and groups to trust each other and so work together' (OECD, 2007, p.102), and as Manstead (2018) suggests, this increased exposure to a broader range of situations and places leads to participants feeling increasingly able to make use of them, rather than feeling intimidated by them. As a result, GS was able to be in some senses positioned as advantageous, as it offered a chance to increase social capital (and in turn perhaps cultural capital) in otherwise limited circumstances.

GS as a limiter

Data also indicated a subtheme which captured the notion of the GS field as being limiting in different ways. This acknowledgement of both limits and advantages of GS begins to give rise to the somewhat complex nature of the experience of participants and lend some further credence to the assertion that USM via the medium of attending GS from a background considered to be disadvantaged is not a uniformly unproblematic journey.

Participants generally were observed to comment during the Phase 1 grid elicitation interviews that they found it difficult to think of a pupil from a similar background to themselves or who might also have been eFSM, and in Phase 2 interviews this was commented upon further by some.

These reports are in keeping with the statistical records that indicate the socioeconomic demographics of GS generally (see Chapter Two, Figure 1). The difficulties experienced by these pupils are further captured by other codes in the subtheme. For some participants, teachers were perceived to have had limited aspirations for and poor opinions of eFSM pupils.

'The headmistress at the time who I think knew me better than I realised said 'oh that's good enough to get you into teacher training college, you can go straight to teacher training college at the end of the lower 6th, because I'm sure you won't get into university'.'

(Ruth, Line 756, Code: Poor opinions of eFSM pupils from teachers)

'Not just peers but teachers as well (noticing that students were less affluent)... it did definitely affect us.'

(Miriam, Line 584, Code: Poor opinions of eFSM pupils from teachers)

In addition to this, the prescribed nature of education GS seemed to offer, and the expectations of what pupils would do following their compulsory education came into conflict with some of the broader ideas that participants had regarding their lives post-16.

Kara in particular described how university was seen as the natural progression from her school sixth form, and the times she needed to repeatedly stand her ground and defend her decision to do a construction apprenticeship instead (her parents were building their own property and she had an interest in this).

‘Our school would make it like, oh if you don't get good grades and go to university what's the point (laughs) and they were like very, um, for university, for good grades, and like, um, only spoke like, well, if you don't do well in grades then you won't do well in life.’

(Kara, Line 497, Code: Staff/school beliefs around education and careers)

Following applying to university as it was a blanket practice for all pupils in the school, Kara explained how she repeatedly challenged staff expectations even though she was open about her own plans. When talking to a surprised teacher about why she hadn't visited her first choice of university, she said;

‘And I was like, well I don't actually intend on going (to uni) and they were like very surprised, and like, but you've applied! And I'm like, yeah, cuz you made me!’

(Kara, Line 526, Code: Staff/school beliefs around education and careers)

Miriam discussed similar difficulties she had when she wanted to explore the Royal Air Force (RAF) as a career. The RAF was a prevalent organisation in Miriam's background field (see Theme 2 below for further discussion) and she wanted to set up work experience in Year 10 with an RAF squadron.

Miriam: ‘...when I did my work experience, I was gonna go for work experience at the RAF, with the RAF at one of the squadrons (uh huh)...’

Researcher: ‘You were going to do work experience with one of the squadrons?’

Miriam: 'Yeah, instead I was persuaded by the school to go for work experience at a school.'

(Miriam, Line 297, Code: Staff/school beliefs around education and careers)

Later in her school life, Miriam again found herself needing to negotiate regarding her choice to explore entering Welbeck College to undertake RAF officer training instead of attending university.

'I was given the details to apply by the careers lady at the school (to Welbeck College) but at the same time she made it quite... she also did not... (struggling to find words)...did not present it in a very positive way, let's go for.... so instead she got all the university applications.'

(Miriam, Line 288, Code: Staff/school beliefs around education and careers)

The particular experiences of Miriam and Kara are examples of some of the conflicts participants experienced between the background and school fields more generally (a theorised relationship demonstrated in Figure 16), something that may also be implied by the apparently narrow views of staff pertaining to attainment and progress, and also by the bounded nature of friendships in school.

The failure of friendships to survive beyond school is particularly interesting. For Miriam, it is unsurprising perhaps, since her description of her school experience was one characterised by social isolation (explored further in Theme 4).

'I don't really have anything to do with any of them at all.'

(Miriam, Line 684, Code: Friendships limited to field and time)

However, for others, particularly Lydia and Sally, their time at school socially was positive. As such it was unexpected when each of them described the demise of their friendships soon after leaving school. For Sally, a traumatic experience prior to leaving her hometown to go to university meant that she 'cut out' a large part of life related to this town (discussed in further detail under Theme 2).

Sally: '.... But my kind of recollection around that time is a bit hazy. But I also just wanted to cut (my hometown) out cuz I was just terrified about going back, I just didn't know what I was

going to go to. And I kind of lost touch with so many people because that... I just wanted to blank it.'

Researcher: 'Yeah.'

Sally: 'So it's, it's really strange cuz I remember quite a lot about these friendships and relationships and I sort of think, well how did they just go, but it was because I was so traumatised that I didn't follow through. L and I stayed in touch for quite a while, but K and I didn't, I've no idea what happened to K, just none at all.'

(Sally, Line 486, Code: Friendships limited to field and time)

Lydia however offered a different theory for her loss of friendships. She acknowledged that many of her school peers have remained in touch with each other, however for herself;

Lydia: 'Whereas I don't know... as much as I did enjoy it, it wasn't a bad experience... I came to university and was quite happy to just be... like kind of ...forget about that?

And I don't think I felt super close to any of my friends from school because they weren't seeing the whole kind of me. Whereas at university it's just, you know...'

(Lydia, Line 1101, Code: Friendships limited to field and time)

Kara also wondered about why the friendships she had at school may have been limited in their longevity.

Researcher: 'OK, you got on better when you were in school than out of school and you said to me...'

Kara: 'Like, probably because of the background stuff and all that...'

Researcher: 'Ok...'

Kara: 'So that's why... I guess like school is a neutral environment so we probably get on better there than outside of school yeah.'

Researcher: 'Whereas outside of school there's less to kind of... there was less in common?'

Kara: 'Yeah, yeah yeah.'

(Kara, Line 438, Code: Friendships limited to field and time)

Both Kara and Lydia then identified that the lack of similarity and common ground beyond the school environment are likely to have contributed to the demise of friendships, whilst Sally did not feel able to continue these friendships despite how close she had felt them to be at the time.

Whilst friendships naturally evolve over a life course, and the ending of some of them is to be expected, it is the explanations that participants began to generate around this aspect that was of note. Kara, Lydia, Miriam and Sally each indicated that they did not keep in touch with people from school, with some comments beginning to illustrate an acknowledgement of a lack of common ground and perhaps feelings of not being one's true self in the school field which may have been reasons underneath the ceasing of these friendships.

This theme shows the nature of attending GS as an eFSM pupil as being beneficial in many ways, whilst also indicating some conflicts and difficulties felt by participants between their background and school fields, for example the career aspirations of Kara and Miriam being inspired by their backgrounds whilst not being perhaps considered legitimate by the GS, with its particular ideas about what success and achievement look like. Friendships, whilst positive for some pupils, remained fragile for most participants, and the movement of pupils beyond the GS field seemed to result in the end of these as little common ground remained to support the relationships. As such they did not generalise into the wider lives of participants and tended to be specific to the school field.

Theme 2: Background field

The background field refers to the broader community and social interactions that participants were involved in and exposed to prior to their attending GS, and within which they continued to operate after they began attending secondary school. It includes family but is not characterised solely by it; rather familial aspects are part of the subthemes. The feel of the subthemes (see Figure 18 below) implies a negative perception overall of the background fields based on the data provided by participants, however this does not translate to all participants having negative home lives (as the narrative summaries and the remainder of this chapter will show). Instead, it tells that to a greater or lesser degree, participants' background fields had elements of these subthemes within them.

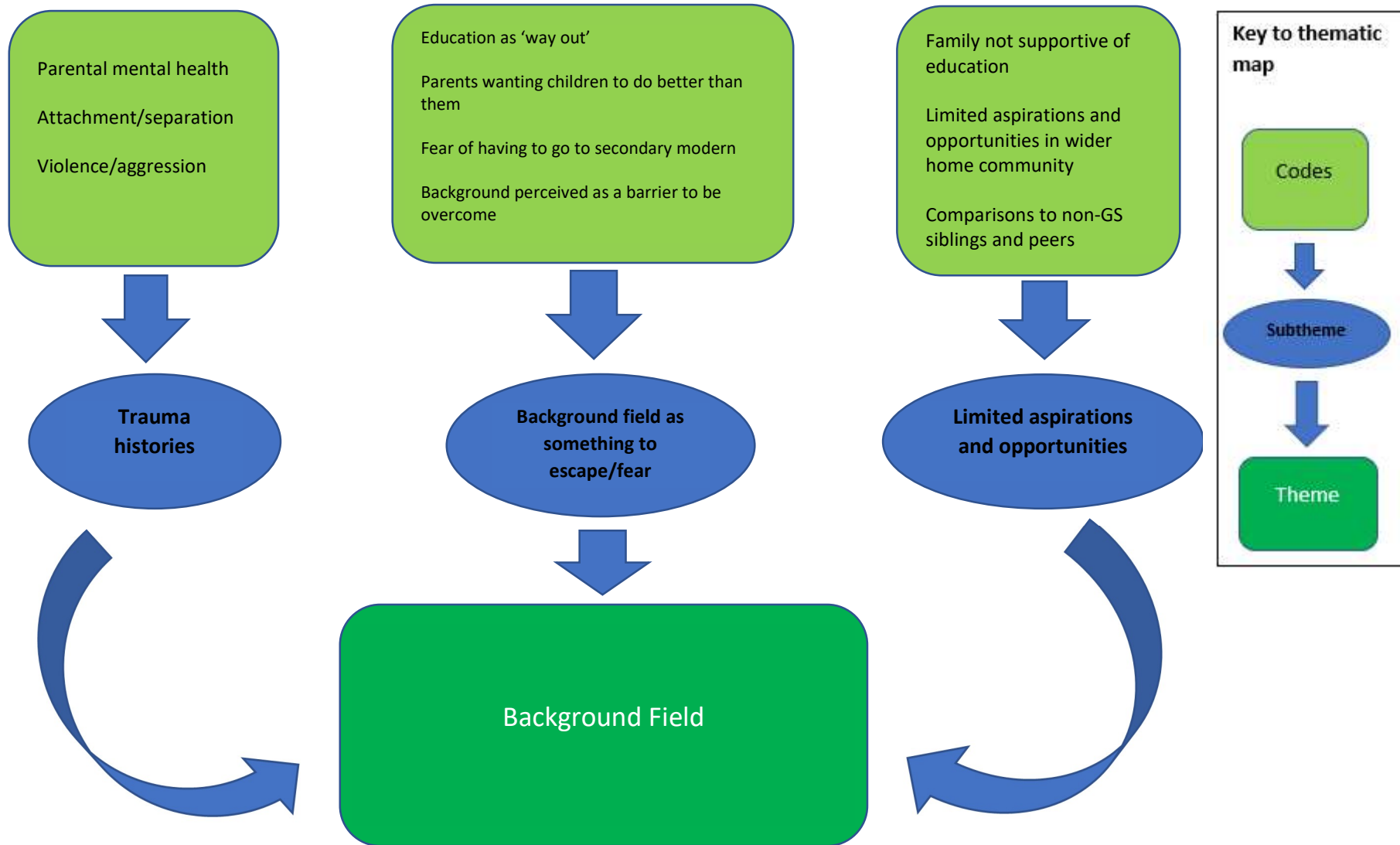


Figure 18. Section of Figure 16 demonstrating Background Field theme, sub themes and codes.

Trauma histories

As described in the previous section, Sally had ascribed her friendships from school ending as a direct result of a traumatic incident, and her Phase 2 interview revealed a significant degree of turbulence and trauma that was characteristic of much of her background field.

‘...she’d (Sally’s mother) kind of always had suicidal thoughts and attempts a few times...’

(Sally, Line 95, Code: Parental mental health)

‘When I got diabetes I was 7, it was just after my 7th birthday, and they, literally, they told my parents I was gonna die.... And then the shock of me getting it brought it out in him (Sally’s dad) a few months later...so it was a genetic thing. And he was absolutely mortified. I suppose you would have said then had a nervous breakdown, about that whole time. Cuz at the same time my mum lost a baby, had a stillborn baby, and she blamed me for that, because I’d got diabetes, was in hospital, she was trying to look after me. And she was open about that, she blamed me. So a lot of things happened in that kind of six months really...’

(Sally, Line 290, Code: Parental mental health)

In this exploration of Sally’s background field, it becomes perhaps more clear to see how she positioned school as being more important to her than her family (see Theme 1).

Miriam also experienced domestic abuse. She spoke openly of this ‘off the record’, and as such the discussion was not recorded or analysed formally as part of her transcribed data. However, she appeared to value the chance to tell this story, and during the interview itself referenced her experience.

‘...I’d moved away and moved physically out of the area, physically new kind of new job, new friends, complete (.) completely new life (.) a new life at police insistence...’

(Miriam, Line 134, Code; Violence/aggression)

‘...and it wasn’t kind of till I separated from my partner that (.) we separated, it got a bit (.) things got (.) a bit messy, a little bit messy and then I moved, new job, new kind of area, new everything, moved to an area where nobody knew me it was (.) Yeah.’

(Miriam, Line 157, Code; Violence/aggression)

The above extracts were included as data chunks to support this subtheme as a result of the researcher knowing the fuller context to which these extracts referred, as an attempt to recognise Miriam's story in a way that acknowledged her and also respected the constraints of rigour in research.

Evidence suggests that issues such as those faced by Sally and Miriam are more likely to be experienced by individuals from backgrounds considered disadvantaged than by those sections of the population who are not. Crenna- Jennings (2018) highlights for example that in families with complex needs as many as two thirds of children may be insecurely attached, which in turn has strong associations with other outcomes such as poor resilience and socioemotional difficulties.

'...I was taken into care for a while because of my mums' mental health, about a year after that, and I was sent to a specialist diabetic home in London ...'

(Sally, Line 310, Code: Attachment/ separation)

Concerning parental mental health, strong evidence has been found from a systematic review of literature by Cooper and Stewart (2013; 2017) supporting a causal relationship between income, maternal mental health and child outcomes; namely that increasing the first improves the second and subsequently also the third. Thus, children from low income families are at increased risk of less desirable outcomes via their mother having poorer mental health.

Miriam summarised her background field in the following way, highlighting the norms that existed within it.

'I grew up thinking it was kind of normal to have a one parent family. And it wasn't just that I came from a one parent family, everybody I knew had a one parent family, or there was a whole load of domestic violence, drug abuse, so it's.... And that's just the norm, that's how things are.'

(Miriam, Line 715, Code: Violence/aggression)

Both Sally and Miriam, despite their very different social experiences at school (see narrative summaries and Themes 3 and 4), cited the exposure to different ways of living as being something highly advantageous that GS uniquely offered them (see Theme 1). They also had histories which were dominated by adverse childhood experiences (ACEs) and problem saturated family and community environments, situations which are known to be disproportionately experienced by CYP

considered disadvantaged (Crenna- Jennings, 2018). Considering this alongside the beneficial exposure to other experiences and individuals that they felt GS offered could begin to show how moving between these two fields of experience was able to offer some benefits at an individual level, as acknowledged by authors in extant literature (Sullivan & Heath, 2002; Gorard & Siddiqui, 2018; Lu, 2020).

Background field as something to escape/fear

Related to the subtheme above, this expresses the ways in which participants couched descriptions of their homes and communities in language that reflected a sense of fear and needing to escape or find a way out.

For some participants, their parent(s) transmitted a message of wanting their children to do better than they had done.

‘...my parents placed a really, like neither of them have anything above like a couple of O levels (mmm) but, my brother and I they placed really high importance on, kind of, doing well in school...’

(Lydia, Line 446, Code; Parents wanting children to do better than them)

‘...she (Ruth’s mother) was from a slightly better off family than my father, and had been, was perceived to lower herself when she married my father and she saw educating sort of 4 daughters, she saw educating us was our way out, not ending up where she’d ended up which was back on land work.’

(Ruth, Line 130, Code; Parents wanting children to do better than them)

Ruth internalised this message, and explained that;

‘...I still see education in a sense as the gateway out of communities, particularly for people who are from a very poor background, and very poor environments, if they can value their education, I see this as a teacher, and if they value their education it helps them to lift themselves out of a situation. Where if they don’t they end up back in the same as their parents are.’

(Ruth, Line 101, Code; Education as a ‘way out’)

For Sally, her drive to pass the 11+ came from her fear of the alternative school.

Sally: '...before I went to my school I dreaded, I absolutely dreaded having to go to the secondary modern. I just dreaded it.'

Researcher: 'Really? What was it that you dreaded?'

Sally: 'I didn't... I didn't feel I'd got anything in common with people that went there...and it was quite rough, so, I would see, it was opposite, literally 200 yards from where I lived, and you used to see lots of fights and hear lots of swearing and.... just... we knew there was bullying but no one ever seemed to do anything about it.'

(Sally, Line 538, Code: Fear of having to go to secondary modern)

Ruth saw GS as contributing towards her moving onwards socioeconomically, and away from her origins, supported by her mother's message as mentioned above.

Ruth: '(Going to GS) made me determined to do better. With my mum's backing. She drilled that into us you know, you can do better than being an agricultural labourers' wife, getting free school meals, not having any money.'

Researcher: 'And did you.... Did you then see I suppose in the GS an opportunity to do that?'

Ruth: 'Yeah. Oh yeah, it was very much drilled into us by her really. That that's your way out.'

(Ruth, Line 497, Codes; Background perceived as barrier to be overcome; Parents wanting children to do better than them).

The positioning of the background field as something to be escaped or overcome was further reinforced by the final subtheme, examined below.

Limited aspirations and opportunities

The participants' wider background fields were often spoken of in terms that indicated low aspirations and poor opportunities, even for those participants who may have had family who motivated them to succeed and achieve (spoken of further in Theme 3: Supportive factors in field navigation). Ruth, for example, described how access to cultural opportunities, what Bourdieu would refer to as cultural capital, were limited for her, compared particularly to her sister who had a friendship with a teacher's daughter which opened up access to such opportunities.

Ruth: 'Her (Ruth's sister) best friend was also the school master's daughter, so she got taken out and had a more (.). Erm (.). I mean she was into classical music, she was into concerts and museums and things like that, and I never had that opportunity. So I didn't develop that interest in my younger days and whilst I wouldn't care, I'd do it now, I'd go and do it now, I think that constrained me a bit. Whereas she was much freer to go and do those things, and therefore had even higher expectations of herself than I had....'

(Ruth, Line 640, Code: Limited aspirations and opportunities in wider home community)

Researcher: 'OK. So she then had those, I guess, wider cultural experiences?'

Ruth: 'Mmmmm. That's the word, the cultural I was looking for. Yeah, she got taken out by her friend and her friend's parents so she was able to um (.). experience the culture I couldn't experience, and didn't really notice I suppose until (.). I think if you develop the culture in your younger days, you do more of it as you get older. And whilst I enjoy culture now, I don't do as much of it as I think I probably would have had I had that experience earlier.'

Researcher: 'So if you'd had the experience earlier, what about that do you think would (.). I wonder what it is that would make it (.). more accessible as you get older?'

Ruth: 'Aspirations, I think. Because I didn't have the experience then, I didn't have the aspirations to follow the culture...'

(Ruth, Line 660, Code: Limited aspirations and opportunities in wider home community)

Sally described her primary school and the secondary modern that her sister progressed to as both being in 'a socioeconomically deprived area... the opportunities weren't rich' (Sally, Line 186, Code: Limited aspirations and opportunities in wider home community) and Miriam also gave some specific examples of limited aspirations present in her community.

Miriam: 'They (peers from the community) were kind of leaning towards going into the army and the air training corps and things like that and was very much kinda (.) the expectations were you'll get pregnant, you'll get a council house. That was the aspirations type level. And lots of them had kids at kind of 12, 13 and (.) yeah (.) kinda, council house by 16 (.) quite impressive really, quite industrious (laughs).'

Researcher: 'And then, the forces kind of, the involvement in wanting to get into the army or the air force, for example, was that considered to be like the (.) erm (.) the main, that was the aspiration that you were allowed to have in that group? Like to go into the forces at 16?'

Miriam: 'Yeah so, and god help you if... like it was very much you go in as an infantry man, you don't go in at officer level...'

(Miriam, Line 237, Code: Limited aspirations and opportunities in wider home community)

For Miriam these limited opportunities also translated to the family home, where there was a lack of family support regarding the value of education.

Researcher: 'And I just wondered if (education) was something that was ever kind of valued or not in your family environment.'

Miriam: 'Not really, no. No. My mum was very much a kinda (.) 16 years old, well she wasn't quite 16, but kinda pregnant, and a council house (.) I mean what she's (.) Almost 60, never had a job (.)'

(Miriam, Line 443, Code: Family not supportive of education)

Sally's experience was similar.

'My mum used to drive me mad by saying A's (Sally's sister) got the common sense, you've got the cleverness, but she didn't respect that. So her idea was that I was going to leave school at 16 and go and work to bring money in to her, despite the fact that she'd thrown me out several times in my late teens, she still saw me as an income bringer.'

(Sally, Line 208, Code: Family not supportive of education)

The comparisons made by participants regarding themselves and their peers and/or siblings who did not attend GS lend something of a living voice to the extant literature pertaining to the ways in which GS provision serves to further enhance the gap between children considered to be from disadvantaged backgrounds and their peers (Sullivan & Heath, 2002; Gorard & Siddiqui, 2018; Lu, 2020).

'Yeah I was thinking, cuz in contrast my sister, who's 18 months younger than me went to a secondary modern school, and then came to our school in the 6th form... And she missed out on those 5 years ... on a variety of socioeconomic experiences.'

(Sally, Line 177, Code: Comparisons to non- GS siblings and peers).

'I know some people who didn't go to the GS who, you know, they'd never do any work outside of school ... They'd be going off doing whatever and drinking and all that kind of stuff.'

(Lydia, Line 640, Code: Comparisons to non- GS siblings and peers).

Miriam, the participant who described arguably the most problem saturated background, explained the differences between herself and her sister, and at times presented as aghast and angry regarding her sister's life choices.

'It was expected (at GS) that you would get an A grade at GCSE. My sister (.) it was expected that you might show up at the exam, never mind getting a C...'

(Miriam, Line 658, Code: Comparisons to non- GS siblings and peers).

'The only reason that my sister's now had a job is because I've literally employed her...And my sister got her first job at 27 because I gave it to her. She has had no interest in (.) she has kinda kept popping out babies every time, like the age group went down to 5 where you had to go back to work when they hit 5, and so every time one approached 5, she'd pop another one out (.) not even joking.'

(Miriam, Line 452, Code: Comparisons to non- GS siblings and peers).

This theme overall speaks to some of the family level factors identified by Crenna- Jennings (2018) that can contribute to what is known as the attainment gap, including attachment security, maternal psychological health and the role of wider community disadvantage. Participant data indicates that these were able to be identified in their background fields and this may then have contributed to the positioning of the background field as something to be escaped, with education (specifically through a GS) being the vehicle for this escape.

RQ 1: How is life in the background and school fields experienced by students from backgrounds considered disadvantaged who attend selective GS? will now be considered in light of Themes 1 and 2.

As has been shown in the themes above, life in the background field is often characterised by participants in the present research as lacking in some way, such as in aspirations, opportunities or sometimes in terms of personal safety or familial support. It is often positioned as something to escape both by participants and by their parents or families. GS, whilst not experienced entirely as advantageous, is recognised by participants as offering to them things that the background field did not, allowing for self- advancement and ultimately escape from the background field. These are examples of the individual gains that some current literature acknowledges GS can provide for those students that are able to attend.

Jerrim and Sims (2018) concluded that no additional benefits in terms of future aspirations and expectations were conferred upon GS pupils compared to those not in GS, but indicate the need for further exploration into subgroups, including low income CYP. The present research suggests that there may in fact be some non- cognitive individual gains for low income CYP in GS in terms of aspirations. Future research in this area, with increased participant numbers and a focus on current pupils might further explore if these experiences could be shared more broadly by the target group.

The author of this research considered in Chapter One if it may be that participants would have used their comparatively affluent peers referentially, and the impact this might have upon their self-esteem. Participants reported having valued and benefitted from socialising with peers from different socioeconomic backgrounds, marking it out as providing them with chances to see other ways of living and how they might achieve that for themselves.

GS is not experienced entirely as advantageous however, with participants identifying limited expectations of eFSM pupils from teachers, a very academic focus in recognising achievement and progression which sometimes was at odds with the participant background field, and friendships which did not appear to be robust enough outside of the GS field to survive. Participants made reference to the lack of common ground, or peers not seeing the 'whole' of them due to their keeping their background and school fields separate (see Theme 4).

Whilst then there were challenges to being in each field, participants reported overall that only the school field offered opportunities and benefits.

Themes 3 and 4: Mediators of field navigation

Figure 16 shows that as participants moved between the two fields their experience was moderated by two sets of influences. These influences are captured in the themes entitled 'Supportive Factors in Field Navigation' and 'Hindering Factors in Field Navigation', which will now be explored in turn.

Theme 3: Supportive factors in field navigation (SF)

Figure 19 shows the SF that were identified in participant data, categorised into three subthemes; *positive relationships*, *cross field commonalities* and *participant internal locus of control*.

