This research sought to establish psychosocial and educational needs of the orphaned pupils in selected primary schools in Kasarani Division in Nairobi with an implication for guidance and counseling. The study also established how these needs differed with those of nonorphans in regard to their gender. A descriptive survey design was employed in this study. Purposeful and random sampling were used to sample orphans and non-orphans respectively. A sample (N = 181) from standard 7 was selected from 5 primary schools in Kasarani Division of Nairobi. The sample had n =88 orphans and n = 93 non-orphans. There were orphan boys n = 50 and orphan girls n = 38. The sample for non-orphan boys n = 43 and non-orphan girls n = 50. A pilot study was conducted to validate the instrument in one public primary school. A self administered questionnaire as used to collect the data for the study. The data obtained from the questionnaire was coded, scored and analyzed using both descriptive and inferential statistics. Results of the study indicated that differences existed between orphans and non-orphans psychosocial needs. The mean for the orphans was higher (x = 45.38, sd = 10.432) than that of non-orphans (x = 41.33, sd = 10.742). An independent samples t-test established that the differences between orphans and non-orphans psychosocial needs were significant t (t (179) = 2.566, p < 0.05). Significant differences were determined between orphans and non-orphans educational needs. The mean for orphans x = 41.90, sd = 10.579 higher than that of non-orphans (x = 37.39, sd =11.202. An independent samples t-test established that the differences between orphans and nonorphans educational needs were significant t (t (179) = 2.782, p < 0.05). Also, there were no significant differences established between orphan girls and orphan boys psychosocial needs. The mean for orphan boys was (3F= 45.22, sd = 10.869) higher than that of orphan girls (x = 45.58, sd = 9.969). An independent samples t-test established that the differences between orphan boys and orphan girls psychosocial needs were not significant t (t (86) = -0.159, p >0.05). Further, significant differences were determined between orphan boys and orphan girls educational needs. The mean for orphan boys was x = 42.62, sd = 10.234 lower than that of orphan girls (x = 40.95, sd =11.082. An independent samples t-test established that the differences between orphan boys and orphan girls educational needs were not significant t (t (86) = 0.733, p < 0.05. Based on the study results, it was recommended schools provide orphans with strong social support to help them adjust and feel appreciated. The study also recommended that interventions in form of guidance and counseling be used as tool to assists orphans to develop confidence to face challenges in life. Furthermore, this study has suggested pooling of resources within the schools as a necessary measure to address some educational needs of orphans.