Although the government provides trained teachers and free primary education funds to each pupil in public schools, disparities have continued to exist in academic performance in each school. Academic achievement of pupils in Kisumu West Sub County has remained low in comparison with other neighboring sub counties, yet studies linking poor performance with socio economic status of parents in this particular area are limited. Between 2011 and 2014, Kisumu West’s mean was 243.17; Kisumu East 256.19; Kisumu Central 278.14, Nyando 248.66 and Muhoroni 258.46. The purpose of this study was to establish the influence of parents’ socio economic status on pupils’ academic achievement in public primary schools in Kisumu West Sub County. The objectives were to establish the influence of marital status of parents, determine the influence of education level of parents, establish the influence of income level of parents, and to determine the influence of occupation type of parents on pupils’ academic achievement. It was conceptualized in the study that pupils’ academic achievement depends on socio economic status of parents. Descriptive survey and correlational research designs were adopted for the study. Target population was 50 head teachers, 53 class 8 teachers and 2340 parents whose children were enrolled in class 8 for KCPE in 2016. Through Yamane’s formula, a sample size of 44 head teachers and 46 class 8 teachers was selected. Random sampling was used to select 40 parents. Questionnaire was used on head teachers and class 8 teachers, while interview schedule was used on parents whose children are in class 8. Reliability of the instruments was determined by test re-test method whereby head teachers questionnaire had a coefficient of .78 and teachers questionnaire was .83 at p-value of .05. Validity was determined by experts from educational management and foundations. Quantitative data was analyzed by use of frequency counts, means, percentages, and regressions analysis. Qualitative data was transcribed and analyzed in emergent themes and sub themes. The study established that marital status had moderate influence on pupils’ academic achievement, indicated by an overall mean of 2.96. Parental level of education and income level have positive influence on pupils’ academic achievement, accounting for 25% and 20% change in achievement respectively. Occupation type of parents had high influence on pupils’ academic achievement, indicated by an overall mean of 3.84. The study concluded that parental socio economic status moderately influences pupils’ academic achievement in public primary schools. It is recommended that single parents should inculcate discipline among their children to control truancy behaviour among them so as to enhance their academic achievement. The study findings are of significance to school administrators, policy makers, and parents on ways of contributing to students’ academic achievement.