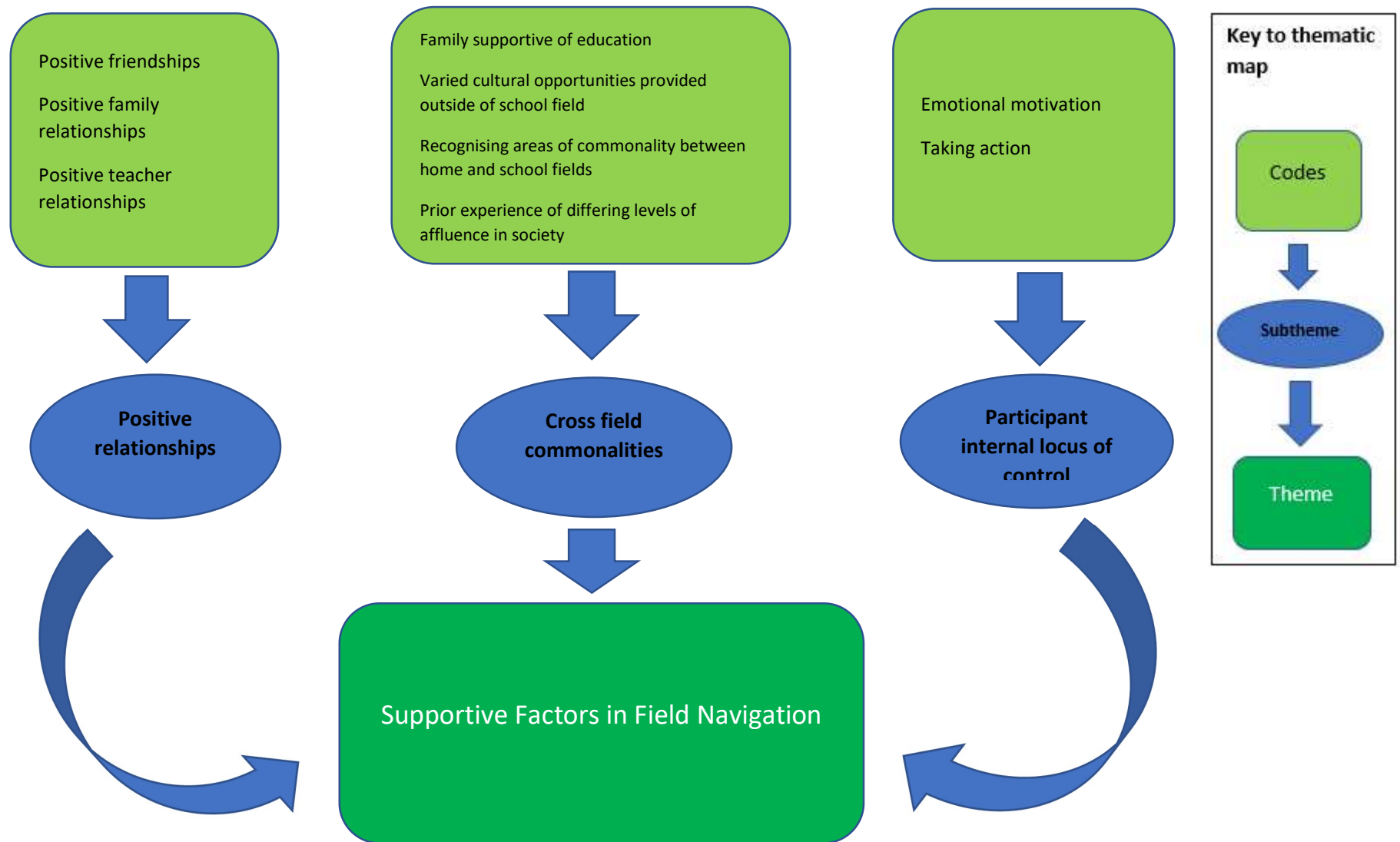


Figure 19. Section of Figure 16 demonstrating Supportive Factors in Field Navigation theme, sub themes and codes.

Positive relationships

For participants who were able to identify positive relationships during their time at school, be it with peers, teachers or parents, the experiences of being in GS and moving between their background and school fields appeared to have been easier.

Lydia acknowledged the role having a group of friends had on her time in school, when some peers made negative comments to her about her background.

‘And like a lot of my close friends were also actually like (.) they were friends with the people who weren’t very pleasant. But as in like they were really good friends with me so then they would be like shut up sort of thing to the other person. So I don’t think I really got like the hard end of it because I was quite insulated by the people that I was friends with.’

(Lydia, Line 256, Code: Positive friendships)

‘I consider myself fortunate in that I made friends very quickly...so it didn’t affect me and it didn’t really bother me. But I was very much aware that I was, you know, one of the poorer kids at the school.’

(Lydia, Line 1079, Code: Positive friendships)

Lydia openly identified her friends as a protective factor and queried if her positive school experience would have been less so if she had not been so successful socially. Similarly, Sally had a positive social experience at school with peers and described her role as part of a group.

‘I was quite popular...L and I probably were the two most popular people in the year group for a lot of time. And I did everything. So I was the one who, because people came from quite a wide area around the town, we used to do, we’d do like a play in the evening and people would stay behind and we’d make just toast and jam, and biscuits and things, and I’d be the person who did it, I’d be responsible for it, I’d make all the tea and coffee and pop and stuff. And I did all the plays, I joined the orchestra, I joined the choir. I did a lot of backstage stuff, so I got really, really involved...’

(Sally, Line 593, Code: Positive friendships)

Sally and Lydia (as demonstrated in the narrative summaries of their Phase 1 interviews) were the participants who spoke especially highly of their school experiences, and it is of note that they were also the participants who spoke the most pointedly about their positive friendships at school.

Along with friendships at school, positive relationships with teachers were valued and appeared to support field navigation. Sally described the relationship she had with one particular teacher during Phase 1 and the beneficial effects of this were captured as part of her narrative summary. Kara acknowledged that 'there was one teacher who, she was quite helpful, yeah' (line 568) when she was organising her apprenticeship for progression from school, providing a contrast to the overall attitude of the school generally towards non- university destinations (see Theme 1).

Positive family relationships also seem to have been beneficial in supporting field navigation. Lydia discussed how valuing her home life insured her against feelings of envy toward her more privileged peers.

'I was never massively jealous because as much as yeah, you know, I'd love to go to some of these cool places and have loads of money, I liked my life, you know, I loved my family and everything so, I wasn't really... envious I was just interested.'

(Lydia, Line 366, Code: Positive family life)

Sally, who had a difficult relationship with her mother, was able to draw upon a positive relationship that she had with her father.

'My dad was really, really proud of me, but we were always really close.'

(Sally, Line 287, Code: Positive family life)

For Sally, the positive social interactions from her school field appeared to provide respite from the turbulence she experienced in her home life, and as such traversing from the background field to the GS field was almost welcomed by Sally, whilst her positive relationship with her father may have eased the movement from school field to background field.

Cross field commonalities

This subtheme indicates areas where participants felt that the background field and the school field shared similarities. This translated for many into an ease regarding the negotiation of the different fields.

Where participants had family who were supportive of education, this created an area of common ground between the two fields. Jim spoke about structure and order in his household, similar to that of his school, and a prioritising of homework.

'Uh well, I mean, I don't want to say mum and dad are strict, cuz they're not, but (.) When I get in I've got to do homework straight away (.) so there's a lot more rules in this house. It's still not strict but (.) More, hmmm what's the word (.) I dunno, errr, an overriding sense of control in this house.'

(Jim, Line 176, Code: Family supportive of education)

Lydia and Ruth also had support in the home environment for their educational progress.

'...so we didn't have any money, but my parents placed a really high value on education and like made sure we went to good schools and encouraged us to like go to university and do things they haven't done.

(Lydia, Line 587, Code: Family supportive of education)

'...my grandfather was behind her and supported her because mum and dad didn't have hardly any money at all...if we needed things for school, he would buy us books and things like that because we couldn't afford to buy them. He was very supportive. And he was the one who came to the parents' evenings with my mum because my dad didn't see any point in it. So he was very supportive.'

(Ruth, Line 150, Code: Family supportive of education)

Ruth explained that she, like Sally, had a parent who did not value education. However, there were other adults for both of these participants in the family who did promote the role of education, offering perhaps some mitigation against what might otherwise have been a straightforwardly hindering factor in field navigation.

In Theme 1, participants spoke of the broader opportunities that GS attendance afforded them. For some, these opportunities were also made available to some degree by their families, who though financially limited, placed importance upon creating them. Lydia spoke of her parents taking herself and her brother to galleries and museums, making an important delineation between being 'economically working class' and 'culturally working class', which was reflected in her narrative summary.

'I got that part of what some of the affluent people got from their parents in a way that was affordable.'

(Lydia, Line 595, Code: Varied cultural opportunities provided outside of school field)

Ruth was supported in accessing different experiences, again via her grandfather.

'...he just got us out of the environment for example if my mum wanted to go on holiday he would take us in his car to go on holiday, leave us there, and come pick us up a couple of weeks later or something. Not... not terribly elevated things by any means, but just out of the environment.'

(Ruth, Line 160, Code: Varied cultural opportunities provided outside of school field)

Early experiences such as these may have contributed to participants' increased cultural capital (Bourdieu, 1986), resulting in their habitus being less at odds than might otherwise have been expected with the relatively affluent GS field being generally richer in cultural capital and resulting in less anxiety (what Bourdieu might term hysteresis) and increased familiarity and ease with some aspects of that environment.

Lydia identified that some social attitudes from her parents and from the school field were also similar.

Lydia: 'As much as like myself outside of school was very different.... The educational side of being in school and the educational side of being at home were quite similar... yeah in that sense also I felt more, that was a similarity that I felt with some of my friends who came from very different backgrounds because I knew that like their parents would be the same in terms of quite strict with things like school work and, kind of, not going out late and things like that yeah.'

(Lydia, Line 649, Code: Recognising areas of commonality between home and school)

Cross field commonalities were also supported by participants' knowledge of or exposure to people from other socioeconomic strata prior to attending GS, and for those who had this exposure in the present study, this was related to parental background. Ruth's mother for example came from a relatively privileged background in comparison to Ruth herself, and Ruth believed that her mother's valuing education for her daughters stemmed from her knowing that there was a better way of living that could be achieved through this means.

'...it was my mother that pushed me, and my mother pushed me and saw... she was from a slightly better off family than my father, and had been, was perceived to lower herself when she married my father and she saw educating sort of 4 daughters, she saw educating us was our way out, not ending up where she'd ended up which was back on land work.'

(Ruth, Line 129, Code: Prior experience of differing levels of affluence in society)

Sally's father, who again valued education and showed pride at her academic achievements, had also had an experience of educational USM, and therefore had exposure to different ways of living.

'...and he was definitely proud that I got into the GS. But he'd had a similar experience, he'd gone to like a private boarding school. I'm not sure how.... He got in on a scholarship for football I think.'

(Sally, Line 322, Code: Prior experience of differing levels of affluence in society)

Lydia's parents had previously been wealthy, and she believed that this was of benefit to her in attending GS.

'They, like neither of them grew up in particularly poor families themselves. My dad actually went to private school but did extremely badly obviously (laughs)! Um.... and they'd had money kind of earlier in their lives and earlier in their life as a couple. But when my brother and I were kind of older than tiny babies that changed so their behaviour was kind of very different to how it might have been. Which you know, they felt like they were, kind of affluent and not affluent, which I guess translated onto me feeling the same way yeah.'

(Lydia, Line 683, Code: Prior experience of differing levels of affluence in society)

‘I think it probably helped (in feeling comfortable at school) in that I.... already felt comfortable around people from a different background...’

(Lydia, Line 706, Code: Prior experience of differing levels of affluence in society)

‘I was already kind of comfortable in those sorts of situations and with those people, so it wasn’t... a shock, but you know it wasn’t like a culture shock to me. Even though it was you know different to my background, I’d already been exposed to it, I already kind of understood and, yeah so, I think that definitely made it easier.’

(Lydia, Line 738, Code: Prior experience of differing levels of affluence in society)

It appears that for those participants who had parents with prior knowledge or experience of more advantaged socioeconomic positioning, they were able to benefit through either feeling more comfortable with others from more advantaged backgrounds (like Lydia) or through having education and wider cultural and social experiences valued and prioritised for them. Each of these has the potential to increase the social and cultural capital of participants, which may have acted to make their habitus less at odds with the GS field and protected against negative psychological repercussions (as found in adult experiences of USM, Reay, 2005; Friedman, 2014; 2016).

Participants’ internal locus of control

For some participants, a strong sense of autonomy was present in the data analysed from Phase 2. Sally spoke in a language of embattlement and labelled personal qualities of determination and resilience as being tools that she utilised.

Sally: ‘I always felt that I wasn’t naturally intelligent, that I had to work at it, and that’s kind of dominated a lot of my kind of life since really.’

Researcher: ‘Really?’

Sally: 'Oh yeah, yeah. Always kind of felt I was a fighter and I was gonna battle to improve myself.'

(Sally, Line 353, Code: Emotional motivation)

'But I just had this sense of determination and resilience I suppose, like that's where I'm gonna go (the GS), I'm gonna fight for this.'

(Sally, Line 580, Code: Emotional motivation)

Similarly, Ruth spoke of 'being determined to do better' (Line 497), having had this message 'drilled into' her (Line 498, Line 506) by her mother (see Cross Field Commonalities above).

Along with personality attributes, participant data also spoke of action. Sally explained that she 'took risks and people quite admired that' (Line 595) and she also 'worked hard, so the teachers liked me' (Line 596). Kara described her role in taking responsibility for arranging her apprenticeship in construction, having decided not to go to university which seemed to be the assumed destination for the majority of pupils from her school.

Researcher: 'So you'd got your apprenticeship sorted?'

Kara: 'Um, I got it sorted before results day yeah (yeah) so I hadn't had my results yet but they gave me the job anyway (yeah).'

(Kara, Line 548, Code: Taking action)

Theme 3 begins to highlight the potential role of resilience in the present research, an area that the author had not considered prior to the data being collected.

For example, the positive relationships described by participants are likely to foster increased feelings of connectedness and belonging, either to the school, family or both. These feelings are a key part of resilience, since individual levels of resilience are thought to be formed via an interplay between both situational and dispositional level factors (Johnson, 2008; Toland & Carrigan, 2011; Zimmerman, Stoddard, Eisman, Calwell, Aiyer & Miller, 2013). The situational factors, such as positive relationships, reinforce and promote dispositional attributes that may further increase resilience, such as the internal locus of control of some participants in this study (Benard, 2004).

How this might contribute to answering RQ 2 will be explored following a consideration of Theme 4, since these themes appear to work together to act upon the participant experience of moving between fields (see Figure 16).

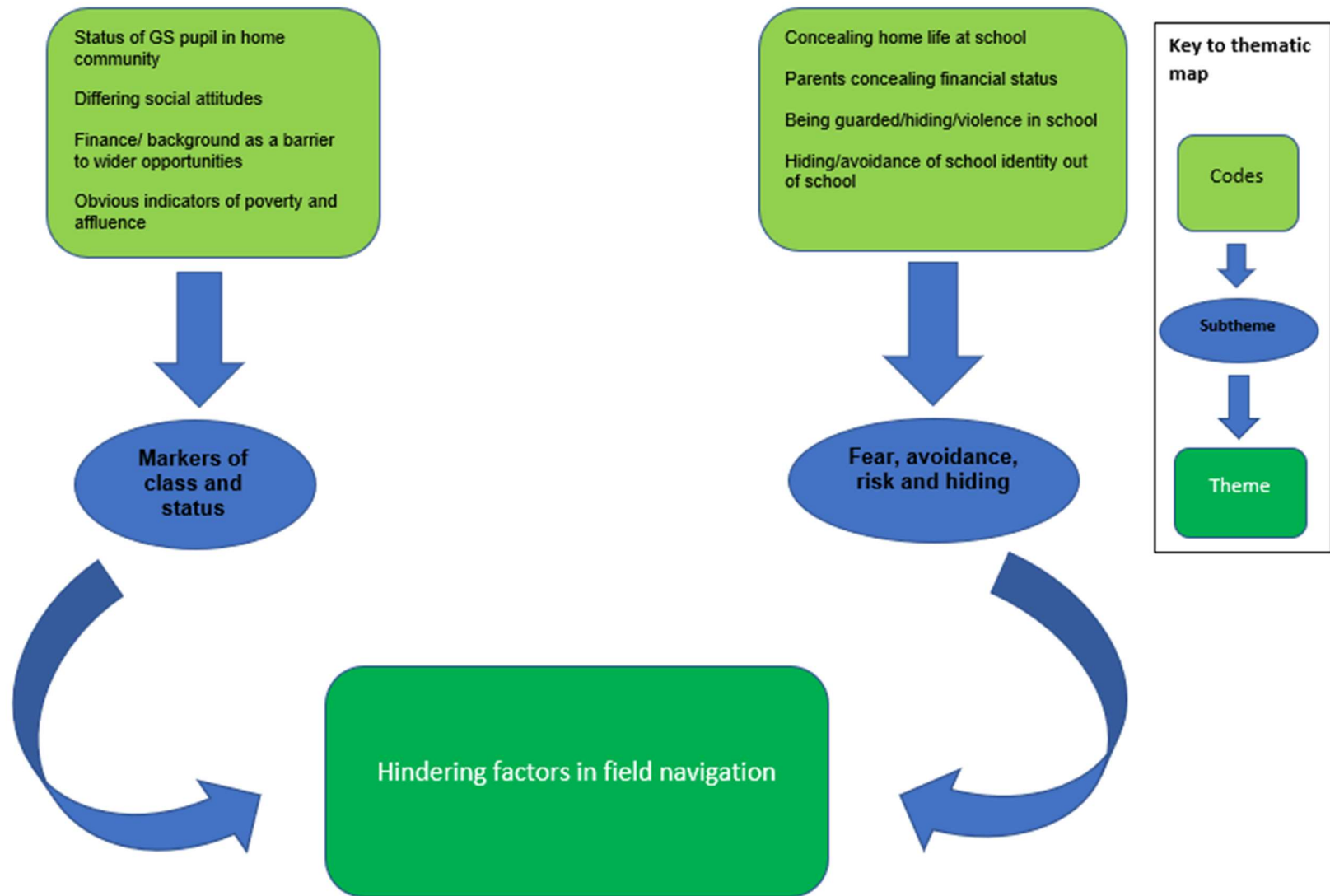


Figure 20. Section of thematic map demonstrating Hindering Factors in Field Navigation theme, sub themes and codes.

Theme 4: Hindering factors in field navigation (HF)

This theme comprised two subthemes, as shown in Figure 20 above, which will be discussed in turn.

Markers of class and status

In this subtheme, participants identified those aspects of class and SES, both explicit and implicit, that they felt differed between the GS and background fields. This subtheme might be considered as an opposition to the subtheme cross field commonalities (see Theme 3 above).

Sally spoke of some of the disapproving attitudes of her more affluent friend's parents towards her and her lifestyle.

Researcher: 'And you mention about your friendship with L, but that her family did not seem overly chuffed about that situation.'

Sally: 'No, I think it was partly because we (Sally's family) introduced her to beer (laughs)...once I started going out to parties and gigs and things like that, L came with me, ... her brother went to (name removed), public school, a lot of MPs and things have been to so... he just didn't have a social life, and he was older. So, L was there going out into the town and going into pubs at 16 and they (L's parents) really didn't like that (laughs).'

(Sally, Line 418, Code: Differing social attitudes)

The difference in attitudes towards such social habits as smoking and alcohol between each of the fields of experience was also reported by other participants.

'Yeah I mean I never smoked, I didn't drink a lot. My sister smoked and used to hang out with some of the locals round the pub, and I think that in (the GS) school was frowned upon...'

(Ruth, Line 570, Code: Differing social attitudes)

'...(at) GS, everybody was quite (pause) quite well spoken, everybody had similar ideals. Whereas the other group of people that I was near when I was outside of school, they were from a very different kinda (pause) coming from a very different place, very different kinda financial background and their attitudes to work, their attitudes to kinda life, just kinda

everything... so even like basic things kinda like attitudes to kind of work, like actually having jobs, it's... yeah...the attitudes to like drugs and alcohol kinda everything was very, very different.

(Miriam, Line 188, Code: Differing social attitudes)

As well as these markers, participants spoke of more obvious and explicit indicators of socioeconomic difference, and of finance being a barrier to some of the wider opportunities offered by the GS field. On talking about more affluent peers, participants explained;

'I mean she had like two bedrooms. Like a pamper room as she called it. At Christmas she'd have like a Christmas tree in her room and in her pamper room, and um, I dunno she had, she'd obviously get loads for Christmas, birthdays (.) um, she'd go on lots of holidays. Stuff like that.'

(Kara, Line 175, Code: Obvious indicators of poverty and affluence)

'Well she err (.) well yeah. She'd grown up with a lot of money. She went on... very elaborate holidays, not like (.) you know people going to Marbella or something, her parents would take her to like America to go to the Whitehouse and stuff like that.'

(Lydia, Line 301, Code: Obvious indicators of poverty and affluence)

'They went on travels. For example, there was a cruise and a French exchange that went out from my school, and I couldn't go on any of them because we didn't have the money to go...I know that I couldn't go because of that and I would've if I could've. And they went skiing too and that sort of stuff.'

(Ruth, Line 283, Code: Finance/background as a barrier to wider opportunities)

In terms of obvious indicators of one's own less advantaged background, Miriam described not being able to conceal certain aspects. On talking about the way in which one collected their FSM;

'I think things like the free school meals and having to collect those little blue and white tokens (to get an FSM), I think that highlighted it to other people as well.'

(Miriam, Line 564, Code: Obvious indicators of poverty and affluence)

Lydia recalled a fellow pupil who was 'obviously poor' and linked this and his inability to hide this aspect to his negative school experience.

'I can't remember a huge amount about him but there was one boy, he was only there for about three years? And then he left, he left the school and went to a different school. And he was, the kind of, now I find it quite sad (.) quintessential, he was obviously quite poor and his uniform wasn't clean or new and (.) yeah and he was just obviously quite poor, erm (.). He didn't have a lot of friends. He did kind of just somewhere in the middle academically so he wasn't (.) really (.) out of place in that sense. But he didn't talk to a lot of people (.) yeah (.) people didn't talk to him a lot. So (.) yeah, and that was very much like seen as bad thing. People weren't understanding or erm including of that. They were more including of someone who appeared affluent and was not that clever.'

(Lydia, Line 843, Code: Obvious indicators of poverty and affluence)

'...was very obviously quite poor and couldn't (.) err (.) like he wouldn't have been able to hide that. Like you know my parents always bought me new school uniform and always made sure it was clean even if we didn't have any money whereas he didn't have that. So it would have been very, very difficult for him to portray anything different. Erm (.) and yeah he very much had a bad experience and left (.) yeah.'

(Lydia, Line 888, Code: Obvious indicators of poverty and affluence)

Of her own experience of this, Lydia explained the following;

'I think the, the most awkward bits were when there were extra curricula things where, like (.) I don't know (.) when there were sort of things in the evenings at the school, like we did shows or fairs or whatever, because people would get really involved, and their parents would come and bring loads of stuff, and (.) that, that was probably the most awkward bit, because either like my parents couldn't afford to like contribute or they couldn't come cuz they were working or whatever. Or like if it was something like where we were supposed to dress up they couldn't afford to buy me stuff, but I still wanted to go...'

(Lydia, Line 211, Obvious indicators of poverty and affluence)

It is of interest that hiding, and specifically not being able to do so, features in Lydia's recollections above, as a further subtheme of Theme 4 explores this in more detail. In this instance, hiding and concealment of her peer's background, and at specific times her own, were not an option. For her peer, the markers of his SES were regularly obvious in a way that her own was not and directly impacted upon him in a negative way in terms of his social interactions with peers.

Fear, avoidance, risk and hiding

Participants raised the idea of hiding and of being 'discovered' in a number of different ways. Lydia, who spoke highly of her positive school experience, nonetheless concealed much of her home life when in the GS field.

'I was(.) kind of um(.) not open about my family situation, like how much money we had.'

(Lydia, Line 18, Code: Concealing home life at school)

'I don't remember ever outright lying but I would sort of not fully participate in some conversations. Like if people were talking about the expensive Christmas presents they got for example (.) I would sort of (.) distance myself from that topic, rather than make, say you know oh I got this (.) yeah. So it was kind of (.) yeah, it was more of an omission...'

(Lydia, Line 43, Code: Concealing home life at school)

She also described 'going over to other people's houses, I wouldn't invite them to my house, um (.) I don't think ever' (Line 91) and suggested that she 'didn't really want them (GS peers) to see where I lived necessarily' (Line 108).

In some cases, it was that parents of participants were more concerned about concealing their family's financial situation and gave a message to their children of needing to hide their eFSM status.

'...my parents wouldn't take up the free school meals because they didn't want people (.) well, I suppose they (.) knew how it could potentially affect me socially...'

(Lydia, Line 1087, Code: Parents concealing financial status)

'Like mum and dad would be like oh don't tell people you're on free school meals, and I'd be like why not? And they'd be like oh no don't it's not something you talk about.'

(Kara, Line 598, Code: Parents concealing financial status)

Operating in the GS field was sometimes spoken of defensively, with participants describing 'staying under the radar' and being 'guarded' in a more general sense than just concealing elements of one's background field.

Ruth: 'I was guarded in school. On guard against letting yourself down.'

Researcher: 'In (.) how so?'

Ruth: 'Because they had high expectations of us.'

(Ruth, Line 567, Code: Being guarded/hiding/violence in school)

Miriam experienced physical violence in school, and as such her hiding was motivated by avoiding peers who would likely be aggressive towards her if she were noticed.

'But in school, it was more of a just kinda staying under the radar? It was more, yeah, kinda from that point of view (.) it's (.) if we count all the different random people that would be trying to beat me up on a kinda (.) I'm pretty sure that I avoided the whole of the P form, the whole of the N form and kinda (.) It's (.) the amount of fights that me and ML (fellow student) got into (.) it's yeah (.) there's quite a few... The amount of split lips I sported that year was impressive. It wasn't just kinda the fights, but also you would end up with shoes kind of thrown at your face kind of randomly, you'd end up with people on the bus grabbing you by the hair when you were trying to climb down the stairs of the bus so it's... really kind of random things. And anything to kind of hide and stay under the radar was always a good thing, yeah.'

(Miriam, Line 403, Code: Being guarded/hiding/violence in school)

In Miriam's case, this avoidance was also replicated in her home community.

'So out of school, it was very much kinda avoiding people finding out because, not so much that they weren't clever, but they weren't academically clever (.) and kinda would've teased, bullied, kinda (.) made life hell, had it been the case they'd found that out.'

(Miriam, Line 397, Code: Hiding/avoidance of school identity out of school)

This particular subtheme then begins to illustrate a process of separation engaged in by participants.

RQ 2: How is this experience across the two fields of background and school managed by the participants in this study, and what factors might influence either the experience or the management of it? will now be considered in terms of what has been explored in Themes 3 and 4.

The possible role of resilience has been explored above (see Theme 3) as being an SF in navigating across fields for participants. Degrees of commonality between the fields were also identified as potential ways in which cross field navigation may have been made easier. Further support for this theory might be found when considering the HF around field navigation, in particular those areas where divergence between the fields became more obvious (e.g. social attitudes towards alcohol and clear indicators of one's SES marking one out). Participants described hiding and concealing to avoid potential negative impacts of their true statuses as lower income CYP and/ or high achieving GS pupils being discovered.

This begins to show perhaps a management process of separation, keeping each field (and the way in which one operates in each) distinct and apart from one another. Friedman (2016) identified that USM in adult participants could bring 'a slew of hidden emotional injuries' (p.35) as a result of their movement across social space, resulting in 'a sense of 'guilt, estrangement and abandonment' (p.35) in relation to their background.

Present participants seem to not have experienced these negative emotions in the same way. This may be due to a number of factors. Firstly, a limitation of the present study is that it relies predominantly on retrospective accounts by adults on their experiences in school. If an experience were particularly difficult, it may be that a participant has downplayed the negative emotions felt at the time and recast the experience in a more positive light. However, the author has subscribed throughout the research to the idea of taking a credulous approach (Kelly, 1955/1991) and as such other possible explanations which build upon what participants have reported have also been considered.

Secondly, in positioning of the background field as something to escape (as discussed in relation to RQ 1 earlier in the chapter), participants may have aligned themselves more closely with the GS

field. Ingram (2011) concluded that in order for the working class participants in her research to be successful they 'must continue to diminish their affiliation to the working class identity' (p.300) and deciding that the background field is 'bad' may present a more legitimate and less psychologically destabilising way in which to, as Ingram suggests, diminish their working class identity. This alignment in itself might be interpreted, at least in part, as an escape, an action often further legitimised by familial support of the narrative, such as in the examples of Ruth and Lydia, and also through the government definition of social mobility, which refers to a 'weak link' with one's parental SES allowing for increased USM. A theoretical basis for this possible explanation can be found in work on stigma.

Goffman (1963) proposes that stigma is a phenomenon that entails individuals in possession of an attribute discredited by their society as being rejected by that society and bearing a 'spoiled' identity as a result. The present research suggests that the eFSM status of participants, and their wider background field, may have been stigmatised in a number of ways in the GS field (for example through lower teacher expectations or perceived lack of support for aspirations for the future informed by the background field). These are only small indicators that hint at a GS field that may stigmatise, however there are larger indicators of participants self- stigmatising, whereby participants and their families support the belief that their field and lifestyle should be escaped and hidden from others in the GS field, in order to 'pass' as a non- stigmatised member.

The potential shared belief therefore of both fields, that GS=escape and that this is a positive thing, might then serve as a further area of commonality between the two fields, reinforcing this SF and further shielding against potential hysteresis and any emotional disequilibrium that might be encountered.

An alternative explanation for the apparent ease at the field boundary of the participants in the present study may be the fact that GS attendance allows for USM at a much younger age than many might usually experience it. Bourdieu (1967) acknowledges that educational socialisation can result in a cultured habitus, and it may be the case that early life USM is beneficial in allowing a more malleable habitus to adjust to and benefit from exposure to a field that is, to all intents and purposes, at odds with the habitus prior to secondary education.

Future research might further explore the stage in life at which USM occurs and if these can have more or less deleterious emotional and/or psychological costs. It may also examine the hypothesised relationship between how a background field is perceived and the psychological and emotional ease with which pupils considered disadvantaged engage in USM. This in particular could raise important ethical questions around the notion of USM through selective education. Drawing on stigma theory (Goffman, 1963), if the stigmatising of one's own background field, and the need to then hide it in order to be accepted, is found to be a way in which disadvantaged pupils in GS might be managing life at the boundaries of two fields, one might question whether USM that can only be emotionally

manageable through this spoiling of one's own origin is an acceptable means of achieving improved socioeconomic outcomes?

Theme 5: Habitus divided?

The final theme, as illustrated in Figure 21, comprises three subthemes. In terms of the full thematic map (Figure 16) this theme is the product of participants' navigation of and movement between the two fields, moderated as it is by the varying degrees of supportive or hindering factors experienced by each individual during this time.

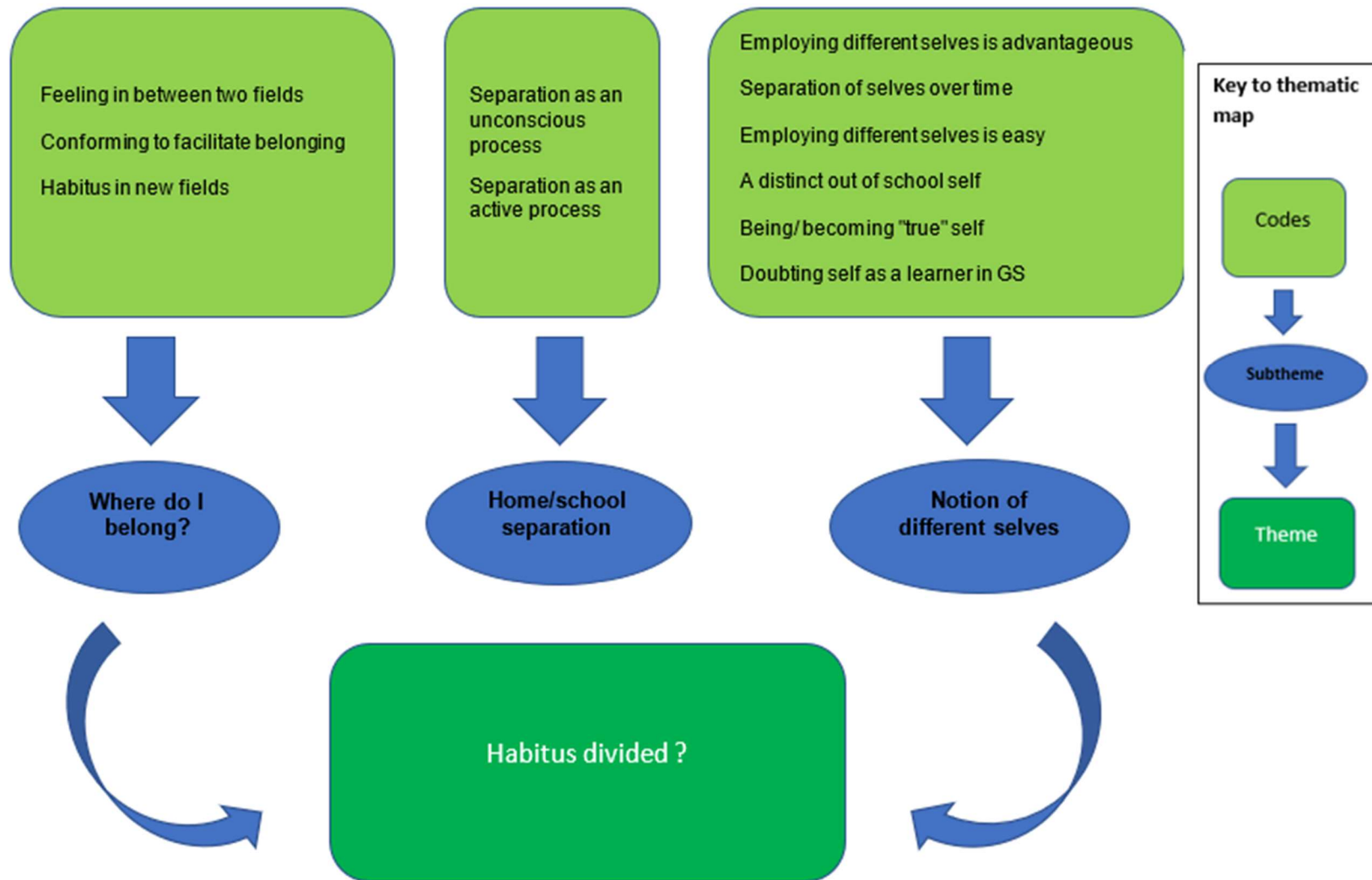


Figure 21. Section of thematic map demonstrating Habitus divided?

Home/school separation

The separation of their school and background fields was described by participants in ways that suggested they were not overtly aware of their actions at the time.

Researcher: 'So it wasn't like a constant, conscious worry in your head, it was just something you, that you knew you needed to do (keep home and school separate).'

Miriam: 'Yeah, and it was just something that, that I did. It was just.... This is how it is.'

(Miriam, Line 379, Code: Separation as an unconscious process)

'Well (sighs) I didn't kind of (.) Actively think about it (.) I just (.) yeah I don't know it wasn't like I thought it wasn't like a decision I made, it was just the way I felt meant didn't feel like I (.) could (.) be open about it I guess...'

(Lydia, Line 30, Code: Separation as an unconscious process)

Ruth explained how the separation, for her, still exists depending on peers she is mixing with, whether it is people from her school or people she knows from her home community. Awareness of the difference has grown for her with time, as appears to be the case for both Lydia and Miriam.

Ruth: 'It's a very different feeling and even now (.)'

Researcher: 'Even now. Were you aware of that different feeling at the time? Or has that...'

Ruth: 'No I think it's something I've grown to realise. I think when I was at school I don't think I felt as strongly about it as I am able to vocalise it now.'

(Ruth, Line 84, Code: Separation as an unconscious process)

Whilst participants may not have been making decisions about maintaining field separation at a conscious level, they nonetheless described this process as an active one, where they acted in certain ways, although they may not have fully realised why (as Ruth identified above). For Lydia;

'I didn't live very close to the school or to anyone else that went there it wasn't like my catchment school so I didn't often see people I knew from school unless it was intentional and I just yeah I don't know, it's like I flipped a switch when I got in the car with my mum and my brother when they picked me up...'

(Lydia, Line 197, Code: Separation as an active process)

Lydia did not see this process as 'a chore' (Line 195) despite it being an active process of switch flipping, so to speak. Miriam gave an account of something more laborious in her maintenance of field separation.

'... I went out of my way to kind of hide what school I went to and everything. It was I would get off the school bus, go to the library, get changed in the library or get changed in the bathrooms before leaving school so they (peers in her background field) wouldn't know what school I was going to...'

(Miriam, Line 229, Code: Separation as an active process)

This appears to speak once more of the need participants felt to conceal indicators of their association with one field with the other. Sometimes this only occurred in the school field, in terms of concealing one's background, but Miriam indicated that concealment played a big part in her activities in both fields.

Lydia was unsure of what her motivations for concealment and separation were, whilst Miriam had a clearer idea that it pertained to acceptance and belonging, noting that if her home community peers had known which school she went to 'I don't think they would have necessarily accepted me the same way?' (Line 236). The phrasing of this as a question may indicate that she still remains unsure as to what the outcome of her being found out might have been.

Where do I belong?

This subtheme reflects participants' recognition of their existing across the background and school fields, sometimes not feeling that they fully belonged to either and efforts they may have made to overcome barriers they felt were in the way of belonging. Ruth had indicated that she felt the community she was from was something to be escaped (see Theme 2) and indicated stepping away from it. However, she did not feel that she fully belonged in her school field.

'...sometimes I felt when I was in school that I wasn't as good as some of the others (oh really) whereas in the community I didn't feel like that.'

(Ruth, Line 811, Code: Feeling in between two fields)

This apparent limbo state was something that Sally also described.

'I suppose for a while I felt stuck between the two. I wasn't sure I was bright enough to go to the GS but knew I wouldn't fit in to the secondary modern. So it was really strange, really strange.'

(Sally, Line 564, Code: Feeling in between two fields)

The doubting oneself as a learner in a GS setting was an experience shared by Ruth, again perhaps disrupting feelings of ease and belonging.

'But I'm more confident in my academic ability now than I was all those years ago. I think there was an element of, even when I was in school, that I'd kind of got there by default.'

(Ruth, Line 806, Code: Doubting self as a learner in GS)

Participants described ways in which they conformed, apparently in order to facilitate belonging and ease discomforting feelings. For Lydia, this focussed on her outward appearance in her school field.

'I was never that bothered about makeup and stuff, but in school I felt like I (.) had to wear, not had to, but I felt more comfortable wearing some makeup and things, whereas out of school, not just at home but out of school in general, I wasn't as bothered about stuff like that...'

(Lydia, Line 118, Code: Conforming to facilitate belonging)

Miriam, perhaps unsurprisingly given that she felt that she needed to conceal aspects of her life in both GS and background fields (see Theme 4), felt that she could not be her true self in either field, and therefore conformed to the expected norms in both, against her own wishes at the time.

'...it was very much you go in as an infantry man, you don't go in at officer level so, I looked into it, I looked into it and was accepted into Welbeck college...the kind of officer training type thing. But I didn't dare ever tell them. But at the same time I wouldn't have told people at the school, because they would be thinking, urgh, kinda, air force (.) yeah (.) so didn't go.'

(Miriam, Line 255, Code: Conforming to facilitate belonging)

Sally had felt very comfortable in her school field, and indicated that for her, it was when she moved beyond school, she began to feel at odds with some of the environments in which she found herself. Through GS Sally had had the chance to apply for Oxbridge, something that would not have been available to her otherwise. She travelled to attend an entrance interview and stayed the night prior to her interview, eating dinner in the college she was applying to.

'But, when we went in to eat and we all had to, well everybody else wore gowns, and we had to stand up and say grace in Latin, (laughs) I just, I have this really clear memory of looking at these knives and forks and thinking thank God L's (affluent peer in GS) family had all those out (laughs)! But I just knew(.) that I wouldn't fit in. I just absolutely knew...that I wouldn't last. That I wouldn't enjoy it... I also ...where my cultural boundaries were.'

(Sally, Line 629, Code: Habitus in new fields)

This subtheme therefore provides examples of times participants began to curtail some of their own aspirations and goals, informed by a sense of something that is not explicitly named, but might be termed 'discomfort'. Descriptions given by participants seem to stop short of Bourdieusian hysteresis and some of the more extreme psychological difficulties experienced by those who became upwardly socially mobile in their adult years (Friedman, 2014; 2016; Reay, 2005). However, the discomfort felt by some participants was nonetheless influential in altering their life choices by appearing to limit their aspiration when it was recognised by them that their aspiration would likely result in this feeling of discomfort continuing in some form.

Notion of different selves

As with Theme 1: GS Field, participants labelled aspects of what might be thought of as a habitus divided as being positive and beneficial, as well as identifying those that might be more challenging to manage.

The notion of different selves, developed and refined by participants through their navigation and managed separation of school and background fields, was considered to be advantageous. Sally recollected how she learned to 'act' in certain situations and attributes this learning to her GS experience.

'I think out of the three of us (sisters) I've probably done better. My husband's family were quite big and very close, and I almost put on an act to be part of it because of what I'd learnt from L's family and K's family (more affluent peers).'

(Sally, Line 239, Code: Employing different selves is advantageous)

Sally: 'I do remember almost taking a deep breath and thinking, what am I going to be in this, in this situation...I cannot remember now if that was a deliberate choice then, but looking back and having spoken to you about this (.) I'm thinking I did, that's what I did, I called on bits.

Researcher: 'Knowledge that you'd acquired.'

Sally: 'Yeah, yeah.'

(Sally, Line 261, Code: Employing different selves is advantageous)

Lydia described knowing how to adapt to get the most out of a situation, something she finds quite easy to do.

'I notice as an adult, like I'm quite good at being, at behaving differently depending on the situation I'm in, on the environment I'm in. And like the people that I'm around. So (.) I'm comfortable and confident in myself and my own opinions, but I'm very aware that the best

way to (.) get along in a certain situation, or get what I want out of certain situation might be to behave differently to how I would behave normally in my personal life.'

(Lydia, Line 975, Code: Employing different selves is advantageous)

This subtheme also indicated the idea of a 'true' self emerging for some participants later on in their life. Lydia found herself behaving quite differently at university regarding how much she chose to reveal to others about her background field.

Lydia: 'And I don't think I felt super close to any of my friends from school because they weren't seeing the whole kind of me. Whereas at university it's just, you know (.)'

Researcher: 'So was that an opportunity to redress that when you got to uni? Was that different for you?'

Lydia: 'Yeah, yeah it was definitely. I think partly because of the course I was doing...because I was doing Sociology, lots of the seminar discussions were about class and status and these kinds of things (.) and I felt comfortable in those environments saying actually yeah I'm from like quite a working class background (.) because I knew that the people around me were there because they were either interested in the subject and would therefore want to hear different opinions, or some of them were also from the same sort of background to me. So yeah I was very open about it at university, very open about it.'

(Lydia, Line 1109, Code: Being/becoming 'true' self.)

Miriam disclosed that she was in her early twenties when she 'found' herself.

Miriam: 'It wasn't until I'd moved away and moved physically out of the area, physically new kind of new job, new friends, complete (.) completely new life (.) a new life at police insistence (.) It was quite (.) that I actually kind of found myself I guess.'

Researcher: 'So that (.) separation, you say that wasn't something that you were doing intentionally at the time, it just (.) was how you, it just was how you were doing things.'

Miriam: 'Yeah, and that continued.'

(Miriam, Line 135, Code: Being/becoming 'true' self.)

The exploration of Theme 5 allows for a further elaboration regarding the answers this data can contribute towards RQ 2. Evidence is found in this theme of participants' conforming to facilitate belonging, maintaining separation of home and school fields as an active though somewhat unconscious process and in limiting some of their potential goals as a result of experiencing a discomfort, in feeling 'out of place' in a potential new environment such as an elite university.

Returning to earlier theoretical considerations of resiliency and stigma, in considering how the experience across the fields is managed, it might be considered that a lack of resiliency for a participant (characterised by low SFs and high HFs) limits it being able to be employed to facilitate life across the fields. In Miriam's case for example, she had very few SFs to draw upon and significant HFs (low resiliency) and as a result her management of the situation relied entirely on hiding and conforming in order to pass as 'normal' in both fields. Comparatively Lydia had far more SFs and higher resiliency in systems around her and was able to draw on positive relationships for example to support her, although she still engaged in processes of hiding, separation and concealment implying a level of stigma was still present. This consideration of Lydia and Miriam also illustrates the heterogeneity of disadvantage, something that might be argued to be oft overlooked by government policies seeking to support those given this label. In terms of the present study, the heterogeneity of disadvantage might be reflected by the relative amounts and influences of the SFs and HFs each participant had operating on their experience across the background and school fields.

Sally's realising that Oxbridge was not for her, that she wouldn't fit in, might be interpreted in light of stigma theory as a realisation of her limitations to pass in that environment. The threat of her outing herself resulted in increased habitus discomfort and as such she decided to go to an alternative university 'full of Oxbridge rejects and that's why I fitted in perfectly' (Line 679).

Having considered all themes, RQ 3 will now be addressed. This asked, 'What is perceived by these participants to be the benefits and /or difficulties of life across these differing fields?' Participants identified the increased opportunities, experiences, knowledge and aspiration that attending GS afforded them, as described more fully in Theme 1 and when considering RQ1. Theme 5 elaborates upon this and indicates that participants felt that having and being able to employ differing identities, as developed via life between two fields, is advantageous to them. Prior to completing data collection, the author noted that the Social Mobility and Child Poverty Commission (2015, now known as the SMC) had identified that social and emotional skills also impact upon USM and attaining what

are considered to be top jobs, and considered therefore that access to GS for increased academic achievement alone may not be sufficient in promoting this.

Present data seems to suggest that access to GS could benefit some eFSM pupils in developing these skills, through their exposure to more affluent others and building their social capital, and also (in keeping with findings from Reay et al., 2009; 2010) through their developed ability to call upon different identity types, with different social and emotional skill sets, dependant on their situation or audience.

What the author found most interesting about the present research is that participants did not overtly identify any difficulties or aspects that they perceived to be negative about their experience. Care needed to be taken in the thematic analysis that things the researcher perceived to be negative were not mislabelled as being participant views; Miriam for example, in describing her experiences of violence, hiding her true self, not feeling that she had a true identity until aged 21, did not at any point label these as unquestionably negative. At several points, she described them as 'bizarre' but overall explained;

'At the time I just think I accepted it, just how it was. It's yeah (.)That's just how it was. Which (.) Which is bizarre really (.) It got me through and actually, it wasn't all bad and it didn't feel bad at the time.'

(Miriam, Line 632)

For the participant who appeared to experience the most disadvantage, there was an acceptance of the situation in which she found herself, and the benefits that Miriam stood to gain from GS comparative to her background were large. Perhaps this resulted in an ease in her engaging in the stigmatising of her own field and aligning herself with the GS field; violence and hardship existed across both fields for Miriam, but one offered a way out and as such perhaps it became valued and the ends justified the means.

Once more, the limitation of those participants who retrospectively reported their experiences must be held in mind, as evidence from Skowronski, Walker, Henderson and Bond (2014) indicates that with retrospective accounts there is a risk of fading affect bias (FAB). The authors state that there are two trends within FAB. The first is that the affect associated with positive memories tending to fade more slowly between occurrence and recall than those memories linked to negative affect. The second is that those events experienced as negative at the time will be more likely to be cognitively recast to prompt feelings of positive affect at recall than it is that those experienced as positive at the time will come to prompt feelings of negative affect at recall.

Clearly FAB has implications for the findings of this research overall but may be thought to have particular significance when considering the question of what participants found to be the more challenging aspects of their experience. This highlights once more the need for research to be carried out directly with CYP who are living the experience in the present moment.

The present study had one participant who was a current GS student, Jim, as a result of changes to the methodology (see Appendix 2). Of all participants, Jim's data was the most difficult to incorporate in the thematic analysis, and whilst it is not the case that the thematic map generated directly goes against any of Jim's Phase 2 data, it is felt by the researcher that it does not describe Jim's experience well. The presence of FAB might go some way to explaining this, as well as some more dispositional factors that Jim identified about himself concerning not really enjoying talking. His data was kept and included in the analysis for transparency during this research project, however it is a limitation of the present study and does constitute a clear outlier, indicating again the need for further research that focuses particularly on socially mobilised CYP in GS.

In some ways, the difference that Jim's data presented when compared to the overall thematic analysis represented a cleavage in the results that the researcher had considered may be a possibility as a by-product of the varying ages (and by virtue of this the cultural differences in which the participants' developed their habituses and experienced their background and school fields) of the participants; it would not have been unexpected to see one or more lines of divergence across the data and perhaps a need for more than one thematic map to adequately capture and explain reported experiences. However, this did not appear to be the case, and those participants who gave retrospective accounts, despite the large age range, presented stories which all contained common themes and subthemes. The researcher wondered if this spoke of the largely unchanged system of selection and GS education over a considerable number of years, and this may warrant further exploration and consideration in further work.

Conclusions and implications for EP practice

This research set out to explore the experiences of those who were eFSM whilst attending GS. It was grounded in the theories of Bourdieu and Kelly in its design and supplemented with broader psychological concepts of stigma and resilience in its interpretation and attempts to tentatively build theory in line with its epistemological foundations (Chapter Three, Section One).

It showed that GS may confer largely non cognitive benefits upon those disadvantaged CYP who attend, but that this may come at the price of accepting a stigmatising narrative concerning one's own background and engaging in separating, hiding and conforming in order to facilitate a closer alignment with the GS field as the 'normal' and accepted way of being. The ease with which this was done by participants in the present study appeared to be moderated by differing degrees of HFs and SFs, which might be thought of as constituting the resiliency of the systems around the participants.

The psychological cost to participants did not appear to be high, though it may not be truly known due to the influence of FAB on retrospective experiential accounts, along with the legitimising of the stigmatising narrative surrounding one's background field potentially resulting in a feeling that GS must be 'good' because it is the means to escape the 'bad'.

Potential future areas for research have been identified throughout this chapter. Nonetheless, the present data indicates that EPs have a role to play at the school level in ensuring that pupils who are eFSM or otherwise disadvantaged and attending GS are not considered to be 'saved' purely in virtue of their attending. Some may require external support regarding building resiliency if levels of this are low outside of school, and EPs are well placed to be advocating for this minority and ensuring that the school field is able to provide, in this respect, what the background field may not be able to. This might include guarding against limited staff expectations, ensuring that pupils have at least one close positive relationship in school and being sensitive to the potential tensions that may exist for pupils when it comes to consideration of employment and further/higher education. Additionally EPs may be able to sensitively raise the consciousness of schools to the possibility of these tensions, and support staff to think about how they might promote the positive aspects of a pupil's background field, so as to support inclusion in a real sense and provide an alternative to rejecting and hiding one's own background and conforming to the school norms and values in order to feel accepted.

At a policy level, EPs might consider why the benefits of broader experiences, increased aspirations and better life outcomes (as reported by participants in this research) should only be afforded to those in a position to pass the 11+ exam (questionable in its own right in terms of transparency and validity [Brown & Fong, 2019]). The advantages participants had via GS were reported to be primarily as a result of their exposure to and mixing with peers of differing SES backgrounds, and educational psychology as a professional voice should continue to draw on evidence, as demonstrated in the AEP response to Schools that Work for Everyone (personal communication, 4th May 2020), to show that this stratification cannot promote equality of opportunity, or community level social mobility, in an effective way.

The apparent discrepancy between the actions for the EP at individual, school and policy levels is clear; EPs should continue to challenge the existence of a selective system, yet also acknowledge the responsibility they have to support those pupils who attend these schools and work alongside the schools in order to promote positive outcomes for all. Layered on top of this is the need for an appreciation of diverse backgrounds. Presently the removal of barriers and the promotion of aspirations and improved outcomes appears to necessitate a diminishing of working class values and identity, and a stepping into a middle class idea of what achievement and success means.

EPs can work to identify those aspects of backgrounds positioned as disadvantaged that warrant amplification (e.g. an increased propensity to help others in distress and a higher measure of empathy compared to their higher SES counterparts, Manstead [2018]), that may well be being overlooked in a predominantly middle class field, and advocate for celebration of all backgrounds in

a real sense in the school environment. The practical ways in which EPs might start to puncture the middle class GS systems is likely to be highly dependent on the existing systems and relationships, and the EP knowledge of systemic working will be invaluable in beginning to shift thinking. It is no doubt a significant undertaking, but one which this author argues it is incumbent upon EPs to engage with in order to promote inclusion and equity in education in the broadest way.

Reference List

Allegrini, A. G., Selzam, S., Rimfeld, K., von Stumm, S., Pingault, J. B., & Plomin, R. (2019). Genomic prediction of cognitive traits in childhood and adolescence. *Molecular psychiatry*, 24(6), 819-827.

Allison, R. (2018). *Academic performance of disadvantaged pupils in and out of London: an analysis*. Department for Education. Available at: https://dera.ioe.ac.uk/32061/1/FINAL-RA_Data_Analysis_paper_for_publication.pdf Accessed: 02/11/2018.

Association of Educational Psychologists. (2017). A manifesto for all children and young people. Available at: <https://www.aep.org.uk/EasySiteWeb/GatewayLink.aspx?allId=8888> Accessed: 2/10/2017.

Bazeley, P. (2013). *Qualitative data analysis: Practical strategies*. Sage.

Benard, B. (2004). *Resiliency: What we have learned*. San Francisco: WestEd.

Benn, M. (2018, June 5th). Grammar schools: Even the BBC is waking up to the painful, divisive reality. *The Guardian*. Available at: <https://www.theguardian.com/education/2018/jun/05/grammar-schools-bbc-documentary-divisive> Accessed: 7/6/2018.

Bhaskar, R. (1998a). Philosophy and scientific realism. In M. Archer, R. Bhaskar, A. Collier, T. Lawson, & A. Norrie (Eds.), *Critical realism: Essential readings* (pp. 16–47). London: Routledge.

Bhaskar, R. (1998b). *The Possibility of naturalism: A philosophical critique of the contemporary human sciences* (3rd ed.). Routledge.

Bolton, P. (2017). Grammar School Statistics (House of Commons Library, No. 1398). <https://researchbriefings.parliament.uk/ResearchBriefing/Summary/SN01398> Accessed: 19/11/2018.

Bourdieu, P. (1967). Systems of education and systems of thought. *Social Science Information*, 14, 338–358.

Bourdieu, P. (1986). The forms of capital. In: Richardson, J. (Ed.), *Handbook of Theory and Research for the Sociology of Education* (pp. 241-258). Westport, CT: Greenwood.

Bourdieu, P. (2000). *Pascalian meditations*. Stanford University Press.

Bourdieu, P. & Wacquant, L. (1992). *An Invitation to Reflexive Sociology*. Chicago and London: The University of Chicago Press.

Boyatzis, R. (1998) *Transforming Qualitative Information: Thematic Analysis and Code Development*. London: Sage.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.

Braun, V., & Clarke, V. (2019). Reflecting on reflexive thematic analysis. *Qualitative Research in Sport, Exercise and Health*, 11(4), 589-597.

Brown, A., & Fong, S. (2019). How valid are 11-plus tests? Evidence from Kent. *British Educational Research Journal*, 45(6), 1235-1254.

Caputi, P and Reddy, P. (1999). A comparison of triadic and dyadic methods of personal construct elicitation. *Journal of Constructivist Psychology*, 12(3), 253-264.

Carter, S. M., & Little, M. (2007). Justifying knowledge, justifying method, taking action: Epistemologies, methodologies, and methods in qualitative research. *Qualitative health research*, 17(10), 1316-1328.

Cheesman, R., Hunjan, A., Coleman, J. R., Ahmadzadeh, Y., Plomin, R., McAdams, T. A., ... & Breen, G. (2020). Comparison of adopted and nonadopted individuals reveals gene-environment interplay for education in the UK Biobank. *Psychological Science*, 31(5), 582-591.

Clark, D., & Del Bono, E. (2016). The long-run effects of attending an elite school: Evidence from the United Kingdom. *American Economic Journal: Applied Economics*, 8(1), 150-76.

Crenna- Jennings, W. (2018). *Key drivers of the disadvantage gap: Literature review*. Education Policy Institute. Available at: <https://epi.org.uk/wp-content/uploads/2018/07/EPI-Annual-Report-2018-Lit-review.pdf> Accessed 30/4/2020.

Cribb, J., Jesson, D., Sibieta, L., Skipp, A., & Vignoles, A. (2014). Poor grammar: Entry into grammar schools for disadvantaged pupils in England.

<http://dera.ioe.ac.uk/30279/1/poorgrammarreport-2.pdf> Accessed 29/10/2018.

Cooper, K., & Stewart, K. (2013). *Does money affect children's outcomes?* Joseph Rowntree Foundation. Available at: <http://eprints.lse.ac.uk/54435/7/CASereport80.pdf> Accessed 30/4/2020.

Cooper, K., & Stewart, K. (2017). *Does money affect children's outcomes? An update.* Centre for Analysis of Social Exclusion. Available at: <http://eprints.lse.ac.uk/103494/1/casepaper203.pdf> Accessed 30/4/2020.

Danermark, B., Ekström, M., Jakobsen, L., & Karlsson, J. C. (2002). *Explaining Society: Critical realism in the social sciences.* London: Routledge.

Danechi, S. (2020). *Grammar School Statistics* (House of Commons Library, No. 1398). <https://commonslibrary.parliament.uk/research-briefings/sn01398/> Accessed: 2/5/2020.

DoH/DfE. (2017). *Transforming Children and Young People's Mental Health Provision: a Green Paper.* Available at: <https://www.gov.uk/government/consultations/transforming-children-and-young-peoples-mental-health-provision-a-green-paper> Accessed 29/10/2018.

DoH/ NHS England. (2015). *Future in mind Promoting, protecting and improving our children and young people's mental health and wellbeing.* Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/414024/Childrens_Mental_Health.pdf Accessed 29/10/2018.

Domingue, B. W., Belsky, D. W., Conley, D., Harris, K. M., & Boardman, J. D. (2015). Polygenic influence on educational attainment: New evidence from the National Longitudinal Study of Adolescent to Adult Health. *AERA open*, 1(3), 2332858415599972.

DfE. (2016). *Schools that Work for Everyone: government consultation.* Available at: https://consult.education.gov.uk/school-frameworks/schools-that-work-for-everyone/supporting_documents/SCHOOLS%20THAT%20WORK%20FOR%20EVERYONE%20%20FINAL.PDF Accessed 29/10/2018.

DfE. (2017). *Unlocking Talent, Fulfilling Potential A plan for improving social mobility through education.* Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/667690/Social_Mobility_Action_Plan_-_for_printing.pdf Accessed 29/10/2018.

DfE. (2018a). *Schools that Work for Everyone: government consultation response*. Available at:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/706243/Schools_that_work_for_everyone-Government_consultation_response.pdf Accessed 29/10/2018.

DfE. (2018b). *Special Educational Needs in England: January 2018*. Available at:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729208/SEN_2018_Text.pdf Accessed 17/11/2018.

Easterby-Smith, M. (1980). The design, analysis and interpretation of repertory grids. *International Journal of Man-Machine Studies*, 13(1), 3-24.

Education Act 1944. Available at: <http://www.legislation.gov.uk/ukpga/Geo6/7-8/31/section/12/enacted> Accessed 19/11/2018.

Fletcher, A. J. (2017). Applying critical realism in qualitative research: methodology meets method. *International Journal of Social Research Methodology*, 20(2), 181-194.

Fransella, F., Bell, R., & Bannister, D. (2004). *A manual for repertory grid technique*. John Wiley & Sons.

Friedman, S. (2014). The price of the ticket: Rethinking the experience of social mobility. *Sociology*, 48(2), 352-368.

Friedman, S. (2016). Habitus clivé and the emotional imprint of social mobility. *Sociological Review*, 64(1), 129-148.

Friedman, S., Laurison, D., & Macmillan, L. (2017). *Social mobility, the class pay gap and intergenerational worklessness: New insights from the labour force survey*. Available at:
http://dera.ioe.ac.uk/28474/1/The_class_pay_gap_and_intergenerational_worklessness.pdf
Accessed 29/10/2018.

Foster, D. & Long, R. (2018). *The Pupil Premium* (House of Commons Library, No. 6700). Available at: <http://researchbriefings.files.parliament.uk/documents/SN06700/SN06700.pdf>
Accessed on 26/11/2018.

Gillard D (2017) *Labour and the grammar schools: A history*. Available at:

www.educationengland.org.uk/articles/31labourgrammar.html Accessed 24/11/2018.

Gilligan, C., Spencer, R., Weinberg, M. K., & Bertsch, T. (2003). On the Listening Guide: A voice-centered relational method. In P. M. Camic, J. E. Rhodes, & L. Yardley (Eds.), *Qualitative research in psychology: Expanding perspectives in methodology and design* (pp.157–172). American Psychological Association.

Goffman, E. (1963). Stigma and social identity. *Understanding Deviance: Connecting Classical and Contemporary Perspectives*, 256-265.

Gorard, S., & Siddiqui, N. (2018). Grammar schools in England: a new analysis of social segregation and academic outcomes. *British Journal of Sociology of Education*, 1-16.

Grbich, C. (2007) *Qualitative Data Analysis: An Introduction*. London: Sage.

Green, H., McGinnity, A., Meltzer, H., Ford, T., & Goodman, R. (2004). *Survey of the mental health of children and young people in Great Britain, 2004*. Basingstoke: Palgrave Macmillan.

Grice, J. W. (2002). *Idiogrid* (Version 2.4). Oklahoma State University. <https://www.idiogrid.com/>

Guest, G., MacQueen, K. M., & Namey, E. E. (2012). *Applied thematic analysis*. Sage Publications.

Haritos, A., Gindidis, A., Doan, C., & Bell, R. C. (2004). The effect of element role titles on construct structure and content. *Journal of Constructivist Psychology*, 17, 221-236.

Hearnshaw, L. S. (1979). *Cyril Burt: Psychologist*. Ithaca, New York: Cornell University Press.

Hesse-Biber, S. N., & Johnson, R. B. (Eds.). (2015). *The Oxford handbook of multimethod and mixed methods research inquiry*. Oxford University Press.

Ingram, N. (2011). Within school and beyond the gate: The complexities of being educationally successful and working class. *Sociology*, 45(2), 287-302.

Jackson, B. & Marsden, D. (1963). *Education and the Working Class*. London: Routledge.

Jankowicz, D. (2004). *The easy guide to repertory grids*. John Wiley & Sons.

Jerrim, J. & Sims, S. (2018). The association between attending a grammar school and children's socio-emotional outcomes. New evidence from the millennium cohort study. *British Journal of Educational Studies*, 1-18.

Jesson, D. (2013). The creation, development and present state of grammar schools in England. *Centre for Performance Evaluation and Resource Management*. Available at: <https://www.suttontrust.com/wp-content/uploads/2013/11/grammarsjesson.pdf>
Accessed 24/11/2018.

Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational researcher*, 33(7), 14-26.

Johnson, B. (2008). Teacher–student relationships which promote resilience at school: A micro-level analysis of students' views. *British Journal of Guidance & Counselling*, 36(4), 385-398.

Kamin, L. J. (1974). *The science and politics of IQ*. Psychology Press.

Kelly, G. A. (1955/1991). The psychology of *personal constructs*. Vol. I, II. Norton, New York. (2nd printing: 1991, Routledge, London, New York).

Lawrence, B. (2018. May 29th). Grammar Schools: Who Will Get In? review: an enlightening, and occasionally troubling, look at the high pressure of selection. *The Telegraph*. Available at: <https://www.telegraph.co.uk/tv/2018/05/29/grammar-schools-will-get-review-enlightening-occasionally-troubling/> Accessed: 7/6/2018.

Lu, B. (2020). Selection on attainment? Local authorities, pupil backgrounds, attainment and grammar school opportunities. *Educational Review*, 72(1), 68-87. Accessed: 12/3/2020.

Maguire, M., & Delahunt, B. (2017). Doing a thematic analysis: A practical, step-by-step guide for learning and teaching scholars. *AISHE-J: The All Ireland Journal of Teaching and Learning in Higher Education*, 9(3).

Manstead, A. S. (2018). The psychology of social class: How socioeconomic status impacts thought, feelings, and behaviour. *British Journal of Social Psychology*, 57(2), 267-291.

Mazhindu, G. N. (1992). Using repertory grid research methodology in nurse education and practice: a critique. *Journal of advanced nursing*, 17(5), 604-608.

McEvoy, P., & Richards, D. (2006). A critical realist rationale for using a combination of quantitative and qualitative methods. *Journal of research in nursing*, 11(1), 66-78.

Morris, T. T., Davies, N. M., & Smith, G. D. (2020). Can education be personalised using pupils' genetic data?. *Elife*, 9, e49962.

Nico, M. L. (2016). Bringing life back into life course research: using the life grid as a research instrument for qualitative data collection and analysis. *Quality & Quantity*, 50(5), 2107-2120.

Odusanya, S. O., Winter, D., Nolte, L., & Shah, S. (2018). The experience of being a qualified female BME clinical psychologist in a National Health Service: An interpretative phenomenological and repertory grid analysis. *Journal of Constructivist Psychology*, 31(3), 273-291.

Office for National Statistics. (2017). Graduates in the UK Labour Market: 2017. Available at: <https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/articles/graduatesintheuklabourmarket/2017> Accessed 17/11/2018.

Organisation for Economic Co- Operation and Development. (2001). The Well- Being of Nations. Available at: <http://www.oecd.org/site/worldforum/33703702.pdf> Accessed 26/11/2018.

Organisation for Economic Co- Operation and Development. (2007). Human Capital; How what you know shapes your life. Available at: <https://www.oecd.org/insights/humancapitalhowwhatyouknowshapesyourlife.htm#TOC> Accessed 26/11/2018.

Parry, O., Thompson, C., & Fowkes, G. (1999). Life course data collection: qualitative interviewing using the life grid. *Sociological research online*, 4(2), 102-112.

Plano Clark, V. L. (2017). Mixed methods research. *The Journal of Positive Psychology*, 12(3), 305-306.

Plano Clark, V. L., & Ivankova, N. V. (2016). *Mixed methods research: A guide to the field*. Thousand Oaks, CA: SAGE Publications, Inc.

Reay, D. (2005) 'Beyond Consciousness? The Psychic Landscape of Social Class', *Sociology* 39(5): 911–28.

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.

Reiter, B. (2017). Theory and methodology of exploratory social science research. *International Journal of Science and Research Methodology*, 5(4), 129-150.

Sadler, K., T. Vizard, T. Ford, F. Marcheselli, N. Pearce, D. Mandalia, J. Davis, et al. 2017. *Mental Health of Children and Young People in England, 2017: Summary of Key Findings*. NHS Digital. Available at: <https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2017/2017> Accessed 13/3/2020.

Saldana, J. (2009) *The Coding Manual for Qualitative Researchers*. London: Sage.

Savage, M., Devine, F., Cunningham, N., Taylor, M., Li, Y., Hjellbrekke, J., Le Roux, B., Friedman, S. and Miles, A. (2013). A new model of social class? Findings from the BBC's Great British Class Survey experiment. *Sociology*, 47(2), 219-250.

Shannon-Baker, P. (2016). Making paradigms meaningful in mixed methods research. *Journal of mixed methods research*, 10(4), 319-334.

Simon, B. (1991). *Education and the social order: 1940-1990*. Lawrence & Wishart.

Skowronski, J. J., Walker, W. R., Henderson, D. X., & Bond, G. D. (2014). The fading affect bias: Its history, its implications, and its future. In *Advances in experimental social psychology* (Vol. 49, pp. 163-218). Academic Press.

Slater, P. E. (1977). *The measurement of intrapersonal space by grid technique Volume 2: Dimensions of intrapersonal space*. London: Wiley.

Smith-Woolley, E., Pingault, J. B., Selzam, S., Rimfeld, K., Krapohl, E., von Stumm, S., Aysbury, K., Dale, P. S., Young, T. Allen, R., Kovas, Y. & Plomin, R. (2018). Differences in exam

performance between pupils attending selective and non-selective schools mirror the genetic differences between them. *npj Science of Learning*, 3(1), 3-7.

Social Mobility and Child Poverty Commission. (2015). State of the Nation 2015: Social Mobility and Child Poverty in Great Britain. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/485926/State_of_the_nation_2015__social_mobility_and_child_poverty_in_Great_Britain.pdf Accessed 22/10/2018.

Social Mobility Commission. (2020). *About us*. Gov.uk. Available at: <https://www.gov.uk/government/organisations/social-mobility-commission/about#definition-of-social-mobility> Accessed: 2/5/2020.

Sullivan, A. & Heath, A.F. (2002). State and Private Schools in England and Wales. *Sociology Working Papers* (Paper Number 2002-02). Available at: <https://www.sociology.ox.ac.uk/materials/papers/2002-02.pdf> Accessed 17/11/2018.

Symonds, J. E. & Gorard, S. (2008, September). *The death of mixed methods: research labels and their casualties*. Paper presented at British Educational Research Association Annual Conference, Edinburgh. Available at: <https://www.leeds.ac.uk/educol/documents/174130.pdf> Accessed 3/2/2020.

Taylor, C. (2018). The reliability of free school meal eligibility as a measure of socio-economic disadvantage: Evidence from the millennium cohort study in Wales. *British Journal of Educational Studies*, 66(1), 29-51.

Teddlie, C., & Tashakkori, A. (2003). Major issues and controversies in the use of mixed methods in the social and behavioral sciences. *Handbook of mixed methods in social and behavioral research*, 1, 13-50.

Teddlie, C., & Tashakkori, A. (2009). Paradigm issues in mixed methods research. In Teddlie, C., & Tashakkori, A. (Eds.) *Foundations of mixed methods research: Integrating quantitative and qualitative approaches in social and behavioural sciences* (pp.83-108). Sage.

Thorley, C. 2016. 'Education, Education, Mental Health: Supporting Secondary Schools to Play a Central Role in Early Intervention Mental Health Services.' Institute for Public Policy

Research. Available at: https://www.ippr.org/files/publications/pdf/education-education-mental-health_May2016.pdf?noredirect=1 Accessed 13/3/2020.

Toland, J., & Carrigan, D. (2011). Educational psychology and resilience: New concept, new opportunities. *School Psychology International*, 32(1), 95-106.

Turpin, M., Dallos, R., Owen, R., & Thomas, M. (2009). The meaning and impact of head and neck cancer: An interpretative phenomenological and repertory grid analysis. *Journal of Constructivist Psychology*, 22(1), 24-54.

Waldron, S. (Executive Producer). (2018, May 29th, June 5th & 12th). *Grammar schools: Who will get in?* London: BBC.

Willig, C. (2008). *Introducing qualitative research in psychology: Adventures in theory and method* (2nd ed.). Maidenhead: McGraw-Hill Open University Press.

Wilson, S., Cunningham-Burley, S., Bancroft, A., Backett-Milburn, K., & Masters, H. (2007). Young people, biographical narratives and the life grid: young people's accounts of parental substance use. *Qualitative Research*, 7(1), 135-151.

Winter, D. (1992). *Personal construct psychology in clinical practice: Theory, research and applications*. Routledge.

Winter, D. A. (2003). Repertory grid technique as a psychotherapy research measure. *Psychotherapy Research*, 13(1), 25-42.

Yorke, L., & Dallos, R. (2015). An interpretative phenomenological analysis and repertory grid exploration of anger in young offenders. *Journal of Constructivist Psychology*, 28(2), 126-138.

Zimmerman, M. A., Stoddard, S. A., Eisman, A. B., Caldwell, C. H., Aiyer, S. M., & Miller, A. (2013). Adolescent resilience: Promotive factors that inform prevention. *Child development perspectives*, 7(4), 215-220.

Appendices

Appendix 1

Literature review method

The funnel approach to searching literature (Hofstee, 2006) was adopted in the present study, starting with a broad exploration of the available literature on grammar schools before narrowing the focus towards areas of interest that suggested a gap in the current evidence base.

Through Google Scholar and The University of Sheffield's Star Plus library facility, the following initial search terms were used;

'social mobility', 'grammar schools', 'aspiration', 'poverty'

A large number of articles were found following this initial search and the author skim read articles and abstracts to inform the next stage of the search. The following terms were used, in combination with previous search terms also, to encourage increased specificity in the results returned.

'disadvantaged', 'low income', 'free school meals', 'working class', 'low socioeconomic status', 'wellbeing', 'SEMH needs'.

Following this, it became clear to the author that social mobility literature often invoked the sociological underpinnings of Bourdieu to explore the experiences of upward social mobility in adults. The author found only one paper that made reference to Bourdiesian concepts in relation to the experiences of children from backgrounds considered disadvantaged in grammar schools (Ingram, 2011). Attendance at grammar schools by this group of pupils can be considered to be a form of upward social mobility when closer analysis of the demographic profile of grammar schools is considered (see Chapter 2, Section 1).

Additionally, extant literature concerning grammar school pupils from backgrounds considered disadvantaged focuses primarily on the access these pupils have to grammar school places; whether or not they have fair and equitable opportunity to pass the 11+ entrance exam for example. Little exists, save for the aforementioned paper by Ingram (2011) pertaining to the experience of those who do 'make it'.

A note on terminology

Terminology in the literature surrounding the pupils of interest is varied and, in government literature often poorly defined (DfE, 2017; DfE, 2018a). Phrases and descriptors used include 'disadvantaged', 'low socioeconomic status' (low SES), 'low income' and 'underrepresented'. In literature exploring social mobility in adults, the notion of class and being 'working class' is also used, although this often

draws on well-developed definitions and descriptors based upon Bourdesian notions of capital, including cultural and economic.

Despite the range of terms used in discussing 'disadvantaged' children and young people, and although there is no clear delineation of where advantage ends and disadvantage might begin, the author did not limit the literature considered on the basis of the terms used. Firstly, the literature base is already small concerning the students of interest and their attendance at grammar school. To limit it further would make it difficult for any related literature to be drawn upon or for the present research to situate itself accordingly. Secondly, measures used in studies to identify 'disadvantaged' pupils indicate that there is often an economically based measure employed (e.g. pupils being eFSM, a measure based on family income and benefit receipt, used in Cribb et al., 2014; Allison, 2018; Gorrard & Siddiqui, 2018), suggesting that implicit understandings of disadvantage may entail (although not necessarily be limited to) economic capital and lack thereof.

The use of the terms 'disadvantaged', 'challenging' and 'underrepresented' by the DfE (2017, 2018a) to describe both individuals and communities do not explain what these terms mean but full reading of the documents suggests that this is done, at least partially, in economic terms (e.g. through references to those on Pupil Premium funding). With this appearing to be a common thread throughout the literature explored, the author felt that broadly speaking the evidence base was referring to the same individuals in society. The issue surrounding clarity of terminology is not something that is within the scope of this thesis to explore in detail. However, the author acknowledges it as a difficulty that has been considered and that this influenced the way in which the literature considered for inclusion in the review.

References:

Allison, R. (2018). *Academic performance of disadvantaged pupils in and out of London: an analysis*. Department for Education. Available at: https://dera.ioe.ac.uk/32061/1/FINAL-RA_Data_Analysis_paper_for_publication.pdf Accessed: 02/11/18

Cribb, J., Jesson, D., Sibieta, L., Skipp, A., & Vignoles, A. (2014). *Poor grammar: Entry into grammar schools for disadvantaged pupils in England*. <http://dera.ioe.ac.uk/30279/1/poorgrammarreport-2.pdf> Accessed 29/10/18.

DfE. (2017). *Unlocking Talent, Fulfilling Potential A plan for improving social mobility through education*. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/667690/Social_Mobility_Action_Plan_-_for_printing.pdf Accessed 29/10/2018

DfE. (2018a). *Schools that Work for Everyone: government consultation response*. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/

Gorard, S., & Siddiqui, N. (2018). Grammar schools in England: a new analysis of social segregation and academic outcomes. *British Journal of Sociology of Education*, 1-16.

Hofstee, E. (2006). Constructing a good dissertation. *Johannesburg: EPE*.

Ingram, N. (2011). Within school and beyond the gate: The complexities of being educationally successful and working class. *Sociology*, 45(2), 287-302.

Appendix 2

Changes to research design

As acknowledged in the main body of the thesis, a re- design of the intended research was necessary in the present study.

Initially it had been hoped by the researcher to recruit suitable, current pupils through local schools, with schools using their records of who on their roll was eFSM and then subsequently distributing the information sheets and consent forms for participants to opt in. Since pupil voice of the experience of being socially mobilised via grammar school attendance was the area under research, current attendees were felt to be the most appropriate target participant group.

The original design of the research had intended to work with current pupils who were eFSM from both grammar and non-grammar schools and compare and contrast the themes arising from their experiences, relating this to the theories of Bourdieu as applied in adult social mobility literature.

At the time of the research being designed the researcher was on placement in a selective area and working therefore with both grammar and non-grammar schools. It was deemed necessary to recruit a number of grammar school pupils first since these individuals were the participants of particular interest to the present study. Recruiting non grammar school pupils concurrently, or ahead of, those who attended grammar schools ran the risk of the study having recruited only participants who were eFSM at non grammar schools, and this participant group had been intended to be a group for comparison, rather than the focus of the research itself.

16 grammar schools were contacted, in waves of two at a time, in order to minimise the uptake by too many schools for the scale of the research. If a school declined, another was then contacted.

The researcher allowed two weeks per school for making attempts to contact relevant key persons to discuss research (e.g. head teacher, assistant head teacher, SENDCo). Initially a phone call was made, followed by an email if no one was available to speak on the phone. If after two weeks no response had been received, the research contacted the next school on the list. This method of recruitment did not result in any uptake by schools to support the research.

As such, the recruitment methods used were broadened to increase the potential uptake of the target group; current grammar school pupils who were eFSM. Over the summer period whilst schools were on holiday, the researcher began to work on community-based methods of recruitment, informed in

part by approaches to work undertaken with marginalised young people by Sanders and Munford (2017).

This included contacting local and parish magazines and newspapers to publish details and invite contact from potential participants, contacting local organisations and charities such as food banks, free lunch cafes, church groups, youth clubs and volunteer organisations, and also posting details of the study on a specific participant recruitment website. Details of the study were also shared via word of mouth and social media, which had been included as a potential recruitment method in the ethical approval. All information advertised was based upon the ethically approved information sheets designed for the original study, and examples are included at the end of this section.

At the beginning of September, the researcher continued with both approaches (contacting schools and community-based recruitment approaches) concurrently for another two weeks. By mid-September only one participant (Jim) who was a current eFSM pupil had been recruited. At this point it was decided that time constraints dictated the shape of the research be adapted to fit with the research timetable.

This had been a possibility pre-empted by the researcher in the design and proposal stages of the study due to limited number, and subsequently the hard-to-identify nature of the participants eFSM in grammar schools (Jerrim & Sims, 2018) and as such the extension of the participant range to include past students who had been eFSM and grammar school pupils had been chosen as the step to take in the event that current students were difficult to recruit.

This extension of the age range of participants resulted in the research no longer being comparative between two groups of pupils in different educational environments (grammar and non- grammar), but rather an exploration of experiences of both past and present students, who had shared a very particular socio- educational experience. As such recruitment of a non- grammar school group was no longer required. Adult participants were recruited via word of mouth and snowballing the sample where appropriate.

References:

Jerrim, J. & Sims, S. (2018). The association between attending a grammar school and children's socio-emotional outcomes. New evidence from the millennium cohort study. *British Journal of Educational Studies*, 1-18.

Sanders, J., & Munford, R. (2017). Hidden in plain view: Finding and enhancing the participation of marginalized young people in research. *International Journal of Qualitative Methods*, 16(1), DOI 1609406917704765.

Community advert for school age participants

DO YOU HAVE A CHILD WHO PASSED 11+?

ARE THEY IN A SELECTIVE GRAMMAR SCHOOL?

ARE THEY ELIGIBLE FOR FREE SCHOOL MEALS?

I am a doctoral student studying at the University of Sheffield looking to speak to pupils in grammar schools, on free school meals, about their experiences.

If you would be keen to find out more about this research, please feel free to contact me on emercer1@sheffield.ac.uk. No travel required.

Appendix 3a Pilot work

Pilot work

The pilot work conducted for this study altered from that which had been originally intended. This was due to the difficulties in recruiting the intended participant groups for the planned research and the resulting changes that were made to the design in order to overcome these difficulties (see Changes to Research Design above). This section will describe the original intentions and how the researcher altered these in line with the evolving research design.

The pilot work that had been originally planned consisted of holding small focus groups of pupils in both grammar and non- grammar schools and using themes from the adult based social mobility literature to springboard discussion around their school experiences. These would then be thematically analysed to provide a rationale for a choice of emergent constructs, chosen by the researcher to pre- populate the repertory grid, resulting in a partially completed grid to be filled in with participants' elicited implicit construct.

This had been decided for two primary reasons. Firstly, the researcher was not familiar prior to the study with the technique of repertory grids, and it was felt that a partially completed grid would provide a firmer framework within which to complete the data collection, guarding against relative inexperience.

Secondly, in pre- populating the grid, it was acknowledged that a degree of personalisation of construct elicitation would be sacrificed and thus the need to choose emergent constructs that had real relevance to the target population was crucial., The focus groups would use adult social mobility literature themes as a springboard for discussion whilst allowing the younger population to drive the discussion and highlight those aspects that were relevant or not to their own experiences.

Recruitment difficulties resulted in adaptations to the pilot work being made and two strands of pilot work being conducted.

Pilot work Strand 1

The first strand was carried out over the summer period and involved the researcher sending repertory grids, with elements being different food, to 5 colleagues who had agreed to participate (see Appendix 3b below for examples of a completed grid and the information and consent forms used, based on those included in the ethical approval). The purpose of this strand of pilot work was

purely to obtain grid data for the exploration and practise of various analysis techniques and software that might be used in the analysis of the final data. As such these grids were completed with emergent constructs and emailed to participants with written instructions on how to complete them with implicit constructs and then how to rate each element on the newly created bipolar construct scales (explained in detail in Chapter 3, Section 2).

This allowed the researcher to practise grid data analysis in both SPSS and Idiogrid and make an informed choice about the software to use.

Pilot work Strand 2

The second strand of pilot work was conducted with a participant who had been recruited for the research and agreed to complete both Phases 1 and 2 of the main research. This allowed the researcher to test out the chosen elements for the repertory grid intended for use and also the interview techniques required. The process of fully eliciting a repertory grid (see Appendix 5) and the use of triadic elicitation, laddering and other approaches from PCP were employed, and subsequently consideration was given as to how to use this grid to inform Phase 2 of the research.

The elements below were chosen for the grid to be used in the Strand 2 pilot work. Recommendations in Jankowicz (2004) detail that, for most uses, 5-12 elements should be sufficient, and as such 12 were initially chosen, as detailed below. The rationale for these initially chosen elements was that they grouped together in the ways indicated in Table 1 and were in the 'range of convenience' for the topic. That is, they covered the school/background environments and would therefore elicit constructs that related to the navigation of these environments, as was the intention of the research.

Self as I really was	
Self as I was in school environment	Elements to represent self-concept in different environments (fields)
Self as I was when not in school environment	
<hr/>	
Pupil also on FSM or from a similar family background (x)	
Pupil not on FSM or from a very different family background (y)	Elements that represent the school field
Teacher you got on well with	
Teacher you did not get on well with	
<hr/>	
An immediate family member (at the time)	
Another family member (at the time)	Elements that represent the background field
A close friend you had a primary school	
<hr/>	
Self as x saw me	Elements to represent perceptions of peers in school who are considered congruent/incongruent with background field.
Self as y saw me	
<hr/>	

Table 1. Elements for Strand 2 pilot work repertory grid. This table shows the way in which the selected elements relate to different environments participants exist within whilst attending school.

As detailed by Jankowicz (2004) an overall supplied construct, common to all participant grids was also necessary in order to facilitate the use of Honey's content analysis. This had been the way in which the research was to be analysed originally, however the changing nature of the research resulted in more suitable analytic approaches being taken. This supplied construct was;

Overall, would fit in socially with my family and friends outside of grammar school- Overall would not fit in socially with my friends and family outside of grammar school.

This supplied construct was rated and retained in all analyses despite the analytic techniques being changed, as the researcher theorised that it might provide a clear way of ascertaining views and experiences pertaining specifically to habitus and field, and that discussion around this supplied construct could provide data directly related to the research questions.

A word on homogeneity of elements

The elements chosen were homogenous, as is advised in literature (Fransella, Bell & Bannister, 2004; Jankowicz, 2004), in the sense that they are all people. It might be argued however that there is heterogeneity present in terms of them being different sorts of people, with different roles and relations to the participants, for example a friend is unlikely to be considered the same as a teacher in terms of the relationship each has with a participant. However, Kelly's original repertory grid test was not dissimilar to this in relation to the differing roles that elements occupied. The researcher found it difficult to source information in literature pertaining to the level of homogeneity that one might strive for and around the wording of elements in general. In the event, the elements chosen were considered to be appropriate for their purpose in the present research; to illuminate the personal constructs of participants around their experiences in a grammar school and to use these as a way of informing a more in-depth interview for analysis.

Resulting changes following Pilot Work Strand 2

This strand of pilot work resulted in some adjustments being made further to the design in respect of the data collection methods and tools. Firstly, the repertory grid used was judged following its pilot use as containing too many elements. This made the interview too long and also presented some confusion in the triadic elicitation and ranking. Following this the researcher decided that some of the elements could be eliminated and the information they had been intended to illuminate could be explored and captured as part of Phase 2 of data collection (semi- structured interview).

An eyeball analysis of the grid conducted prior to the completion of the Phase 2 interview highlighted further refinements that may be of benefit. For example, the original elements included 5 different self-related elements ('self as I really was', 'self as I was in school environment', 'self as I was not in school environment', 'self as X saw me' and 'self as Y saw me') in the repertory grid, an approach which can be illuminating in terms of how the participant views themselves in different settings or circumstances (Jankowicz, 2004).

The researcher had theorised that 'self as I really was' and 'self in school' may not be assumed to be the same self. This may or may not be the case, but on the pilot grid the ratings received for 'self as I really was' and 'self when not in school' were almost matched, and as such the separation of

these did not seem to add to the grid data in a meaningful way. Any further exploration of this as might be warranted based on participant responses could be completed during the Phase 2 interviews.

6 constructs had been elicited, however 4 appeared, from their description and from their ratings, to be actually only 2 separate constructs, suggesting that only 4 had been elicited. This allowed the researcher to consider how better to improve their elicitation techniques, by listening to the recording of the interview, considering how they had, or had not, applied the techniques of triadic elicitation and laddering and identifying key changes they could make for the main Phase 1 data collection.

Additionally, further reading by the researcher at this point suggested that value laden role title elements, such as those included about teachers that the participant did/did not get on with, may result in the elicitation of constructs that are more similar to one another rather than role titles that are neutral (Bell, Vince, & Costigan, 2002; Haritos, Gindidis, Doan, & Bell, 2004). As such, in order to support the conditions required to elicit truly separate and pertinent constructs from participants, those value laden elements regarding teachers were replaced with one neutral role title of 'A teacher in grammar school'.

Finally, the element 'Another family member' was replaced with 'A close friend'. This was felt by the researcher to allow the participant to choose to talk about an individual meaningful to and valued by them in a way less driven by the researcher, thus allowing the constructs elicited to be less contrived. This element was highlighted to participants as needing to be a different individual to any others on the grid to ensure non- repetition of elements. See Appendix 3c for an example of the grid used in this pilot work.

References:

Bell, R. C., Vince, J., & Costigan, J. (2002). Which vary more in repertory grid data: Constructs or elements? *Journal of Constructivist Psychology*, 15, 305-314.

Fransella, F., Bell, R., & Bannister, D. (2004). *A manual for repertory grid technique*. John Wiley & Sons.

Haritos, A., Gindidis, A., Doan, C., & Bell, R. C. (2004). The effect of element role titles on construct structure and content. *Journal of Constructivist Psychology*, 17, 221-236.

Jankowicz, D. (2004). *The easy guide to repertory grids*. John Wiley & Sons.

Appendix 3b.

Pilot Work Strand 1 Information Sheet and Consent Form and Example Grid.



Pilot study information and consent sheet

Project title: Grammar school attendance and the wellbeing of 'disadvantaged' young people.

The purpose of this pilot study is to allow me to develop experience gathering and analysing data using the repertory grid method. This method will be used in the main study, which aims to explore the wellbeing of students who are eligible for free school meals (a group the government often describe as 'disadvantaged') who attend selective grammar schools via the 11+ system of admission.

I would like to compare this with students who are eligible for free school meals from non-selective grammar schools to explore any similarities, differences and the ways in which each of these educational settings might be able to learn from each other in terms of how best to support this group of young people.

The task you will be asked to complete involves rating food items via a grid system according to instructions and guidance given by myself.

Participation in this pilot study is entirely voluntary and you are free to withdraw your consent to participate at any time, up to the point at which the data has been submitted for analysis. After this time, your data will be included in the pilot work.

It is not felt that there are any disadvantages or risks of taking part, however if for any reason you feel uncomfortable or become concerned as a result of completing this work, my contact details are available for you at the end of this sheet for additional support.

All data in this pilot work will be kept confidential and stored securely in password protected files and handled in accordance with the University of Sheffield's ethical policy.

GDPR

According to data protection legislation, I am required to inform you that the legal basis we are applying in order to process your personal data is that 'processing is necessary for the performance of a task carried out in the public interest' (Article 6(1)(e)). Further information can be found in the University's Privacy Notice <https://www.sheffield.ac.uk/govern/data-protection/privacy/general>.

The University of Sheffield will act as the Data Controller for this study. This means that the University is responsible for looking after your information and using it properly

The research is being carried out by the University of Sheffield as part of the requirements for the Educational Psychology training programme and this study has been reviewed and approved via the School of Education's ethics review procedure at Sheffield University.

Please feel free to contact me for more information or if you have any concerns or questions.

Emma Mercer emercer1@sheffield.ac.uk

This researcher is being supervised by:

Dr. Lorraine Campbell l.n.campbell@sheffield.ac.uk

I have read and understood the above information



I have had the opportunity to ask questions



I consent to take part in this pilot study

XXXXXXXXXX

18 July 2019.

Example of completed grid for Pilot Work Strand 1.

EMERGENT	Red meat	Chocolate	Salad greens	Dairy produce	Nuts	Fish	Fruit	Bread	BIPOLAR
Tasty	4	1	3	1	3	5	2	2	Yuck
Source of protein	1	3	4	2	1	1	4	5	No protein
Eco friendly produce	5	4	2	5	3	5	3	3	Environmentally damaging
Versatile	3	4	1	1	1	4	2	2	Not versatile
Convenient for pack ups	4	1	4	1	3	5	1	1	inconvenient
Good for energy	3	2	1	3	3	3	2	2	Not great for energy
Feel good food	5	1	2	1	3	5	3	1	Little enjoyment
Easy to prepare	3	1	1	1	1	3	1	1	Difficult to prepare

Food repertory grid

- 1) Complete the BIPOLAR column for the first construct. The first construct is 'tasty', and your BIPOLAR construct for this would be a word or short phrase that describes 'not tasty'.
- 2) Then look across the top row at the elements, the food stuffs. These will now be rated on your construct of 'tasty'. Imagine a scale of 1-5, where 1 is 'tasty' and 5 is your bipolar word of 'not tasty'. On this scale of 1-5, where would you put red meat? Write the number in the appropriate box.
- 3) Do the same, on the rating scale of 1-5 for your construct of tasty for each food item. Some numbers will be the same, that is absolutely fine.
- 4) When you have completed the top row, and rated all food items for 'tasty', follow the process again from step one for the next construct of 'source of protein'. What would be your BIPOLAR word or phrase for this construct?
- 5) Rate all food items again in the same way, with a 5 point scale where 1 is the left side construct, in this second case 'source of protein' and 5 is the bipolar construct for this that you have written.
- 6) Continue until all constructs have been completed and the food items rated on each one. All boxes should now be filled with number ranging 1-5.

Appendix 3c. Pilot Work Strand 2 Example Blank Grid.

	Self as I really was	Self as I was in school environment	Self as I was when not in school environment	A pupil at school also on FSM/ similar family background (X)	A pupil at school not FSM/very different family background (Y)	Teacher I got on well with	Teacher I didn't get on well with	An immediate family member (at time)	Another family member (at time)	Self as x saw me	Self as y saw me	A close friend I had at primary school	
Overall would fit in with my F&F who aren't at GS													Overall would not fit in with my F&F who aren't at GS

Please note F&F in the grid above stands for 'friends and family'.

Appendix 3d. Example of grids used (adult and young person) for Phase 1 data collection following amendments made based on pilot work.

	Self as I was in school environment	Self as I was when not in school environment	A pupil at school also on FSM/ similar family background (X)	A pupil at school not FSM/very different family background (Y)	Teacher at grammar school	An immediate family member (at time)	Ideal self (at the time)	A close friend	
Overall would fit in socially with my life outside GS									Overall would not fit in socially with my life outside GS

	Self as I am in school environment	Self as I am when not in school environment	A pupil at school also on FSM/ similar family background (X)	A pupil at school not FSM/very different family background (Y)	Teacher at grammar school	An immediate family member	Ideal self	A close friend	
Overall would fit in socially with my life outside GS									Overall would not fit in socially with my life outside GS

Appendix 3e. Ethical approval from University of Sheffield.



Downloaded: 23/05/2020
Approved: 16/05/2019

Emma Mercer
Registration number: 170109932
School of Education
Programme: DEdCPsy

Dear Emma

PROJECT TITLE: Grammar school attendance and the wellbeing of "disadvantaged" young people
APPLICATION: Reference Number 025037

On behalf of the University ethics reviewers who reviewed your project, I am pleased to inform you that on 16/05/2019 the above-named project was **approved** on ethics grounds, on the basis that you will adhere to the following documentation that you submitted for ethics review:

- University research ethics application form 025037 (form submission date: 06/05/2019); (expected project end date: 30/05/2020).
- Participant information sheet 1059061 version 2 (06/05/2019).
- Participant information sheet 1059055 version 2 (06/05/2019).
- Participant information sheet 1059056 version 2 (06/05/2019).
- Participant information sheet 1059057 version 2 (06/05/2019).
- Participant information sheet 1059060 version 2 (06/05/2019).
- Participant information sheet 1059059 version 2 (06/05/2019).
- Participant consent form 1059064 version 2 (06/05/2019).
- Participant consent form 1059065 version 2 (06/05/2019).
- Participant consent form 1059066 version 2 (06/05/2019).
- Participant consent form 1059067 version 2 (06/05/2019).
- Participant consent form 1059062 version 2 (06/05/2019).
- Participant consent form 1059063 version 2 (06/05/2019).

If during the course of the project you need to [deviate significantly from the above-approved documentation](#) please inform me since written approval will be required.

Your responsibilities in delivering this research project are set out at the end of this letter.

Yours sincerely

David Hyatt
Ethics Administrator
School of Education

Please note the following responsibilities of the researcher in delivering the research project:

- The project must abide by the University's Research Ethics Policy: <https://www.sheffield.ac.uk/rs/ethicsandintegrity/ethicspolicy/approval-procedure>
- The project must abide by the University's Good Research & Innovation Practices Policy: https://www.sheffield.ac.uk/po/po/poly_fs/1_6710661/file/GRIPPolicy.pdf
- The researcher must inform their supervisor (in the case of a student) or Ethics Administrator (in the case of a member of staff) of any significant changes to the project or the approved documentation.
- The researcher must comply with the requirements of the law and relevant guidelines relating to security and confidentiality of personal data.
- The researcher is responsible for effectively managing the data collected both during and after the end of the project in line with best practice, and any relevant legislative, regulatory or contractual requirements.

Appendix 4a. Adult participant information, consent and debrief forms



Adult Participant Information Sheet

Project title: Grammar school attendance and the wellbeing of ‘disadvantaged’ young people.

You are being invited to take part in a research project. Before you decide to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for reading this.

1. What’s the project’s purpose?

I am a student at the University of Sheffield studying on the Doctorate in Educational and Child Psychology. As part of the course, I am conducting research into wellbeing of students who are/were eligible for free school meals (a group the government often describe as ‘disadvantaged’) who attend, or did attend, selective grammar schools via the 11+ system of admission. I would like to consider how best to support this group of young people.

My interest in this comes in part from having been eligible for free school meals myself whilst attending a grammar school, coupled with the increase in media coverage of grammar schools recently. It seems that many people have strong feelings about grammar schools and how they make places available to those described as disadvantaged, and I believe it would be a good idea to ask the people who attend or have attended them about their experiences.

The research aims to work directly with children and young people who are eligible for free school meals in both grammar schools and non-grammar schools, to ascertain their opinions and perspectives on their experience and wellbeing, as well as with those who have since left school and were eligible for free school meals whilst they attended. It is hoped that this will in turn be able to provide a voice to these young people and schools may be able to better able to support those students to maintain positive wellbeing and to flourish throughout their educational lives.

2. Why have I been chosen?

You are being invited to take part in this investigation because you attended either a grammar school or a non selective school and you were also eligible to receive free school meals.

The word ‘disadvantaged’ is one used by the government to describe young people and families who may need additional support in order to benefit from equal access to opportunities. I was eligible for free school meals when I

was at school, and my family were classified as being 'disadvantaged'. It is one of the reasons I am interested in doing this piece of research

There may be several reasons that some people get less chances or opportunities than others, and it means that the government may want to do extra things to enable these individuals to have greater access to equal opportunities. One of these things is making free school meals available to school children, which is the criteria I am using to identify those individuals eligible to take part in my research.

3. Do I have to take part?

No. Participation in this research project is entirely voluntary and deciding not to take part will not affect you in a negative way.

If you decide that you would like to participate, you are free at any point during the study to change your mind and withdraw your consent, until the point at which the data has been submitted for analysis. After this time your data will be included in the analysis.

If you choose to withdraw your consent, please note that information gathered from you will not be used any further in the research and will be destroyed. As before, this will not affect you in a negative way.

4. What will happen if I take part?

If consent is received, I will organise when to visit to work with you. The visit will take about an hour. For some participants, I may ask to return and work with them a second time, again for about an hour. You do not have to work with me on a second occasion if you do not wish to.

I will work with you individually to explore how you felt about school and different aspects of it. For those participants who I work with on a second occasion, we will complete look in more detail at some of the data I gathered from them when we first met.

When we have completed our work together, I will give you some information which you can use if you feel you need further support or guidance. This will include my contact details should you wish to contact me after we have worked together for any reason.

Please see question 11 for more information.

5. What do I have to do?

You will work with me for approximately 60 minutes. We will arrange to do this at a time and location of mutual convenience. You will be asked to work with me to complete a grid, which will ask you to think about people you know, and/ or yourself, and what makes them similar and different to each other.

If you are invited to work with me a second time, you will then be asked to look at some of the information from our first meeting and discuss it with me in a little more detail.

Please see question 11 for more information.

6. What are the possible disadvantages and risks of taking part?

The work that will be conducted with you will give you the opportunity to discuss your experiences of school and aspects of your life and wellbeing in general. It is possible, though in no way intended, that this may result in your discussing some things which have been upsetting for you, either currently or in the past. Please rest assured that you will be supported throughout and the research will be stopped if it is felt that you are becoming distressed. If sensitive topics have been raised, you will be provided with contact information for myself and other possible sources of help and support at the end of the session.

Additionally, I will write to you following our work together to summarise the discussion and to allow you the chance to reflect on the work we did, contact me if you think I haven't got something quite right and feedback to you the positive things that I found out about you from our meeting.

To manage these risks further my contact details are available to you at the end of this information sheet, and should completion of the research raise any concerns, either for yourself or on behalf of the child participating, please do not hesitate to contact me for additional support and guidance. As highlighted above, you are free to withdraw your consent to participate at any time up to the point highlighted above under Question 3.

7. What are the possible benefits of taking part?

The data collated from this research will be included in a thesis presented to the University of Sheffield and is intended to support the wellbeing of young people from what the government describe as disadvantaged backgrounds.

It is not an aim of this research that the individuals who participate will directly benefit from their participation in the short term. However, exploring the perceptions of participants may allow information to be discovered about what the experiences of certain young people in grammar schools and non-grammar school, and their wellbeing in education. After the thesis has been approved by the university, it may be possible to feedback the findings of the study to schools to support the wellbeing of these young people in education.

8. What happens if the research study stops earlier than expected?

If this were to happen, you would be informed in writing that the research had stopped. Any data already collected would still be securely stored and kept anonymised.

9. What if something goes wrong?

Complaints procedure

If you have any concerns during the study please discuss these with myself. If you are unhappy with the research or the way you have been treated by myself and would like to make a complaint, in the first instance, you should do this by contacting Lorraine Campbell (l.n.campbell@sheffield.ac.uk) who is supervising this project. She will do her best to resolve the issue. If you do not feel satisfied with the way your complaint has been handled you can contact Tony Williams (Anthony.williams@sheffield.ac.uk) who will escalate your complaint through the appropriate channels.

10. Will my taking part in this project be kept confidential?

All the information that we collect about you during the course of the research will be kept strictly confidential. The records of this research will be kept secure and private. All files containing any information given are password protected. In any research that may be published, no information will be included that will make it possible to identify you individually. There will be no way to connect your name to your responses at any time during or after the research. All data will be handled in accordance with the University of Sheffield's ethical guidelines.

The only exception to the above is if the researcher has concerns for your welfare or someone else, when there will then be a duty to ensure the appropriate professionals are informed in order to keep anyone deemed to be at risk safe.

11. What type of information will be sought from me and why is the collection of this information relevant for achieving the research projects objectives?

You will be asked some questions and supported to fill in a grid about people that you know, and/or yourself, and the similarities and differences that there are between them. This discussion will be audio recorded to allow for later analysis. From this it is hoped that I can gather a collection of ideas from a sample of people who are/were eligible for free school meals about the concepts and psychological constructs that they have about school.

For some participants I will ask if they would be willing to work with me again. If this is the case I will contact you following the first interview. If we work together on a second occasion, we will explore your educational history and look in more detail at some of the data I gathered from you when we first met. This will also be audio recorded.

It is hoped that this research to examine the experiences of young people who are/were eligible for free school meals in both grammar schools and non-grammar schools can contribute to them being better supported in their educational environments.

As well as use in a thesis to be submitted to The University of Sheffield it is intended that this data will be used in other future publications, presentations and other forms of dissemination, at all times maintaining the confidentiality of those involved and protecting data in accordance with the law.

GDPR

According to data protection legislation, I am required to inform you that the legal basis we are applying in order to process your personal data is that 'processing is necessary for the performance of a task carried out in the public interest' (Article 6(1)(e)). Further information can be found in the University's Privacy Notice <https://www.sheffield.ac.uk/govern/data-protection/privacy/general>.

The University of Sheffield will act as the Data Controller for this study. This means that the University is responsible for looking after your information and using it properly

12. Who is organising and funding the research?

The research is being carried out by the University of Sheffield as part of the requirements for the Educational Psychology training programme.

13. Who has ethically reviewed the project?

This study has been reviewed and approved via the School of Education's ethics review procedure at Sheffield University.

14. Who is organising and funding the research?

No funding was required for the current piece of research.

Please feel free to contact me for more information or if you have any concerns or questions.

Emma Mercer emercer1@sheffield.ac.uk

This researcher is being supervised by:

Dr. Lorraine Campbell l.n.campbell@sheffield.ac.uk



Adult participant consent form

Title of Project: Grammar school attendance and the wellbeing of 'disadvantaged' young people.

Name of Researcher: Emma Mercer

Participant pseudonym for this project:

If you agree to participate in this research, please read each statement below and indicate your response with your initials in the box and sign below to give your consent.

1. I confirm that I have read and understand the information sheet for the above project and have had the opportunity to consider the information and ask questions.	
2. I understand that my participation is voluntary and that I am free to withdraw before, during or after my contribution (within 7 days of the interview date) without giving any reason.	
3. I understand that what I say will remain confidential unless it puts me or others at risk. The final report will not include any names or information that can identify me. I give permission for members of the research team to have access to my anonymised responses if required.	
4. I understand that this data may be used in future publications, presentations and other forms of dissemination.	
5. I understand that the interview is being audio recorded and that the student researcher will store the interviews in a secure location (password protected computer and a locked cabinet)	
6. I consent to taking part in the above research project.	

Name of participant Date Signature

Lead Researcher Date Signature

(To be signed and dated in the presence of the participant)

Copies: 1 copy for participant, 1 copy for project's main record



Debriefing Information Sheet

Thank you very much for taking part in this research project.

If you feel that talking today has raised some difficult thoughts or feelings, and these feelings continue after the research project has finished, below are some sources of support that you may already be familiar with.

Your GP, family and friends are all immediate sources of comfort and support, and you are very welcome to contact me again if you feel that this would be helpful to you.

Mind is a mental health charity that provides advice and support to those seeking further guidance. You can find more information about how to access their services at this link:

<https://www.mind.org.uk/>

The NHS Moodzone offers practical advice, interactive tools, videos and audio guides to help you feel mentally and emotionally better. They can be found at:

<https://www.nhs.uk/conditions/stress-anxiety-depression/>

Once more, many thanks for taking part in this research project and very best wishes.

Emma Mercer (student researcher)

emercer1@sheffield.ac.uk

Appendix 4b. Young person information, consent and debrief forms.



Information sheet

Project title- Grammar school attendance and the wellbeing of 'disadvantaged' young people.

What is this all about?

My name is Emma Mercer and I am a student researcher at The University of Sheffield. I am carrying out a research project about young people in Year 8- Year 11, and I am interested to find out what being in grammar school is like for students who are eligible for free school meals.

Why does this matter?

In different parts of the country there are more grammar school places being made available. There is also extra money available for some grammar schools to do this if they can say that they are making it easier for 'disadvantaged' pupils to attend their school. There are lots of different opinions about this, and not everyone agrees about it, but so far not many people have asked the students themselves what they think and how things are for them in school. And since it's your education, and where you will go everyday for a few years, I thought it was important to get your opinions.

This word 'disadvantaged'.....

The word 'disadvantaged' is one used by the government and it refers to young people who may get less opportunities than some others their age. It can sound negative, and it's important that you know that it is not a negative description of you.

There might be lots of reasons that some people get less chances or opportunities than others, and it means that the government may want to do extra things they think will help this group of pupils have

greater access to equal opportunities. One of these things is making free school meals available to these pupils.

If you have this information sheet, it's because you are eligible for free school meals.... I was too when I was at school. It's another one of the reasons why I'm interested in getting your feedback about your school experience.

So if I get involved, what do I have to do?

I will arrange to visit you at a place convenient for you and your parent/carer and we will work together in a quiet room. I'll be audio recording our discussions as it means that I won't have to take so many notes and can really pay attention to the conversation that we have. I'll have a grid with me that we will work on to complete; it's a way of providing a bit of structure to the conversation and it will be totally unique to you. There will be no right or wrong answers, and it is not in any way a test. Since what I'm interested in is getting your perspective, whatever you tell me when we work to fill out the grid together will be really helpful. We'll be talking about school and some of the people you know, what makes them similar and different.

After this, it may be that when I've looked at the work we did I would like to visit you again and have another discussion, about some of the things we talked about during the grid exercise. If this is the case I'll contact you again and ask if you would want to do this. You don't have to work with me again if you don't want to. Again, I will record our conversation. All the information you give me and all of our discussions will be kept confidential, and no one will be able to identify you or your school.

If at any point you decide you don't want to work with me, we will stop. If you work with me and then change your mind and decide you don't want me to use the information we've discussed, provided you let me know within 7 days of our meeting, I can destroy your information and not use it in my project.

Some important legal bits

According to data protection legislation, I am required to inform you that the legal basis we are applying in order to process your personal data is that 'processing is necessary for the performance of a task carried out in the public interest' (Article 6(1)(e)). Further information can be found in the University's Privacy Notice <https://www.sheffield.ac.uk/govern/data-protection/privacy/general>.

It is important that you know that I am following the law in my work with you. If you would like to discuss this further please feel free to contact either myself or the University of Sheffield for a fuller explanation.

The University of Sheffield will act as the Data Controller for this study. This means that the University is responsible for looking after your information and using it properly.

What will you do with this information?

I would like to write up all the information I gather as a thesis, which is similar to a large report or essay. I will hand this into the University as part of my degree. I would also in future like to use the research and data in future publications, presentations and share it in other ways. As I mentioned above, all your information will be kept confidential and no one will be able to identify that you have taken part in this research.

So what could be the pros and cons?

Pros	Cons
<p>The information I get from the project may help schools to find out how to provide better support for pupils who are eligible for free school meals.</p>	<p>When we talk, you may find yourself thinking or talking about some things that aren't so great. If this happens and you feel a bit upset, you can choose to stop working with me at any time. You won't have to talk about anything that you don't want to.</p> <p>I will give you a sheet of information when we finish with contact details of people and companies that may be able to provide you with further support if you feel you need this.</p>
<p>Sometimes it can feel positive to have someone be able to listen to your experiences in life, whether they are good or bad.</p>	
<p>If you are interested in Psychology, finding out more about university or doing research in the future, you might find it interesting to be involved in this project.</p>	

So when is it?

I'll be aiming to work with you between May 2019 and November 2019. We will either meet once or twice and it will be about an hour each time.

Ok so what now?

If you would like to take part, you will need to complete the consent form and also your parent/carer will have to provide separate consent that they are happy for you to work with me. If you have some more questions, or just want to speak to me before you meet me, then please contact me (details below) and I'll be happy to chat with you some more. I have also included the details of the tutor who will be supervising my work at The University of Sheffield and you would be more than welcome to contact them too if you needed to.

Please keep this information safe in case you need it again in the future.

Emma L. Mercer (Student researcher) emercer1@sheffield.ac.uk

Dr. Lorraine Campbell (supervisor) l.n.campbell@sheffield.ac.uk



Child/ Young Person Consent form

Title of Project: Grammar school attendance and the wellbeing of ‘disadvantaged’ young people.

Name of Researcher: Emma Mercer

Participant pseudonym:

Please make sure you have read the Information Sheet about this study before filling in this form. Please read the statements below and initial at the end if you agree with them.

<p>I have read and understood the Information Sheet for the above study.</p>	
<p>I have had time to think about the information and ask questions I wanted. If I asked questions, these have now been answered.</p>	
<p>I am choosing to take part in this project and have not felt pressured to do so.</p>	
<p>I understand that I can stop taking part in this project withdraw at any time without giving a reason. If I change my mind after working with Emma (student researcher), I can tell her within 7 days of the last time I worked with her and she will destroy the recordings of my voice and notes she has made.</p>	
<p>I understand that I do not have to answer any questions during the session(s) that I do not want to or feel able to.</p>	
<p>I understand that the things I talk about in this project will be written in a report. My name will not be used in the report. Bits from the recording may be used as quotes to give an example of a particular point. However no real life names will be used.</p>	

<p>I understand that the session(s) will be audio-recorded so that there is a good record of what was said. I understand that the interview recording will be heard by the student researcher (Emma Mercer) and some sections may listened to by some individuals from the University of Sheffield. Notes about the sessions that Emma makes will be stored in a locked cabinet or on a password protected computer.</p>	
<p>I understand that the information I share with Emma may be used in future publications, presentations and shared in other ways, and that my identity will still be protected as before.</p>	
<p>I agree to take part in the above study.</p>	

Name of participant

Date

Signature

Lead Researcher

Date

Signature



Debriefing Information Sheet

Thank you very much for taking part in this research project.

If you feel that talking today has raised some difficult thoughts or feelings, and these feelings continue after the research project has finished, below are some sources of support that you may already be familiar with.

Your GP, family and friends are all immediate sources of comfort and support, and you are very welcome to contact me again if you feel that this would be helpful to you.

XXXXXX is a service in NAME OF COUNTY that provides emotional wellbeing support for children and young people up to age 19. You can find more information about how to access their services at this link:

LINK REMOVED TO MAINTAIN CONFIDENTIALITY

Young Minds are an organisation that focus specifically on supporting the mental health and emotional wellbeing of children and young people, and in particular focus on hearing the voices and opinions of young people themselves. They can be found at:

<https://youngminds.org.uk/>

Kooth offers free and confidential online based support, through trained counsellors and also has an active online community that can also offer support, including in times of crisis. Again, this is specifically designed for young people and can be accessed here:

<https://www.kooth.com/>

Once more, many thanks for taking part in this research project and very best wishes.

Emma Mercer (student researcher)

emercer1@sheffield.ac.uk

Appendix 4c. Parent of participant information and consent forms.



Parent Information Sheet

Project title: Grammar school attendance and the wellbeing of 'disadvantaged' young people.

Your child is being invited to take part in a research project. Before you decide you wish your child to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish your child to take part. Thank you for reading this.

In addition to this information sheet, your child will also be given details so they will understand what we are inviting them to take part in. This will also allow them to let us know if they are willing to take part in addition to your consent. If a child at any point before or during the research indicates that they are unhappy or unwilling to take part, their involvement will cease. Your consent will not mean they have to do anything they choose not to do.

1. What's the project's purpose?

I am a student at the University of Sheffield studying on the Doctorate in Educational and Child Psychology. As part of the course, I am conducting research into wellbeing of students who are eligible for free school meals (a group the government often describe as 'disadvantaged') who attend selective grammar schools via the 11+ system of admission. I would like to explore how best to support this group of young people.

My interest in this comes in part from having been eligible for free school meals myself whilst attending a grammar school, coupled with the increase in media coverage of grammar schools recently. It seems that many people have strong feelings about grammar schools and how they make places available to those described as disadvantaged, and I believe it would be a good idea to ask the young people who attend them what their experiences are.

The research aims to work directly with children and young people who are eligible for free school meals in both grammar schools and non-grammar schools, to ascertain their opinions and perspectives on their experience and wellbeing. It is hoped that this will in turn be able to provide a voice to these young people and schools may be able to better able to support those students to maintain positive wellbeing and to flourish throughout their educational lives.

2. Why has my child been chosen?

Your child is being invited to take part in this study because they are attending either a grammar school or a non-selective school and they are also eligible to receive free school meals.

The word 'disadvantaged' is one used by the government to describe young people and families who may need additional support in order to benefit from equal access to opportunities. I was eligible for free school meals when I was at school, and my family were classified as being 'disadvantaged'. It is one of the reasons I am interested in doing this piece of research

There may be several reasons that some people get less chances or opportunities than others, and it means that the government may want to do extra things to enable these individuals to have greater access to equal opportunities. One of these things is making free school meals available to school children, which is the criteria I am using to identify those students eligible to take part in my research.

3. Does my child have to take part?

No. Participation in this research project is entirely voluntary and deciding not to allow your child to take part will not affect yourself or your child in a negative way. Additionally if your child chooses at any point to not take part, or indicates that they are not happy to do so, they will be under no obligation to continue and will be allowed to withdraw themselves.

If you, or your child, decide that you would like your child to participate, you are free at any point during the study to change your mind and withdraw your consent, until the point at which the data has been submitted for analysis. After this time your child's data will be included in our analysis.

If you choose to withdraw your consent, or your child chooses to withdraw themselves, please note that information gathered from your child will not be used any further in the research and will be destroyed. As before, this will not affect you or your child in a negative way.

4. What will happen to my child if I take part?

If consent is received, I will organise with yourself to work with your child. The visit will take about an hour. For some pupils, I may ask to return and work with them a second time, again for about an hour. I will work in a quiet space with your child and you may choose to be present or remain close by if you or your child wish.

I will work with your child individually to explore how they feel about school and different aspects of it. For those students who I work with on a second occasion, we will look in more detail at some of the data I gathered from them when we first met.

When we have completed our work together, I will give your child some information which they can use to help them if they feel they need further support or guidance. This will include my contact details should they wish to contact me after we have worked together for any reason.

Please see question 11 for more information.

5. What does my child have to do?

Your child will be asked to work with me to complete a grid, which will ask them to think about people they know, and what makes them similar and different to each other.

If your child is invited to work with me a second time, they may then be asked some questions and invited to discuss in further detail some of points raised from our first meeting.

Please see question 11 for more information.

6. What are the possible disadvantages and risks of taking part?

The work that will be conducted with your child will give them the opportunity to discuss their experiences of school and aspects of their life and wellbeing in general. It is possible, though in no way intended, that this may result in your child discussing some things which have been upsetting for them, either currently or in the past. Please rest assured that your child will be well supported throughout and the research will be stopped if it is felt that they are becoming distressed. If sensitive topics have been raised, your child will be provided with contact information for myself and other possible sources of help and support at the end of the session.

Additionally, I will write to them following our work together to summarise the discussion and to allow them chance to reflect on the work we did, correct me if I haven't got something quite right and feedback to them the positive things that I found out about them from our meeting.

I recognise that speaking to people they do not know may be uncomfortable for some children. I hope to reduce any potential anxieties by providing your child with their own version of the information and consent forms. In addition they, or you are welcome to contact me in advance for a chat via phone or email if this will be helpful in reducing any potential anxieties.

To manage these risks further my contact details are available to you at the end of this information sheet, and should completion of the research raise any concerns, either for yourself or on behalf of the child participating, please do not hesitate to contact me for additional support and guidance. As highlighted above, you are free to withdraw your consent to participate at any time up to the point highlighted above under Question 3.

7. What are the possible benefits of taking part?

The data collated from this research will be included in a thesis presented to the University of Sheffield and is intended to support the wellbeing of young people from what the government describe as disadvantaged backgrounds.

It is not an aim of this research that the individuals who participate will directly benefit from their participation in the short term. However, exploring the perceptions of participants may allow information to be discovered about what the experiences of certain young people in grammar schools and non-grammar school, and their wellbeing in education. After the thesis has been approved by the university, it may be possible to feedback the findings of the study to schools to support the wellbeing of these young people in education.

8. What happens if the research study stops earlier than expected?

If this were to happen, you would be informed in writing that the research had stopped. Any data already collected would still be securely stored and kept anonymised.

9. What if something goes wrong?

Complaints procedure

If you have any concerns during the study please discuss these with a myself. If you are unhappy with the research or the way your child has been treated by myself and would like to make a complaint, in the first instance, you should do this by contacting Lorraine Campbell (l.n.campbell@sheffield.ac.uk) who is supervising this project. She will do their best to resolve the issue. If you do not feel satisfied with the way your complaint has been handled you can contact Tony Williams (Anthony.williams@sheffield.ac.uk) who will escalate your complaint through the appropriate channels.

10. Will my child taking part in this project be kept confidential?

All the information that we collect about your child during the course of the research will be kept strictly confidential. The records of this research will be kept secure and private. All files containing any information given are password protected. In any research that may be published, no information will be included that will make it possible to identify your child individually. There will be no way to connect your child's name to their responses at any time during or after the research. All data will be handled in accordance with the University of Sheffield's ethical guidelines.

The only exception to the above is if the researchers have concerns for the welfare of your child or someone else, when there will then be a duty to ensure the appropriate professionals are informed in order to keep anyone deemed to be at risk safe.

11. What type of information will be sought from my child and why is the collection of this information relevant for achieving the research projects objectives?

Your child will be asked some questions and supported to fill in a grid about people that they know and the similarities and differences that there are between them. This discussion will be audio recorded to allow for later analysis. From this it is hoped that I can gather a collection of ideas from a sample of young people who are eligible for free school meals about the concepts and psychological constructs that they have about school.

For some students I will ask if they would be willing to work with me again. If this is the case I will contact you following the first interview. If your child and I work together on a second occasion, we will explore their educational experience and look in more detail at some of the data I gathered from them when we first met. This will also be audio recorded.

It is hoped that this research to examine the experiences of young people who are eligible for free school meals in both grammar schools and non-grammar schools can contribute to them being better supported in their educational environments.

As well as use in a thesis to be submitted to The University of Sheffield it is intended that this data will be used in other future publications, presentations and other forms of dissemination, at all times maintaining the confidentiality of those involved and protecting data in accordance with the law.

GDPR

According to data protection legislation, I am required to inform you that the legal basis we are applying in order to process your personal data is that 'processing is necessary for the performance of a task carried out in the public interest' (Article 6(1)(e)). Further information can be found in the University's Privacy Notice <https://www.sheffield.ac.uk/govern/data-protection/privacy/general>.

The University of Sheffield will act as the Data Controller for this study. This means that the University is responsible for looking after your information and using it properly

12. Who is organising and funding the research?

The research is being carried out by the University of Sheffield as part of the requirements for the Educational Psychology training programme.

13. Who has ethically reviewed the project?

This study has been reviewed and approved via the School of Education's ethics review procedure at Sheffield University.

14. Who is organising and funding the research?

No funding was required for the current piece of research.

Please feel free to contact me for more information or if you have any concerns or questions.

Emma Mercer emercer1@sheffield.ac.uk

This researcher is being supervised by:

Dr. Lorraine Campbell l.n.campbell@sheffield.ac.uk



Parent consent form

Title of Project: Grammar school attendance and the wellbeing of 'disadvantaged' young people.

Name of Researcher: Emma Mercer

Participant pseudonym for this project:

If you agree for your child to participate in this research, please read each statement below and indicate your response with your initials in the box and sign below to give your consent.

1. I confirm that I have read and understand the information sheet for the above project and have had the opportunity to consider the information and ask questions.	
2. I understand that my child's participation is voluntary and that I and/or my child are free to withdraw before, during or after their contribution (within 7 days of the interview date) without giving any reason.	
3. I understand that what my child says will remain confidential unless it puts them or others at risk. The final report will not include any names or information that can identify my child. I give permission for members of the research team to have access to my child's anonymised responses if required.	
4. I understand that this data may be used in future publications, presentations and other forms of dissemination.	
5. I understand that the interview is being audio recorded and that the student researcher will store the interviews in a secure location (password protected computer and a locked cabinet)	
6. I consent to my child taking part in the above research project.	

Name of Participant

Name of parent/carer

Date

Signature

Lead Researcher

Date

Signature

(To be signed and dated in presence of the participant)

Copies: 1 copy for parent, 1 copy for project's main record

Appendix 5. 10-point guide on grid elicitation, based upon Jankowicz (2004), p.24.

- 4) Agree a topic (in the present case the topic was dictated by the research questions and chosen by the author) and write it on the grid sheet.
- 5) Agree a set of elements (in the present case these were chosen by author) and write these on the top of the grid sheet.
- 6) Explain that you wish to find out how s/he thinks about the elements, and that this will be done by asking her/him to compare them systematically.
- 7) Taking 3 elements, ask the respondent 'Which two of these are the same in some way and different from the third?' Provide assurance that you are not looking for a 'correct' answer, just how s/he sees the elements.
- 8) Ask the respondent why: 'What do the two have in common, as opposed to the third?' Write down the thing the two have in common on the left hand side of the grid sheet: and the converse of this on the same row on the right hand side of the grid sheet, making sure that you have obtained a truly bipolar expression- a pair of words/phrases that express a contrast. This is the person's construct.
- 9) Check that you understand which contrast is being expressed; use the interviewee's words as much as possible but do feel free to discuss what s/he means, and to negotiate a form of words that makes sense to you both.
- 10) Present the construct as a rating scale, with the phrase on the left standing for '1' and the phrase on the right standing for '5'. Use a form of words such as: 'Now the words I've written down on the left: imagine they define the '1' end of a 5-point scale and imagine those on the right define the '5' end of a 5-point scale'.
- 11) Ask the respondent to rate each of the 3 elements on this scale, writing the ratings in the grid as they are given. 'I'd like you to rate each of the three elements on this scale. Give them a number from 1-5 to say which end of the scale they are nearest to' or words to that effect. Occasionally check the directionality of the scaling is preserved, that is that the respondent isn't offering a 1 when they mean a 5 and vice versa.

12) Now ask the respondent to rate each of the remaining elements in the same way on this construct.

13) Your task is to elicit as many different constructs as the person might hold about the topic. So, repeat this, asking for a fresh construct each time, until the respondent cannot offer any new ones. Use a different triad of three elements each time and aim to obtain 8-12 constructs in all.

Reference:

Jankowicz, D. (2004). *The easy guide to repertory grids*. John Wiley & Sons.

Appendix 6. Correlational values used in the present research.

Size of Correlation	Interpretation
.90 to 1.00 (-.90 to -1.00)	Very high positive (negative) correlation
.70 to .90 (-.70 to -.90)	High positive (negative) correlation
.50 to .70 (-.50 to -.70)	Moderate positive (negative) correlation
.30 to .50 (-.30 to -.50)	Low positive (negative) correlation
.00 to .30 (.00 to -.30)	Negligible correlation

Table 2. Correlational values used in the present research (reproduced from Hinkle, Wiersma & Jurs, 2003).

Reference:

Hinkle, D.E., Wiersma, W. and Jurs, S.G. (2003). *Applied statistics for the behavioural sciences*. London: Houghton Mifflin.

Appendix 7. Examples of hand annotated transcripts (Miriam and Lydia).

Miriam

Sch. did not have understanding of me/haven
Didn't want either as didn't fit either group

go there (mmm), at the same time I'd sort of sorted and arranged that. But then also at the school was very much a why would you want to do that? And so kind of ended up accepting the work experience placement at a school (ok) which... neither of which were places I actually wanted to end up in (right, I see).

So one of those work experience opportunities was more informed it seems by the outside group from school whilst the one you actually did still wasn't yours, it was informed by the school itself?

Yeah. And by kind of people....

And people in the school who had sorted that out because that was considered more appropriate it seems?

Yeah.

Ok, so I guess then the thing that concerned you about those two worlds meeting was the fact that as you say you feel as if you would have not then fit into either. Each group would have considered...

In/out school

Being an outsider as me self

Yeah, they just weren't reconcilable.

No. So you would have been considered as an outsider then by each group?

Yeah. I think kinda real Miriam would have been an outsider of both.

Yeah. So you kind of had those selves then to help you fit into each different environment (yeah) ok. So... do you recall, although you say that it's not something you were doing intentionally or consciously, and I don't doubt for a minute that it was something that you just were doing, what... do you have any kind of... I guess it reminds me, when you said earlier about getting changed in the library and some of the lengths you would go to,

there must have been like quite an emotional risk, or drive I guess? It sounds like... if I'm putting words in your mouth say... but it sounds like you were quite anxious and scared at points that you might get found out?

Effortful but
did not feel
wholly
anxious.
Why? How?

Erm... I dunno if I was kinda, I don't know about anxious (ok), but definitely, definitely avoided it... Yeah, I wouldn't go so far as to say anxious about it, but definitely worked hard to make sure that it never happened (yeah).

So it wasn't like a constant, conscious worry in your head, it was just something you, that you knew you needed to do.

Not a conscious,
active thing

Yeah, and it was just something that, that I did. It was just.... This is how it is.

So I guess, one of the other things that I was interested about, and I think we've probably actually just covered it in what we've discussed was, I was wondering about what it was about being clever, that you felt you needed to hide, both in and out of school. Because this was the real, this was the bit where you actually said, both in and out of school, you scored yourself on the same scale, you said that you'd play the dumb blonde, across the board.

Avoiding/hiding

Types of clever
Risks of home
peers finding out
Hiding in sch. in
a diff way.
Avoiding, physical
violence

Yeah... so.... It's.... So out of school, it was very much kinda avoiding people finding out because, not so much that they weren't clever, but they weren't academically clever....and kinda would've teased, bullied, kinda... made life hell, had it been the case they'd found that out (mmm). But in school, it was more of a just kinda staying under the radar? It was more, yeah, kinda from that point of view... it's.... If we count all the different random people that would be trying to beat me up on a kinda....I'm pretty sure that I avoided the whole of the P form, the whole of the N form and kinda.... It's... the

thought, it may not be that there's anything in particular that you have to say on this aspect, but the kind of economically working class side of things and then being more emotionally vulnerable, versus appearing affluent and appearing confident.

Perception/appearance of affluence being less open emotionally
negative thing

Appearances of affluence & confidence
Questions this
of affluent ppl's
* Mental health

Appearance
Hidden emotion

Open home env.
re emotions.

Unsure of why different

Open for role emotions at home too

Yeah... I think... from my experience of it, the people that I knew that were, or appeared at least to be affluent, were kind of less emotionally open and engaged, if that makes sense (uh huh),... (long pause) and then sometimes that didn't... that didn't go well, so like people would have.... A couple of people who I sort of knew at secondary school, not well enough to know if they were actually affluent or just appeared to be to be honest, and appeared very confident... obviously weren't because they went onto commit suicide, or tried to commit suicide, that's two people I know of (ok) from my school. And I don't know.. Yeah, I don't know... they were some of the ones that appeared the most confident and appeared to be affluent (mmm) appeared to... um.... Be the same as everyone else. And definitely didn't demonstrate to anyone that they were not emotionally fine...erm..... whereas like, I was encouraged at home to talk to my parents and... kind of.... Yeah they would never just let me be if they thought I was upset about something or... yeah, it's hard to kind of describe it. I don't know why that (no) that difference.... Yeah. (long pause). Yeah I don't know.

But you had , a family environment that valued being open and honest (yeah yeah) and having those discussions about difficult emotions or feelings and so on (yeah) it wasn't something that was erm.... Frowned upon or (no no)

For my brother as well which... I guess now, seeing that with everything I know now is probably less common in terms of what we

Appearance of affluence / confidence

Not taking on face value

Protective factor

Protective factor

see as a young man (yes) you know... maybe would have been in lots of families expected not to be emotional (yeah) yeah.

So it may just be that, because it isn't like they were shockingly close together (indicating to biplot) it was just something that I noticed and it may just be that actually because um you know these two appear to happen more often together, the affluence and the confidence (yeah). But both of them I find it interesting that the way you settled on it was the appearance of it (yeah yeah)

Yeah because there were some people like Tamsin who I knew, definitely, were affluent, and appeared confident, but you can't know if someone's really confident unless you're them. But then yeah there were lots of people similar and I don't know how affluent they actually were and I don't know how confident they really were. But they obviously felt like they had to portray that (ok)

So that appearance of being affluent seemed to be of value to the peers that you had in school?

Yeah, yeah I suppose yeah.

So I'm wondering how you got a sense of that being something that was important. Like how did you see that in their actions or behavior?

Well there were definitely people who appeared not affluent, like Liz to an extent, but other people even more so actually.... Who, I can't remember, I can't remember a huge amount about him but there was one boy, he was only there for about three years? And then he left, he left the school and went to a different school. And he was, the kind of, now I find it quite sad... quintessential, he was obviously quite poor and his uniform wasn't clean or new and... yeah and he was just obviously quite poor, erm.... He didn't

Appearance of confidence

Preference of affluence displayed by peers
confidence

Confidence \$
Affluence

Other less affluent ss

Retrospective clarity

Obvious markers of socio-economic status

Not very socially protected
Average academically
Social status
Affluence value of
more than intelligence
although both
negatively valued.

have a lot of friends. He did kind of just somewhere in the middle academically (yeah) so he wasn't... really... out of place in that sense. But he didn't talk to a lot of people... yeah... people didn't talk to him a lot. So... yeah, and that was very much like seen as bad thing (ok). People weren't understanding or erm.. Including of that. They were more including of someone who appeared affluent and was not that clever.

Protective factors
(lack of) → school based / home based
↓
Friendship
Affluence
Academic achievement
(confidence?) ^{see previous note}

Ok so even though the academic side of things was important, you could kind of mitigate it (yeah) with other...

Could balance out academics with affluence

Well for example Sophie, was... not, she didn't do badly (no) but she didn't do very well, she didn't stay for the 6th form, she went to college instead. But she was... affluent and, I mean I was friends with her I knew she lived in a nice house and her parents did quite good jobs.... And she had like nice jewellery and things (uh huh). So she was like sort of on the lower end academically. She did try, so you know... she wasn't seen as lazy or stupid because she did try, and she did well at a couple of things. But generally she didn't do particularly well. But yeah she was affluent and... Erm.. that very much came across. And she never had any kind of social issues.

Protective factors (PF)
(affluence, perceived to make effort)

Effort made (contrary to Liz)
↳ interesting! Is that b/c Liz effort?

So that kind of outweighed that appearance of (with that came... yeah, yeah.)

Academically bright but obviously poor "hide" not an option

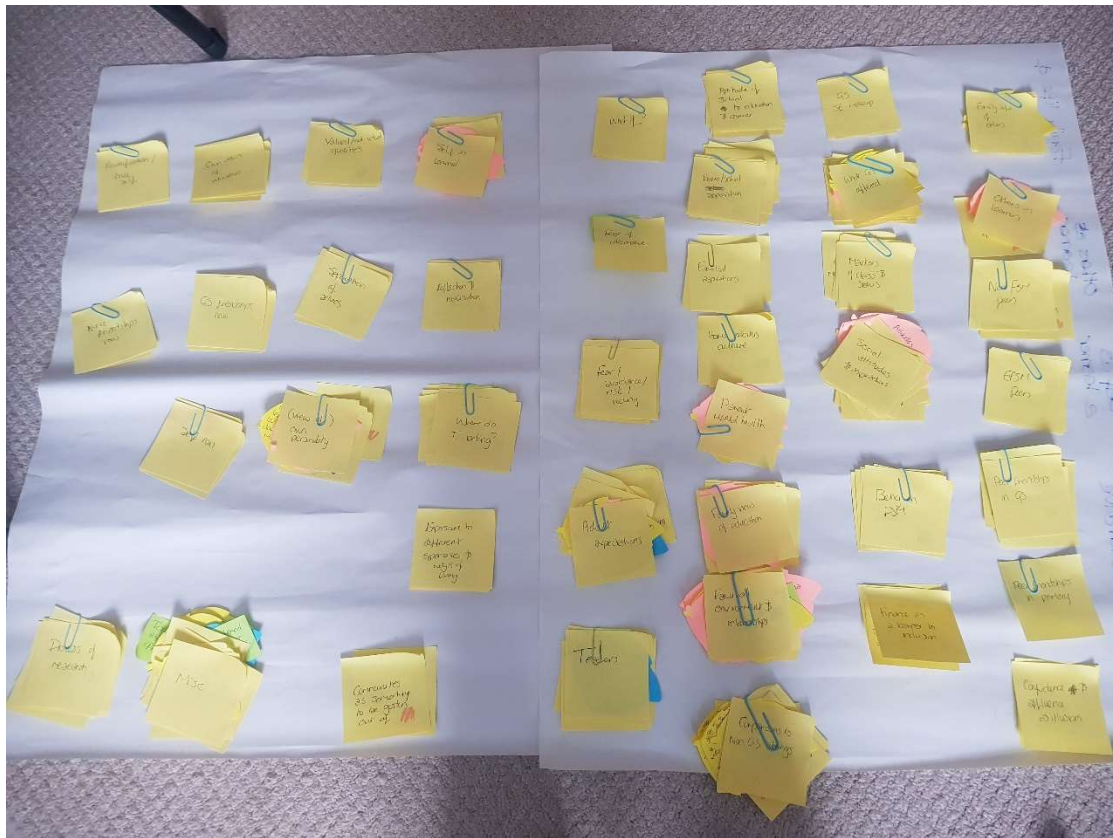
Yeah. Whereas, yeah this other boy.... Um.... he was..... Potentially.... He potentially actually did better than her (mmm) definitely as well as her academically, but was very obviously quite poor and couldn't..... Er... like he wouldn't have been able to hide that. Like you know my parents always bought me new school uniform and always made sure it was clean even if we didn't have any money (ok) whereas he didn't have that. So it would have been very, very difficult for him to portray anything different (yeah). Erm.... and yeah he

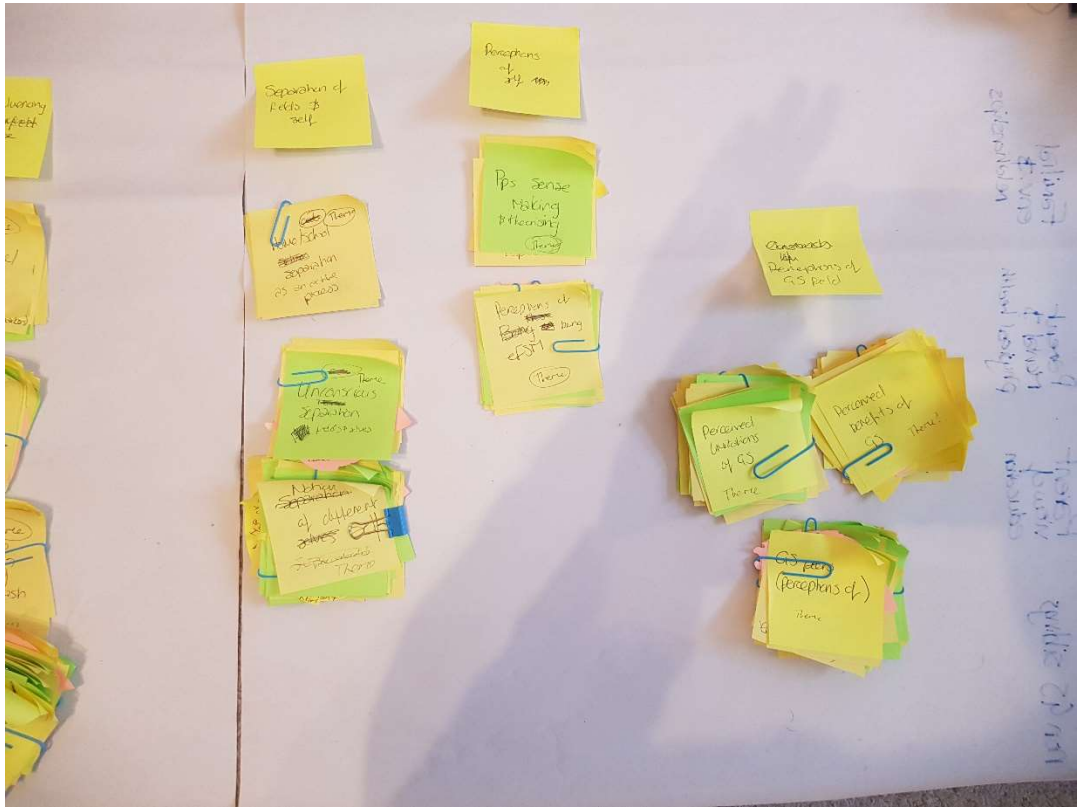
Appearances
(is it about appearances of PFs?)

Lydia's parents did "hide" it. (unk to their not talking about)

appearance & portrayal

Appendix 8. Photographs showing hand coding and thematic analysis.





Separation of
Ego &
Self

Perceptions
of
Self

Michael
Perception
as an
ego process

Pps Sense
Making
of
Perception

Conditions
for
Perceptions of
AS Field

The
Unconscious
is
a
process

Perceptions of
Perception
of
Self

Perceived
Locations
of
AS
There

Perceived
Objects of
AS
There

Notes
of
different
types
of
perceptions
There

Notes
(perceptions of)
There

Perceptions
of
AS
Field
There
Perceptions
of
AS
Field
There
Perceptions
of
AS
Field
There

Appendix 9. Example pages of spreadsheet compiled following initial generation of suitable subthemes.

Theme	Codes	Quotes
Perceived benefits of GS	Gave confidence	<i>I think it gave me the confidence to do it in the community.</i>
	School substituting family role	<p><i>It was more than my family, it was more important than my family in every possible way really.</i></p> <p><i>It most probably would have been worse had I not been getting free school meals cuz at least I was getting one meal a day.</i></p>
	Exposure to positive family models	<p><i>The friendship with X was about her, but with Y it was about what she represented in terms of her family life, which I felt I never had.</i></p> <p><i>I remember thinking God! This is a family?!</i></p> <p><i>I remember going to one person's house and thinking oooh her parents actually seem to like her and want to spend time with her. And that then has kind of shown that, actually I do want my kids to be fed and actually to be happy and feel valued, and take an interest in their education. Whereas I never naturally had that at home.</i></p>

	<p>Exposure to other lifestyles</p>	<p><i>The impact of actually seeing... kind of the more affluent lifestyle actually gave me, increased my aspirations for what I wanted.</i></p> <p><i>It's crazy to think that that isn't something I ever got from anyone else.</i></p> <p><i>I remember discovering for the first time that people could own a house.... the first time I discovered you could buy a house... wow. It was just... because council houses were the norm.</i></p>
	<p>Broadened horizons, opportunities and knowledge</p>	<p><i>(I could) have a conversation about something that I wouldn't have had a conversation with someone else about outside of school.</i></p> <p><i>I wouldn't have ever had (without GS) that exposure to, to other people, to know the differences and to actually know all the options available.</i></p> <p><i>I'm absolutely sure I would not have gone into the profession I went into and visited all the different places I've been to and just generally it's given me a much better standard of living I suspect (GS attendance).</i></p> <p><i>I guess, just that it's not all bad (her experience of GS) I kind of feel I need to put that in. The aspirations and the opportunities that it opened were actually really impressive and wouldn't have been possible otherwise.... And from attending the grammar school actually has allowed me to do a hell of a lot of things.</i></p> <p><i>R (teacher) kind of introduced me to all those, those kind of cultural things, the arts world.</i></p> <p><i>My horizons were broadened immensely by the fact that this was a grammar school, taking from a much better off socioeconomic clientele.</i></p>

<p>Perceived limitations of GS</p>	<p>Confidence and affluence as illusions</p>	<p><i>They (the ones who struggled with MH) were some of the ones that appeared to be the most confident and appeared to be affluent. Appeared to... um... be the same as everyone else.</i></p> <p><i>There were some people, like T, who I knew definitely were affluent, and appeared confident, but you can't know if someone's really confident unless you're them.</i></p> <p><i>I don't know how confident they really were. But they obviously felt like they had to portray that.</i></p> <p><i>Mmmm. I think some of that could have been false (seeming self- assured) and I think that she perhaps didn't feel as self- assured as she gave the impression of being.</i></p> <p><i>...with me and my sisters was the fact that she was much better off than us and I think that gave her the confidence with us that it might not have given with others.</i></p>
------------------------------------	--	---

	<p>The value of affluence, intelligence and confidence</p>	<p><i>People weren't understanding or erm... including of that (being less affluent). They were more including of someone who appeared affluent and was not that clever.</i></p> <p><i>So she was sort of like on the lower end academically....but yeah she was affluent and...erm... that very much came across. And she never had any kind of social issues.</i></p> <p><i>I would have found it a lot harder socially if I'd struggled academically... I would've found it quite difficult if other people thought I wasn't very clever.</i></p> <p><i>I know of people that got bullied because they did badly in school, like they didn't do very well in lessons, which is then weird because I knew people who went to comprehensives elsewhere and that's not really a thing that happens.</i></p> <p><i>There were people who, frankly, people didn't really like, but they did very well academically, so they had friends...yeah they socially were fine, but people didn't actually like them.</i></p>
	<p>eFSM pupils low in number</p>	<p><i>I mean, most people weren't on free school meals.</i></p> <p><i>There must have been others who came from quite poor backgrounds who were there....I couldn't put my finger on it....</i></p>
	<p>Poor opinions of eFSM pupils from teachers</p>	<p><i>The headmistress at the time who I think knew me better than I realised said oh that's good enough to get you into teacher training college, you can go straight to teacher training college at the end of the lower 6th, because I'm sure you won't get into university.</i></p> <p><i>Not just peers but teachers as well (noticing that students were less affluent)... it did definitely affect us.</i></p>

	<p>Narrow view of what education/career should be</p>	<p><i>I was given the details to apply by the careers lady at the school (to Welbeck College) but at the same time she made it quite... she also did not... did not present it in a very positive way, let's go for.... so instead she got all the university applications.</i></p> <p><i>Instead I was persuaded by the school to go for work experience at a school.</i></p> <p><i>Our school would make it like, oh if you don't get good grades and go to university what's the point (laughs) and they were like very, um, for university, for good grades, and like, um, only spoke like, well, if you don't do well in grades then you won't do well in life.</i></p> <p><i>I mean they give that message, but I just didn't want to go to uni. I did apply, but I mean the reason I applied is because they made everyone apply.</i></p> <p><i>And I was like, well I don't actually intend on going (to uni) and they were like very surprised, and like, but you've applied! And I'm like, yeah, cuz you made me!</i></p> <p><i>Where I went we had very limited choice (in GCSE options)</i></p> <p><i>They placed Really high importance on doing well you know and if you weren't doing well, you weren't trying hard enough.</i></p>
--	---	--

	<p>Friendships limited to field and time</p>	<p><i>I don't really have anything to do with any of them at all.</i></p> <p><i>It's really strange cuz I remember quite a lot about these friendships and relationships and I sort of think, well how did they just go...</i></p> <p><i>Part of it, which is sort of sad in a way, is I'm not friends with any of the people I was friends with at school... it wasn't a bad experience I just came to university and was quite happy to jus be... like kind of... forget about that? And I don't think I felt super close to any of my friends because they weren't seeing the whole kind of me.</i></p> <p><i>I was never really fussed after I left about staying in touch with them... I suppose I didn't see myself as similar enough to them to be interested in maintaining a kind of... adult friendship with them.</i></p> <p><i>I guess like school is a neutral environment so we probably got on better there than outside of school.</i></p> <p><i>I think we met up once to go to the cinema and then that was it (close friend from school after they left).</i></p>
	<p>Difficulties NOS</p>	<p><i>I became aware after I left that lots and lots of people had really bad experiences.</i></p> <p><i>But at the same time it's also... it give me a very strange kind of fractured view... whereas... and if I was kind of to reflect on that, well is that why my children aren't in school?</i></p>

<p>Notion of different selves</p>	<p>Employing different selves is advantageous</p>	<p><i>I think of the 3 of us (sisters) I've probably done better. My husband's family were quite big and v. close and I almost put on an act to be part of it because of what I'd learned from L's family and Y's family.</i></p> <p><i>I'm comfortable and confident in myself and my own opinions, but I'm very aware that the best way to... get along in a certain situation, or to get what I want out of a certain situation might be to behave differently to how I would behave normally in my personal life.</i></p> <p><i>That has helped me...</i></p> <p><i>I think it's helped me with things like getting jobs and stuff 100%</i></p>
	<p>Separation of selves over time</p>	<p><i>I was very good at being those two different people.... it is something I notice as an adult, like I'm quite good at being, at behaving differently depending on the situation I'm in..</i></p> <p><i>I went to work at (a bank) straight from school....whilst I was at work I was very much the same person I'd been at school, but would still come home and be very much the same person I'd been at home</i></p>
	<p>Employing different selves is easy</p>	<p><i>I've always been able to kind of very much just flick a switch and be a slightly different.</i></p> <p><i>I don't really remember like thinking about it as kind of a chore or anything...</i></p>

	A distinct out of school self	<p><i>I think that way I did it was, I would often, I would see how other people were, like people I liked, my friends and things, and I would kind of go off that as a gauge and just, not totally change myself, but just a bit in that direction.</i></p> <p><i>I was definitely more relaxed and comfortable out of the school environment.</i></p> <p><i>Just sort of less... um... guarded I guess (out of school).</i></p>
	Being/ becoming 'true' self	<p><i>It wasn't until I'd moved away... completely new life... a new life at police insistence... that I actually kind of found myself I guess.</i></p> <p><i>I moved, new job, new kind of area, new everything. Moved to an area where no body knew me... I think that was the first opportunity of being the real me which is really bizarre.</i></p> <p><i>I was very open about it at university (being from a poorer background), very open about it. Which was just really contrasting (to having hidden it in school).</i></p>
	Doubting self as a learner in GS	<p><i>I think there was an element of, even when I was in school, that I'd kind of got there by default.</i></p> <p><i>I always felt that I wasn't naturally intelligent , that I had to work at it.</i></p> <p><i>That move from being one of the brightest (in primary) to being not one of the brightest was quite a shock for me.</i></p>

Appendix 10a. Idiogrid output and analysis for Miriam.

Idiogrid output raw data for Miriam.

01/03/2020 (09:50:00)

Slater Analyses for Miriam

Descriptive Statistics for Elements [Miriam]

	Means	Sum of Squares	
		Percent	Total Sum of Squares
Self as was in school env.	0.44	23.19	14.27
Self as was when not in school env.	0.19	20.44	12.58
Pupil also FSM/similar background	0.44	22.19	13.65
Pupil not FSM/very different background	-0.44	26.69	16.42
Teacher at GS	-0.44	21.44	13.19
An immediate family member	0.31	18.69	11.50
Ideal self (at the time)	-0.44	9.44	5.81
A close friend	-0.06	20.44	12.58

Note. Values are based upon deviation matrix in which construct means were removed from the original grid scores.

Total SS: 162.50

Element Direction Cosines (correlations)

	Self as was in school env.	Self as was when not in school env.	Pupil also FSM/similar background	Pupil not FSM/very different background	Teacher at GS	An immediate family member	Ideal self (at the time)	A close friend
Self as was in school env.	1.00							
Self as was when not in school env.	-0.28	1.00						
Pupil also FSM/similar background	-0.06	0.72	1.00					
Pupil not FSM/very different background	-0.51	-0.60	-0.58	1.00				
Teacher at GS	-0.37	-0.65	-0.63	0.96	1.00			

An immediate family member	-0.17	0.82	0.44	-0.55	-0.55	1.00		
Ideal self (at the time)	-0.15	-0.62	-0.67	0.57	0.52	-0.75	1.00	
A close friend	0.50	-0.47	-0.36	-0.25	-0.27	-0.35	0.32	1.00

Note. Values reflect angle cosines (correlations) between elements in the full component space.

Element Euclidean Distances

		Self as was in school env.						
		Self as was when not in school env.						
		Pupil also FSM/similar background						
		Pupil not FSM/very different background						
		Teacher at GS						
		An immediate family member						
		Ideal self (at the time)						
		A close friend						
Self as was in school env.	0.00							
Self as was when not in school env.	7.48	0.00						
Pupil also FSM/similar background	6.93	3.46	0.00					
Pupil not FSM/very different background	8.66	8.66	8.77	0.00				
Teacher at GS	7.81	8.31	8.43	1.41	0.00			
An immediate family member	7.00	2.65	4.80	8.37	7.87	0.00		
Ideal self (at the time)	6.08	6.86	7.14	4.24	4.00	6.93	0.00	
A close friend	4.69	7.75	7.62	7.68	7.28	7.28	4.58	0.00

Element Euclidean Distances (standardized)

		Self as was in school env.						
		Self as was when not in school env.						
		Pupil also FSM/similar background						
		Pupil not FSM/very different background						
		Teacher at GS						
		An immediate family member						
		Ideal self (at the time)						
		A close friend						
Self as was in school env.	0.00							
Self as was when not in school env.	1.10	0.00						
Pupil also FSM/similar background	1.02	0.51	0.00					
Pupil not FSM/very different background	1.27	1.27	1.29	0.00				
Teacher at GS	1.15	1.22	1.24	0.21	0.00			
An immediate family member	1.03	0.39	0.70	1.23	1.16	0.00		
Ideal self (at the time)	0.89	1.01	1.05	0.62	0.59	1.02	0.00	
A close friend	0.69	1.14	1.12	1.13	1.07	1.07	0.67	0.00

Note. Values are standardized around the expected distance between random pairings of elements. For this grid: 6.81.

Descriptive Statistics for Constructs [(Miriam)]

	Means	Sum of Squares	Percent Total Sum of Squares
The In Crowd	2.63	21.88	13.46
Outgoing and confident	3.50	20.00	12.31
Playing the clown/dumb blonde	3.13	28.88	17.77
Happy to be excluded (easier)	2.50	20.00	12.31
Poverty	3.38	19.88	12.23
Awareness of other people's situations	2.50	18.00	11.08
Lack of options	2.38	17.88	11.00
Overall would not fit in socially with my life outside GS	3.50	16.00	9.85

Total SS: 162.50
 Bias: 0.23
 Variability: 0.85

Construct Correlations

	The In Crowd	Outgoing and confident	Playing the clown/dumb blonde	Happy to be excluded (easier)	Poverty	Awareness of other people's situations	Lack of options	Overall would not fit in socially with my life outside GS
The In Crowd	1.00							
Outgoing and confident	0.07	1.00						
Playing the clown/dumb blonde	-0.78	0.19	1.00					
Happy to be excluded (easier)	-0.26	-0.95	-0.06	1.00				
Poverty	-0.95	0.03	0.82	0.18	1.00			
Awareness of other people's situations	-0.53	-0.42	0.29	0.47	0.45	1.00		
Lack of options	-0.80	0.24	0.56	-0.08	0.74	0.03	1.00	
Overall would not fit in socially with my life outside GS	0.67	-0.45	-0.49	0.22	-0.76	-0.18	-0.68	1.00

Direction cosines between Constructs and Elements

	Self as was in school env.	Self as was when not in school env.	Pupil also FSM/similar background	Pupil not FSM/very different background	Teacher at GS	An immediate family member	Ideal self (at the time)	A close friend
Self as was in school env.	1.00							
Self as was when not in school env.		1.00						
Pupil also FSM/similar background			1.00					
Pupil not FSM/very different background				1.00				
Teacher at GS					1.00			
An immediate family member						1.00		
Ideal self (at the time)							1.00	
A close friend								1.00

	The In Crowd	-0.28	-0.75	-0.71	0.94	0.95	-0.72	0.74	-0.09
	Outgoing and confident	-0.81	0.52	0.43	0.33	0.23	0.32	-0.23	-0.86
	Playing the clown/dumb blonde	0.30	0.73	0.72	-0.72	-0.64	0.72	-0.87	-0.42
	Happy to be excluded (easier)	0.80	-0.30	-0.30	-0.50	-0.44	-0.19	0.16	0.85
	Poverty	0.23	0.82	0.74	-0.92	-0.93	0.72	-0.65	-0.07
	Awareness of other people's situations	0.59	0.03	0.56	-0.62	-0.63	-0.18	-0.25	0.46
	Lack of options	-0.23	0.80	0.51	-0.62	-0.68	0.91	-0.68	-0.08
Overall	would not fit in socially with my life outside GS	0.35	-0.91	-0.72	0.57	0.66	-0.57	0.32	0.28

Note. Values reflect construct/element cosines (correlations) in the full component space.

Eigenvalue Decomposition

	Eigenvalue	% Variance	Cumulative %	Scree
PC_1	85.61	52.68	52.68	*****
PC_2	47.91	29.48	82.16	*****
PC_3	12.82	7.89	90.05	***
PC_4	10.98	6.76	96.81	**
PC_5	4.24	2.61	99.42	**
PC_6	0.55	0.34	99.75	*
PC_7	0.40	0.25	100.00	*

Element Loadings

	PC_1	PC_2
Self as was in school env.	-0.80	4.13
Self as was when not in school env.	-3.88	-1.99
Pupil also FSM/similar background	-3.75	-1.15
Pupil not FSM/very different background	4.62	-2.23
Teacher at GS	4.17	-1.68
An immediate family member	-3.34	-1.48
Ideal self (at the time)	2.36	0.48
A close friend	0.62	3.92

Note. Values for plotting elements in the component space.

Element Eigenvectors

	PC_1	PC_2
Self as was in school env.	-0.09	0.60
Self as was when not in school env.	-0.42	-0.29
Pupil also FSM/similar background	-0.41	-0.17
Pupil not FSM/very different background	0.50	-0.32
Teacher at GS	0.45	-0.24
An immediate family member	-0.36	-0.21
Ideal self (at the time)	0.26	0.07

A close friend 0.07 0.57

Construct Loadings

	PC_1	PC_2
The In Crowd	4.55	-0.89
Outgoing and confident	-0.52	-4.33
Playing the clown/dumb blonde	-4.64	-0.53
Happy to be excluded (easier)	-0.35	4.29
Poverty	-4.36	0.39
Awareness of other people's situations	-1.84	2.60
Lack of options	-3.38	-0.92
Overall would not fit in socially with my life outside GS	3.04	1.37

Construct Eigenvectors

	PC_1	PC_2
The In Crowd	0.49	-0.13
Outgoing and confident	-0.06	-0.63
Playing the clown/dumb blonde	-0.50	-0.08
Happy to be excluded (easier)	-0.04	0.62
Poverty	-0.47	0.06
Awareness of other people's situations	-0.20	0.38
Lack of options	-0.37	-0.13
Overall would not fit in socially with my life outside GS	0.33	0.20

Note. Values for orienting (drawing) constructs in component space.

{Graph Created: Miriam / PC_1 vs. PC_2 (Slater)}

Miriam's elicited bipolar constructs

Miriam's elicited bipolar constructs are detailed below. In the analysis and discussion that follows they are more generally referred to by only the emergent construct pole.

The In Crowd- Outcasts

Outgoing and confident- Staying under the radar

Playing the clown/dub blonde- Appeared to be bookish and geeky

Happy to be excluded (easier)- Wanting to be in the popular group

Poverty- Affluent

Awareness of other people's situations- Lack of awareness of others' situations

Lack of options- Aspirational

Overall would not fit in socially with life outside of GS- Overall would fit in socially with life outside GS (supplied construct)

Component 1 variance	Component 2 variance	Most salient element	Least salient element	Most superordinate construct	Least superordinate construct	Highest SED	Lowest SED
52.68%	29.48%	Pupil not eFSM (17.96% TSS)	Ideal self (4.79% TSS)	Playing the clown/dumb blonde (17.77% TSS)	Overall would not fit in with life outside GS (9.85% TSS)	Pupil not eFSM/Pupil also eFSM (1.29)	Pupil not eFSM/Teacher at GS (0.21)

Table 3. Summary of descriptive statistics for Miriam.

Table 3 gives an overview of Miriam's data, and the percentage total sum of squares (TSS) for the most and least salient elements further supports the visual analysis of element distances from the centre of the biplot.

SEDs for elements

The SEDs for Miriam's elements were of particular note in comparison to those of other participants, as there were less definitive similarities and differences identified through the values produced. In particular, the SED for *Self in school/Self not in school* was surprising (1.10; a value of 1.5 or greater indicates elements that are considered highly different), as re-immersion into the audio data (as per Chapter Four, Figure 8) confirmed to the researcher that Miriam had given a very clear and vivid account of how she felt she was very different in each of these environments.

Construct/element direction cosines

Table 4 shows that Miriam's grid analysis produced several strong correlations (highlighted), both positive and negative, between constructs and elements (see Appendix 6 for correlation values used).

	Self in school	Self not in school	Pupil also eFSM	Pupil not eFSM	Teacher at GS	Immediate family member	Ideal self at time	A close friend
The Crowd	-0.28	-0.75	-0.71	0.94	0.95	-0.72	0.74	-0.09
Outgoing and confident	-0.81	0.52	0.43	0.33	0.23	0.32	-0.23	-0.86
Playing the clown/dumb blonde	0.30	0.73	0.72	-0.72	-0.64	0.72	-0.87	-0.42
Happy to be excluded (easier)	0.80	-0.30	-0.30	-0.50	-0.44	-0.19	0.16	0.85
Poverty	0.23	0.82	0.74	-0.92	-0.93	0.72	-0.65	-0.07
Awareness of others' situations	0.59	0.03	0.56	-0.62	-0.63	-0.18	-0.25	0.46
Lack of options	-0.23	0.80	0.51	-0.62	-0.68	0.91	-0.68	-0.08
Overall would not fit in outside GS	0.35	-0.91	-0.72	0.57	0.66	-0.57	0.32	0.28

Table 4. Construct/element direction cosines for Miriam.

The cosines were able to provide a picture of Miriam's construals that converged more clearly with the audio data than the SEDs appeared to. For example, a comparison of Miriam's in and out of school selves via the cosines demonstrates that on four constructs, the data are trending in opposing directions, and on a further three constructs where correlations were in the same direction, they were negligible for one element whilst being strong on the other. This pattern of data highlighted differences between these two elements that was not clear from only considering the SED of the two self elements in question.

Construct correlations

The data in Table 6 indicate those correlations that were strongest in Miriam's grid data and gave correlational values to the way in which the constructs had been plotted and grouped on the biplot. High negative correlations indicate expected inverse relationships as suggested by the visual analysis of Miriam's biplot and the information from her audio data. A scan of the construct correlation matrix for Miriam indicated that each of her constructs was likely to be unique (none correlated at 1).

Construct pair	Correlation
Playing the clown-dumb blonde/ The In Crowd	-0.78
Poverty/The In Crowd	-0.95
Lack of options/The In Crowd	-0.80
Outgoing and confident/Happy to be excluded (easier)	-0.95
Playing the clown- dumb blonde/Poverty	0.82
Poverty/Lack of options	0.74
Poverty/ Overall would not fit in with my life outside of GS	-0.76

Table 5. The strongest correlational construct pairs for Miriam.

Appendix 10b. Idiogram analysis for Lydia.

Lydia's elicited bipolar constructs are detailed below. In the analysis and discussion that follows they are more generally referred to by only the emergent construct pole.

Lazy- Hardworking

Needing more input from others to understand- Ease of understanding new things

Could show vulnerability- Appeared confident

Self- conscious- Comfortable in how they looked

Disliking school- Experienced school positively

Economically working class- Appeared affluent

Easily led- Fortright in their opinion

Overall would not fit in socially with life outside of GS- Overall would fit in socially with life outside GS (supplied construct)

Component 1 variance	Component 2 variance	Most salient element	Least salient element	Most superordinate construct	Least superordinate construct	Highest SED	Lowest SED
44.70%	27.24%	Pupil eFSM (21.94% TSS)	Teacher at GS (3.72% TSS)	Could show vulnerability AND Economically working class (17.33% TSS)	Lazy (5.33% TSS)	Ideal self/Pupil also eFSM (1.43)	Pupil not eFSM/ Teacher at GS (0.43)

Table 6. Summary of descriptive statistics for Lydia.

Table 6 gives an overview of Lydia's data, and the percentage TSS for the most and least salient elements further supports the visual analysis of element distances from the centre of the biplot.

SEDs for elements

Table 6 indicates that those elements construed most differently were Lydia's *ideal self* and a *pupil also eFSM*. This can also be seen on the biplot which shows each of these elements in opposing quadrants. Those elements construed as most similar were a *pupil not eFSM* and a *teacher*. Another SED was also below the indicative value; a *pupil not eFSM* and Lydia's *self in school* had an SED of 0.47. This is not clear from looking only at the biplot, although it can be seen that this similarity is likely to be derived from the similar loading of each of these elements onto C2.

Construct/element direction cosines

Table 7 shows the correlations between constructs and elements, with the cosines that reached the cut off values (see Appendix 6) highlighted.

	Self in school	Self not in school	Pupil also eFSM	Pupil not eFSM	Teacher at GS	Immediate family member	Ideal self at the time	A close friend
Lazy	-0.62	0.54	0.48	-0.82	-0.70	0.22	-0.03	0.28
Needing more input from others to understand	0.04	-0.43	0.39	-0.17	0.04	-0.36	-0.42	0.76
Could show vulnerability	-0.69	0.64	0.40	-0.79	-0.60	0.83	0.19	-0.57
Self conscious	0.32	-0.17	0.70	-0.16	-0.25	0.63	-0.75	-0.64
Disliking school	-0.29	-0.20	0.86	-0.60	-0.32	0.42	-0.54	0.14
Economically working class	-0.37	0.68	0.59	-0.80	-0.69	0.82	-0.43	-0.43
Easily led	0.45	0.13	0.77	-0.26	-0.72	0.22	-0.66	-0.45
Overall would not fit in outside GS	0.81	-0.81	0.11	0.65	0.41	-0.41	-0.63	0.19

Table 7. Construct/element direction cosines for Lydia.

The correlational pattern between Lydia's in and out of school self elements has only two points of data exceeding 0.7 both for the supplied construct *overall would not fit in socially with my life outside GS*, as highlighted in Table 8 above. This suggests that the field outside of GS for Lydia is congruent with her *self not in school*, but incongruent with her *self in school*, as the overall pattern of data between the in and not in school selves trends in opposite directions.

Construct correlations

Lydia had one pair of strongly correlated constructs, (*overall would not fit in socially with life outside GS/ could show vulnerability*, see Table 8). Several other pairs moderately correlated and gave a more detailed pattern of Lydia's construals, although at a lower strength. Despite two constructs being jointly superordinate according to their percentage TSS (see Table 6) a scan of the construct correlation matrix for Lydia indicated that each of her constructs was likely to be unique (none correlated at 1).

Construct pair	Correlation
Disliking school/Lazy	0.53
Disliking school/ Needing more input from others to understand	0.62
Economically working class/ Lazy	0.55
Economically working class/ Could show vulnerability	0.69
Easily led/ self conscious	0.65
Overall would not fit with my life outside of GS/ Lazy	-0.52
Overall would not fit in with my life outside of GS/ Could show vulnerability	-0.77

Table 8. The strongest correlational construct pairs for Lydia.

Appendix 10c. Idiogram analysis for Jim.

Jim's elicited bipolar constructs are detailed below. In the analysis and discussion that follows they are more generally referred to by only the emergent construct pole.

Distracted- Focused, attentive

Outgoing and talkative- Reserved

Comfortable to share personal information- Hesitant to share personal information

Think a bit more about what I say- Relaxed conversation

Do only what is necessary- Do what's needed then a bit more

Drones on to the point of pure boredom- Straight to the point

Has larger group of friends but more distant- Has small group of close friends

Overall would not fit in socially with life outside of GS- Overall would fit in socially with life outside GS (supplied construct)

Component 1 variance	Component 2 variance	Most salient element	Least salient element	Most superordinate construct	Least superordinate construct	Highest SED	Lowest SED
62.25%	15.76%	Pupil not eFSM (27.32% TSS)	A close friend (6.32% TSS)	Drones on to the point of boredom (18.44% TSS)	Outgoing and talkative (4.10% TSS)	Teacher at GS/Pupil not eFSM (1.54)	Ideal self/ a close friend (0.38)

Table 9. Summary of descriptive statistics for Jim.

SEDs for elements

Table 9 indicates that those elements Jim construed most differently were *a teacher at GS* and *a pupil not eFSM*. This can also be seen on the biplot which shows each of these elements in opposing quadrants. Those elements construed as most similar were Jim's *ideal self* and *a close friend*. Jim had a further two pairs of elements he construed as highly similar (where 0.50 and below indicates elements considered as highly similar); *a close friend* and *self in school* (0.42) and his *ideal self* and *self in school* (0.50). These SEDs give further detail to the relationships between these three elements, whose proximity can be seen in the biplot in Chapter Four, Figure 11.

Construct/element direction cosines

Table 10 shows the correlations between constructs and elements, with the cosines that reached the cut off value highlighted.

	Self in school	Self not in school	Pupil also eFSM	Pupil not eFSM	Teacher at GS	Immediate family member	Ideal self at the time	A close friend
Distracted	-0.52	0.54	0.44	0.83	-0.71	-0.67	-0.55	-0.04
Outgoing and talkative	-0.55	0.13	0.22	0.48	0.25	-0.59	-0.35	-0.22
Comfortable to share personal information	-0.61	0.64	-0.03	0.24	-0.53	0.46	0.07	-0.20
Think a bit more about what I say	0.15	0.07	-0.63	-0.71	0.87	0.33	0.55	0.05
Do only what is necessary	-0.71	0.45	0.68	0.93	-0.64	-0.57	-0.78	-0.35
Drones on to the point of pure boredom	-0.66	-0.15	0.89	0.93	-0.53	-0.22	-0.83	-0.64
Has larger group of friends but more distant	-0.72	-0.10	0.95	0.76	-0.34	0.00	-0.88	-0.87
Overall would not fit in socially outside of GS	0.60	0.03	0.91	0.72	-0.15	0.32	-0.96	-0.84

Table 10. Construct/element direction cosines for Jim.

The correlational pattern between Jim's *self in school* and his *ideal self* appear to suggest that he is closer to the person he would like to be when he is in school. A number of strong correlational values show that Jim's ideal self appears to be construed in an opposite way to the two pupil elements, suggesting he does not want to be like either of these individuals. Looking at the pattern of correlational data between his in and out of school self elements, there is some indication that Jim construes these selves as different, with some moderate correlational values in opposing directions in terms of *distracted* and *comfortable to share personal information*.

Construct correlations

Jim had five pairs of strongly correlated constructs, see Table 11) and a scan of the construct correlation matrix for Jim indicated that although each of his constructs was likely to be unique (none correlated at 1), there did seem to be less distinction being made by Jim pertaining to his experience since several pairs correlated positively at a high value.

Construct pair	Correlation
Do only what is necessary/ Distracted	0.93
Do only what is necessary/ Drones on to the point of pure boredom	0.75
Drones on to the point of pure boredom/ Has larger group of friends but more distant	0.89
Drones on to the point of pure boredom/ Overall would not fit in socially outside GS	0.76
Has a larger group of friends but more distant/ Overall would not fit in socially outside of GS	0.88

Table 11. The strongest correlational construct pairs for Jim

Appendix 10d. Idiogrid analysis for Sally.

Sally’s elicited bipolar constructs are detailed below. In the analysis and discussion that follows they are more generally referred to by only the emergent construct pole.

Carefree- Compliant

Very introverted- Outgoing

Uncaring- Caring

Critical, dismissive- Accepting of who I was

Easygoing- Self- conscious

Flat- Passionate

Unbalanced- Balanced

Disinhibited- Boundaried

Having to learn social etiquette- Intuitively aware of social etiquette

Overall would not fit in socially with life outside of GS- Overall would fit in socially with life outside GS (supplied construct)

Component 1 variance	Component 2 variance	Most salient element	Least salient element	Most superordinate construct	Least superordinate construct	Highest SED	Lowest SED
58.39%	20.10%	An immediate family member (38.62% TSS)	Pupil not eFSM (2.05% TSS)	Very introverted AND Flat (14.55% TSS)	Having to learn social etiquette (3.24% TSS)	Teacher at GS/An immediate family member (1.71)	Pupil not eFSM/ a close friend (0.40)

Table 12. Summary of descriptive statistics for Sally.

SEDs for elements

Table 12 indicates that those elements Sally construed most differently were *a teacher at GS* and *an immediate family member*. This can also be seen on the biplot which shows each of these elements in opposing quadrants. Those elements construed as most similar were *a pupil not eFSM* and *a close friend*. Sally had further element pairs that reached the cut off points, both for being construed as highly similar (0.50) and also highly different (1.50). As well as *a teacher in GS* she also considered her *self in school* to be highly different from *an immediate family member* (1.60). The distance between *self not in school* and *immediate family member* did not reach the cut off

value, but approached it at 1.41. The distance between *an immediate family member* and *ideal self* also approached the cut off value for being construed as highly dissimilar, with a value of 1.49.

The distance between *self not in school* and *ideal self* was 0.46, indicating that Sally felt close to the sort of person she wanted to be when she was in the school environment. Her *self in school* was also construed as similar to her *ideal self*, just above the cut off value at 0.51, suggesting that in both fields Sally was closely aligned with her ideal self.

Construct/element direction cosines

Table 13 shows the correlations between constructs and elements, with the cosines that reached the cut off value highlighted.

	Self in school	Self not in school	Pupil also eFSM	Pupil not eFSM	Teacher at GS	Immediate family member	Ideal self at the time	A close friend
Carefree	-0.15	0.77	-0.47	0.79	0.54	-0.18	0.48	-0.39
Very introverted	-0.69	-0.54	0.80	0.56	-0.67	0.77	-0.86	-0.34
Uncaring	-0.80	-0.20	0.51	0.18	-0.68	0.95	-0.68	-0.54
Critical, dismissive	-0.71	-0.36	0.34	0.20	-0.63	0.98	-0.63	-0.36
Easygoing	0.21	-0.30	0.55	0.22	0.56	-0.42	-0.45	-0.26
Flat	-0.69	-0.54	0.80	0.56	-0.67	0.77	-0.86	-0.34
Unbalanced	-0.59	-0.37	-0.02	0.26	-0.59	0.87	-0.45	0.17
Disinhibited	-0.73	0.20	-0.22	0.21	0.41	0.82	-0.17	-0.23
Having to learn social etiquette	0.17	-0.39	0.11	-0.33	-0.09	0.38	-0.16	-0.41
Overall would not fit in socially outside of GS	-0.72	0.27	0.52	0.04	-0.74	0.62	-0.33	-0.61

Table 13. Construct/element direction cosines for Sally.

The pattern that is presented in the correlational data from Table 13 above suggests that Sally's *self in school* and *self not in school* elements are both aligned to her *ideal self*, as data trends in a similar fashion across a number of constructs for these three elements. This further illustrates the nature of the small SEDs found between each of these pairs. The strong correlations between *an immediate family member* and six constructs further highlight the way in which this family member (Sally's

mother) is construed in very strong terms, adding to the understanding of this element being the most salient for Sally.

The divergent trends in correlational data between *a teacher at GS* and an immediate family member can be seen in Table 13, along with strong correlations in opposing directions between *self in school* and *an immediate family member* on three constructs (*uncaring, critical dismissive* and *disinhibited*). Correlational trends between Sally’s *self in school* and *a teacher at GS* match on eight of the ten total constructs, suggesting that, although not evident only from looking at SEDs, Sally may have construed these elements in similar ways.

Construct correlations

Sally had eleven pairs of strongly correlated constructs (see Table 14) which was the highest number of all the participants. One pair of constructs (*very introverted* and *flat*) correlated at 1, suggesting they were the same construct, which is likely to explain some of the strong correlations between other construct pairs (anything that correlates with *flat* will necessarily correlate with *very introverted* at the same value).

Construct pair	Correlation
Uncaring/ Very introverted	0.86
Critical- dismissive/very introverted	0.80
Flat/ Very introverted	1
Critical-dismissive/uncaring	0.95
Flat/Uncaring	0.86
Unbalanced/ critical-dismissive	0.83
Flat/Critical -dismissive	0.80
Disinhibited/critical-dismissive	0.76
Disinhibited/Unbalanced	0.78
Overall would not fit in socially outside GS/ Uncaring	0.77

Table 14. The strongest Correlational construct pairs for Sally.

However, relistening to the audio data highlighted how Sally had struggled to decide on naming the bipolar *flat- passionate* construct.

‘Passion. He was the English teacher and he loved literature and introduced me to it, and he loved music and sang madrigals...and inspired me. So maybe it’s inspirational.’

She later decided to name the construct *flat- passionate* as she felt that inspirational would not apply to all the elements (it would be too impermeable). However, the triangulation with the audio data

suggested that *flat* referred to something different to *very introverted*, with the former appearing to be more linked to a person having passion for a topic or activity (which Sally found inspirational) and the latter being about how an individual interacted with others.

The purpose of this phase of data collection and analysis was to ascertain constructs to inform a further individualised interview for each participant through the use of personal construct psychology, and as such, the researcher was striving to maintain a 'credulous listening' approach to the data shared by participants. Literature guards against over analysis of the statistical properties of grid data (Easterby-Smith, Thorpe & Holman, 1996; Gammack & Stephens, 1994; Taylor, 1990), and as such the researcher, taking the numerical data and audio data together decided that both constructs should be included in the Slater analysis, since it was being used as a way of personalising the second interviews.

References:

Easterby-Smith, M., Thorpe, R., & Holman, D. (1996). Using repertory grids in management. *Journal of European industrial training*. 20(3). Available at: <https://www.emerald.com/insight/content/doi/10.1108/03090599610114138/full/html> Accessed on: 20/3/20.

Gammack, J. G., & Stephens, R. A. (1994). Repertory grid technique in constructive interaction. In Cassell, C. & Symon, G. (Eds.), *Qualitative Methods in Organizational Research: A Practical Guide*. London: Sage Publications.

Taylor, D. S. (1990). Making the most of your matrices: hermeneutics, statistics, and the Repertory Grid. *International Journal of Personal Construct Psychology*, 3(1), 105-119.

Appendix 10e. Idiogram analysis for Kara.

Kara's elicited bipolar constructs are detailed below. In the analysis and discussion that follows they are more generally referred to by only the emergent construct pole.

Jibberish conversation- Concerned about school grades

Doesn't do what they should be doing- Motivated

More chill- Stressed

Worried about the future- Being more certain about the future

Breezing through it- Struggling

Casual about sappy stuff- Awkward about sappy stuff

Very comfortable in saying anything- Unlikely to put hand up in class

Overall would not fit in socially with life outside of GS- Overall would fit in socially with life outside GS (supplied construct)

Component 1 variance	Component 2 variance	Most salient element	Least salient element	Most superordinate construct	Least superordinate construct	Highest SED	Lowest SED
38.39%	31.64%	Pupil also eFSM (16.05% TSS)	Ideal self (5.36% TSS)	More chill AND Worried about the future (16.03% TSS)	Breezing through it (3.84% TSS)	Pupil also eFSM/ Pupil not eFSM (1.26)	Teacher at GS/ An immediate family member (0.43)

Table 15. Summary of descriptive statistics for Kara.

SEDs for elements

Table 15 indicates that those elements Kara construed most differently were *a pupil also eFSM* and *a pupil not eFSM*, in keeping with the locations of these elements on the biplot. However, the SED for this pair was below 1.50, suggesting that they were construed as more moderately dissimilar. Those elements construed as most similar were *a teacher at GS* and *an immediate family member*. Kara did not have any other element pairs that reached the indicative values, although moderate similarities appeared to be indicated between *ideal self* and *an immediate family member* (0.61) and *ideal self* and *teacher at GS* (0.61). Moderate dissimilarities were found between *self in school* and *teacher at GS* (1.22) and *pupil also eFSM* and *teacher at GS* (1.22).

Construct/element direction cosines

Table 16 shows the correlations between constructs and elements, with the cosines that reached the cut off value highlighted.

	Self in school	Self not in school	Pupil also eFSM	Pupil not eFSM	Teacher at GS	Immediate family member	Ideal self at the time	A close friend
Jibberish conversation	0.12	0.83	0.56	-0.39	-0.48	-0.24	-0.53	-0.20
Doesn't do what they should be doing	-0.07	0.79	0.80	-0.30	-0.57	-0.30	-0.66	-0.09
More chill	0.11	-0.25	-0.08	-0.39	0.50	0.87	0.24	-0.78
Worried about the future	0.14	0.38	0.91	-0.60	-0.57	-0.24	-0.07	-0.14
Breezing through it	0.13	-0.73	-0.67	0.28	0.33	0.17	0.81	0.11
Casual about sappy stuff	-0.75	0.33	0.45	-0.76	0.48	0.30	0.25	-0.22
Very comfortable in saying anything	-0.76	0.48	0.02	-0.55	0.71	0.76	0.34	-0.78
Overall would not fit in socially outside of GS	0.31	0.36	0.17	-0.47	-0.29	-0.30	-0.27	0.29

Table 16. Construct/element direction cosines for Kara.

The data trends from Table 16 suggests that Kara's *self in school* and *self not in school* elements differ across a number of constructs, although the SED indicated that this pair of elements was not considered highly dissimilar by Kara (1.18). Kara's ideal self element does not appear to be construed similarly to either her *self in school* or *self not in school*, or indeed any other element across the given constructs, perhaps explaining why this was calculated to be the least salient element for Kara. The similar direction of data trends between *self not in school* and *pupil not eFSM* and *self in school* and *pupil not eFSM* further explains the proximity of these pairs of elements on the biplot

Construct correlations

Kara had only three strongly correlated pairs of constructs, with a further four correlating at moderate strength (see Table 17).

Construct pair	Correlation
Doesn't do what they should be doing/ Jibberish conversation	0.81
Breezing through it/ Jibberish conversation	-0.74
Doesn't do what they should be doing/ Breezing through it	0.91
Worried about the future/ Jibberish conversation	0.58
Worried about the future/ Doesn't do what they should be doing	0.66
Overall would not fit in socially outside of GS/ Jibberish conversation	0.53
Very comfortable in saying anything/ Casual about sappy stuff	0.59

Table 17. The strongest correlational construct pairs for Kara.

The pattern of the moderate and strong construct correlations from Kara's grid occur predominantly around 4 constructs, further illustrated by the clustering of these constructs on the biplot (see Chapter Four, Figure 13. Worried about the future and doesn't do what they should be doing accounted for 16.03% TSS and 12.69% TSS respectively, and were two of Kara's most salient constructs.

Appendix 10f. Idiogrid analysis for Ruth.

Ruth’s elicited bipolar constructs are detailed below. In the analysis and discussion that follows they are more generally referred to by only the emergent construct pole.

High expectations of achievement- Reduced expectations of life

Conceited- Humble

Gave impression of confidence- Lacked confidence

Insecure in their person- Strong opinions about life

Two- facedness- Single minded, said what they thought

Flamboyant, couldn’t care less attitude- Studious

Narrow friend group from people they were at school with- Wide friendship group from different backgrounds

Overall would not fit in socially with life outside of GS- Overall would fit in socially with life outside GS (supplied construct)

Component 1 variance	Component 2 variance	Most salient element	Least salient element	Most superordinate construct	Least superordinate construct	Highest SED	Lowest SED
64.20%	16.68%	Pupil not eFSM (37.74% TSS)	A close friend (1.29% TSS)	Narrow friendship group (17.75% TSS)	Gave impression of confidence (9.51% TSS)	An immediate family member/ Pupil not eFSM (1.74)	Pupil also eFSM/ Self in school AND Self in school/ a close friend (0.36)

Table 18. Summary of descriptive statistics for Ruth.

SEDs for elements

The SEDs for Ruth’s elements indicated several pairs that reached or exceeded the indicative values in either direction. In addition to those indicated in Table 18, *self in school/ ideal self* had an SED of 0.47, supporting the position of these elements proximal to each other in the biplot. *Pupil not eFSM/ ideal self* has an SED of 1.53, demonstrating along with the biplot that this pair of elements is construed by Ruth as being highly dissimilar.

Construct/element direction cosines

Table 19 shows the correlations between constructs and elements, with the cosines that reached the cut off value highlighted.

	Self in school	Self not in school	Pupil also eFSM	Pupil not eFSM	Teacher at GS	Immediate family member	Ideal self at the time	A close friend
High expectations of achievement	-0.87	0.52	-0.88	0.58	0.95	-0.85	-0.21	-0.39
Conceited	-0.83	0.59	-0.61	0.90	0.49	-0.72	-0.70	-0.89
Gave impression of confidence	-0.80	0.35	-0.88	0.69	0.90	-0.94	0.12	-0.28
Insecure in their person	0.39	-0.49	0.76	-0.20	-0.75	0.84	-0.24	0.07
Two facedness	-0.46	-0.28	-0.38	0.86	0.18	-0.29	-0.35	-0.53
Flamboyant, couldn't care less attitude	0.14	0.67	0.56	-0.32	-0.44	0.12	-0.45	-0.06
Narrow friend group from people they were at school with	-0.81	0.66	-0.55	0.87	0.49	-0.78	-0.76	-0.78
Overall would not fit in socially outside of GS	-0.92	0.47	-0.58	0.94	0.56	-0.75	-0.71	-0.70

Table 19. Construct/element direction cosines for Ruth.

The data in Table 19 highlight across which constructs Ruth construed her *self in school* to be similar to her *ideal self* and her *close friend*, elements that were all construed as highly similar (see Table 18). It is of note that on the construct *high expectations of achievement*, Ruth indicates that she did not have this of her *self in school*, and that her *ideal self* correlation on this suggests she would have liked to have more. *Self not in school* shows a moderately positive correlation on this construct, suggesting that Ruth was able to have higher expectations of achievement outside of the school environment that inside.

Construct correlations

Ruth's grid data showed eight strongly correlated pairs of constructs, (see Table 20). A scan of the construct correlation matrix indicated that none of the construct pairs correlated at 1.

Construct pair	Correlation
Gave impression of confidence/ high expectation of achievement	0.89
Insecure in their person/ high expectation of achievement	-0.71
Overall would not fit in socially outside GS/ high expectation of achievement	0.71
Narrow friend group from people at school with/ Conceited	0.95
Overall would not fit in socially outside GS/ conceited	0.93
Insecure in their person/ gave impression of confidence	-0.77
Overall would not fit in socially outside GS/ gave impression of confidence	0.75
Overall would not fit in socially outside GS/ Narrow friend group from people at school with	0.95

Table 20. The strongest correlational construct pairs for Ruth.